Preview - Information

Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

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

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

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

rob@supersimplesheets.com

Google Slides Lessons Preview

© Super Simple Sheets

Ontario Health Curriculum
Healthy Eating– Grade 6

3-Part Lesson Format

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





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

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



Ontario Health Curriculum
Healthy Eating– Grade 6



Ontario Health Curriculum
Healthy Eating– Grade 6



Workbook Preview

Grade 6 – Health Unit

HEALTHY EATING

	Curriculum Expectations	Pages
D2.1	apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., allergies and sensitivities, likes and dislikes, feelings of stress, dental health, food availability, media influence,	21 - 73
D2	(e.g., stage of development, growth spurts, level of physical activity, eating larger portions) to develop personal guidelines for healthier eating	79
D3.1	explain how healthy eating and active living work together to improve a person's overall physical and mental health and well-being (e.g., both provide more energy and contribute to improved self-concept and body image, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them) and how the benefits of both can be promoted to others	80 - 89

Preview of 60 pages from this product that contains 132 pages total.

© Super Simple Papers

super simplesheets.com

NAME: _____

Healthy Eating



PREVIEW

© Super Simple Papers

super simplepapers.com

Name: _____ 7

Mindful Eating

Mindfulness

Mindfulness is paying attention to what is going on right now. To be mindful, we need to slow down and notice what we are doing. Mindfulness is being aware of how your body feels.

Mindful Ea

If we are mindfully, we may eat more or eat faster than we should. By taking time about what we are eating, we can engage all five senses and enjoy ight amount of food. When we eat mindfully, we are thinking about e eat, and why we are eating.

PREVIEW

What We Eat



When we eat healthy, we a rainbow. Eating lots of colourful, and vegetables helps us put lots of imp nutrients into our bodies. Our bodies need a variety of nutrients so eating a variety of foods helps us get all the nutrients we need.

There are some foods we eat that are less healthy because they are or salt or they do not have many nutrients. When we eat mindfully we s less often. Healthy foods are foods we can eat anytime. Foods with few nutrie and lots of fat, sodium or sugar are foods we can eat less often.

When We Eat

We should be mindful when we choose to eat. Are we eating because we are hungry or are we eating because we feel bored or upset? We need to listen to our body because it will tell us when we are hungry. Often when we are watching television or playing video games we snack. It is easy to eat a whole bag of salty snacks without even thinking about how much we are eating or whether we are eating because we are hungry.

© Super Simple Reports

Name: _____ 8

True or False

Is the statement true or false?

1) Mindful eating means not snacking.	True	False
2) Mindfulness is thinking about how you feel now.	True	False
3) Considering why we want to eat is part of mindfulness.	True	False
4) Sometimes we get overly full because we eat too fast.	True	False
5) When w[illegible]ndfully we choose healthy foods more often.	True	False

Visual

[illegible] were picturing while you were reading. Explain the picture.

PREVIEW

Questions

Answer the questions below

1) What is mindful eating?

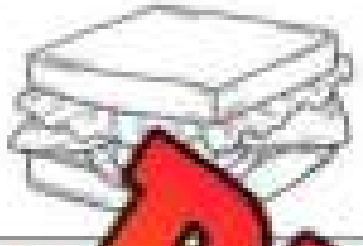
2) What could you do at home to encourage mindful eating?

© Super Simple Psych

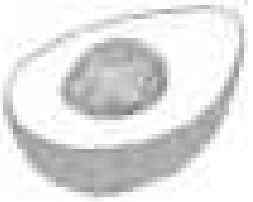
Name: _____ 9

Sometimes vs. Anytime Foods

Directions Circle the correct answer



Sometimes | Anytime



Sometimes | Anytime



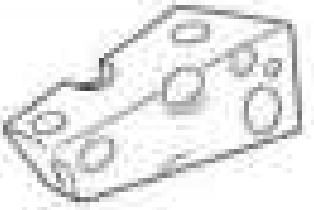
Sometimes | Anytime



Sometimes | Anytime



Sometimes | Anytime



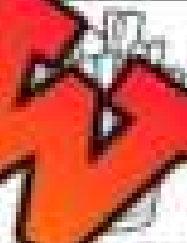
Sometimes | Anytime



Sometimes | Anytime



Sometimes | Anytime



Sometimes | Anytime

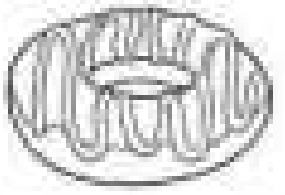


Sometimes | Anytime

Peanut Butter



Sometimes | Anytime



Sometimes | Anytime

PREVIEW

Name: _____ ID: _____

Activity - Feed Me Healthy

Objective What are we learning more about?

Students will identify healthy foods and express their understanding by drawing nutritious food choices they would like to eat.

Materials What do we need for our activity?

- [illegible] the image of the child
- Pencil (for [illegible])
- Eraser
- Crayons / colour pencils / [illegible] (for colouring the [illegible])



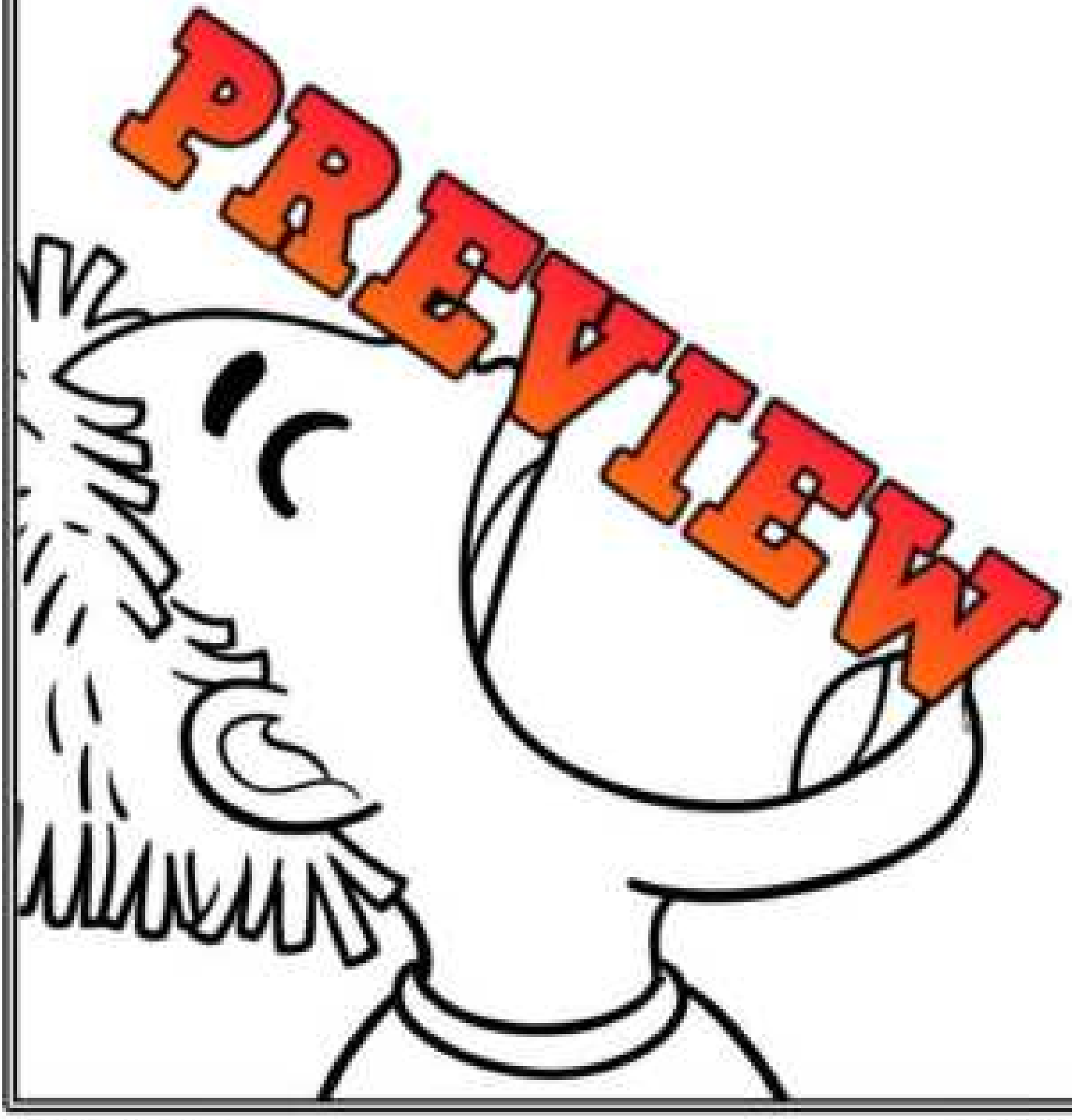
Method How do we complete [illegible]

1. Carefully observe the picture of the child [illegible] mouth. Imagine that the child is hungry and waiting to be fed.
2. Think about healthy foods that help your body [illegible] and healthy. These may include fruits, vegetables, milk, eggs, [illegible] meals.
3. In the space near or inside the mouth, draw at least 3–5 healthy foods that you would like to feed yourself or the child in the picture.
4. Make your drawings big and clear so they can easily be recognized.
5. After drawing, color your foods using appropriate colors to make them look realistic and appealing.
6. When you finish, write or tell one reason why each food you drew is healthy (example: Carrots help my eyes, Milk makes my bones strong).
7. Be prepared to share your drawing with the class or a partner.

PREVIEW

Name: _____ L1

Activity - Feed Me Healthy



Name: _____ L2

Activity - Feed Me Healthy



Name: _____ L3

Hunger and Thirst Cues

Healthy Eating



Healthy eating is about more than just the foods we eat. When we eat mindfully, we will have more enjoyment from our food. When we eat with others, we get more enjoyment from our meals because we talk about things that make us happy. When we eat with our family and not watch the television, we may try some different foods that we would not try if we were eating alone.

Hunger Cues

Our bodies give us hunger cues to tell us when to eat. When you are hungry your stomach will feel empty and you may feel a rumble in your stomach, and you may feel tired and grouchy. These are ways your body tells you to eat.

When your body gives you these hunger cues, you should choose a healthy snack or meal and sit down to eat your food. Chewing your food slowly helps you enjoy it more and helps your body digest the food more easily. When we are hungry, we may eat too fast causing us to choke when swallowing. We may eat so much that we have not given our bodies a chance to tell us when we are satisfied. When we eat we should eat slowly, chew our food thoroughly and stop eating when we feel satisfied.

Thirst Cues



When we are thirsty, our mouth and throat will feel dry. Sometimes we may get a headache. This is your body's way of telling you to drink water. When we exercise, or when it is hot, we lose water from our bodies through sweat.

It is very important to replace the water we lose through sweating, by drinking water. Keep a clean water bottle with you during the day and fill it with clean fresh water. Do not drink sugary drinks because they are bad for your teeth. Water is the best drink to keep you healthy.

PREVIEW

Name: _____ 1A

True or False Is the statement true or false?

1) Eating with others helps us eat mindfully.	True	False
2) We can tell if we are hungry by what time it is.	True	False
3) You should always finish everything on your plate.	True	False
4) When we are hungry we may feel grouchy.	True	False
5) We may [illegible]adache if we are thirsty.	True	False

Qu[illegible] [illegible] three questions you have after reading the text

1)	
2)	
3)	

Questions Answer the questions below using e[illegible]

1) Why is it important to know our hunger and thirst cues?

2) Why does how fast we eat matter?

PREVIEW

Name: _____ 15

Mindful Eating

STARVING RAVENOUS GROWLING HUNGRY NEUTRAL SATISFIED FULL STUFFED BLOATED MISERABLE

1 2 3 4 5 6 7 8 9

THE HUNGER SCALE



PREVIEW

Hunger Gauge Activity

Look at the Hunger Gauge and describe how you may feel when in each category. What types of food leave you still hungry? What types of food fill you up? You may list a meal of several food items, or a snack you eat frequently.

TOO HUNGRY HUNGRY NEUTRAL SATISFIED FULL



TOO HUNGRY	HUNGRY	NEUTRAL	SATISFIED	FULL

© Super Simple Papers

Name: _____ 16

Food Choices - Drinks

Making Healthy Food Choices



We make choices every time we eat that affect our health. Canada's New Food Guide says our beverage of choice should be water most often. One third of the sugar teens consume comes from sugary drinks such as colas and soda fountain drinks. Consuming sugary drinks can lead to obesity, type 2 dia[illegible] cavities. Children 11 years old should drink at least 1.5 litres of

PREVIEW

[illegible]ing Nutrition Labels

100% JU[illegible]

Nutrition Fa[illegible]

Serv. Size 10 fl oz (296 mL)
Servings Per Container 8

Amount Per Serving	
Calories 140	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 20mg	1%
Potassium 500mg	16%
Total Carbohydrate 33g	11%
Sugars 28g	
Protein 2g	

[illegible] can [illegible] more informed food choices when we read the nutri[illegible] the food and drinks we consume. These [illegible] 10-ounce servings of orange juice and regu[illegible] has 33 grams [illegible] hydra[illegible] from sugar. That is the [illegible] 8 teaspoons of sugar [illegible] (296 ml) serving. The orange [illegible] has 28 grams of sugar and 140 calories. Which drink is a better choice? Why?

Cola

[illegible]ition Facts

1 bottle (16 oz)

120

Each day children between the ages of 4 and 12 years of age should consume between 1,600 and 2,200 calories depending on how active they are. In order to burn 120 calories, you would have to bicycle for 18 minutes or run for 12 minutes.

If you choose orange juice for breakfast, a cola with lunch, and a cola with a snack later in the day, you would have added 380 calories to your in take just from these 3 drinks. How many calories would you add if you choose water?

© Super Simple Reports

Name: _____ L7

True or False

Is the statement true or false?

1) Orange juice has more calories than cola, it is better to drink cola.	True	False
2) Canada's New Food Guide says to drink milk with every meal.	True	False
3) Water has no vitamins so juice or milk are a better choice.	True	False
4) How many calories we need depends on how active we are.	True	False
5) Sugary [illegible] can lead to cavities.	True	False

Questi[illegible]

[illegible]nt to think about our drink choices each day?

PREVIEW

Think

Write what the boy might be thinking [illegible]king [illegible]and soda.



© Super Simple Papers

Name: _____ 18

Activity – Healthy Drinks Check

Objective What are we learning more about?

Students will identify different types of drinks and distinguish healthy choices from less healthy choices.

Materials What we need for our activity?

- Printed worksheet
- Pencil
- Eraser
- Crayons / coloured pencils / markers (optional, for colouring the food drawings)



Method How do we complete the activity?

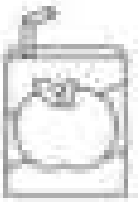
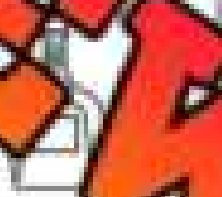
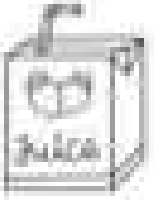
1. Look carefully at each picture of the drink.
2. Read the choices beside each picture.
3. Check (✓) the correct name of the drink that matches the picture.
4. Think about whether the drink is healthy or unhealthy.
5. Circle (○) the drinks that are healthy and good for your body.
6. Cross out (✗) the drinks that are unhealthy or should be taken only sometimes.
7. Review your answers and colour the pictures if you finish early.

PREVIEW

© Super Simple Resources

Name: _____ 19

Healthy Drinks Check

	❑ Tea ❑ Water ❑ Coffee		❑ Tea ❑ Apple Juice ❑ Lemon Tea		❑ Milk ❑ Herbal Tea ❑ Juice
	❑ Coffee		❑ Soda ❑ Beer ❑ Hot Choco		❑ Orange Juice ❑ Grape Juice ❑ Milk
	❑ Soda ❑ Coffee ❑ Milkshake		❑ Milk ❑ Sm		❑ Milk ❑ Soya Milk ❑ Lemonade
	❑ Hot Choco ❑ Coconut water ❑ Lemonade		❑ ❑ Tea ❑ Hot Choco		❑ Alcohol ❑ ❑
	❑ Coconut water ❑ Water ❑ Soda		❑ Strawberry Juice ❑ Tea ❑ Smoothie		❑ Herbal Tea ❑ Beer ❑ Soda
	❑ Coffee ❑ Beer ❑ Milk		❑ Milkshake ❑ Milk ❑ Bubble tea		❑ Smoothie ❑ Water ❑ Coffee

PREVIEW

© Super Simple Papers

supersimplepapers.com

Name: _____ 21

Factors Affecting Our Food Choices

Healthy Eating

Eating healthy is important for your overall health and ability to be active. Eating well can also help you do better in school. When we have all the nutrients, we need, we have more energy, and it is easier for us to concentrate.

Food Choices – Why Do We Eat What We Eat?

If healthy eating is so important for having a healthy body, why do some people eat healthy and others not? We all have foods we like better than others. These preferences are shaped by several factors.

- Taste, texture, temperature – Each person's taste differs. Just like we have different preferences for colours or choice of clothing we have different preferences.
- Early food experiences – If your parents offered a wide range of foods as a child, you may not have a problem trying new foods later in life.
- Habits – Carrying a water bottle from a young age can lead to a habit of staying well hydrated. Eating a bag of chips and drinking pop while watching television, can also become a habit that could lead to obesity.
- Allergies, food intolerance and health concerns – People who have a peanut allergy or gluten intolerance must be careful about what they eat so they do not get sick. Others who have diabetes must watch their sugar intake or they could become very sick. If you have sensitive teeth or cavities, it may hurt to eat hot or frozen foods, and sugary foods may cause tooth ache.
- Stress and emotions – How we feel can affect our food choices. Sometimes if we are stressed, we overeat to comfort ourselves. Sometimes when we are stressed, we do not feel like eating at all. When we are happy or there is reason to celebrate, we often eat cake or ice cream.





PREVIEW

Name: _____ 22

True or False

Is the statement true or false?

1) Allergies and intolerances affect what some people eat	True	False
2) What you ate when you were a kid doesn't affect your food choices now	True	False
3) Some people eat more when they are stressed	True	False
4) Some people prefer certain textures of food, like chunky, soft, or hard	True	False
5) Eating [illegible] every time you watch a movie is a healthy habit	True	False

Making Connections

[illegible] are healthy/unhealthy habits that affect your food choices

Questions

Answer the questions below using [illegible]

1) How does what you ate as a kid affect what you will eat as you get older?

2) How can feeling stressed affect our food choices?

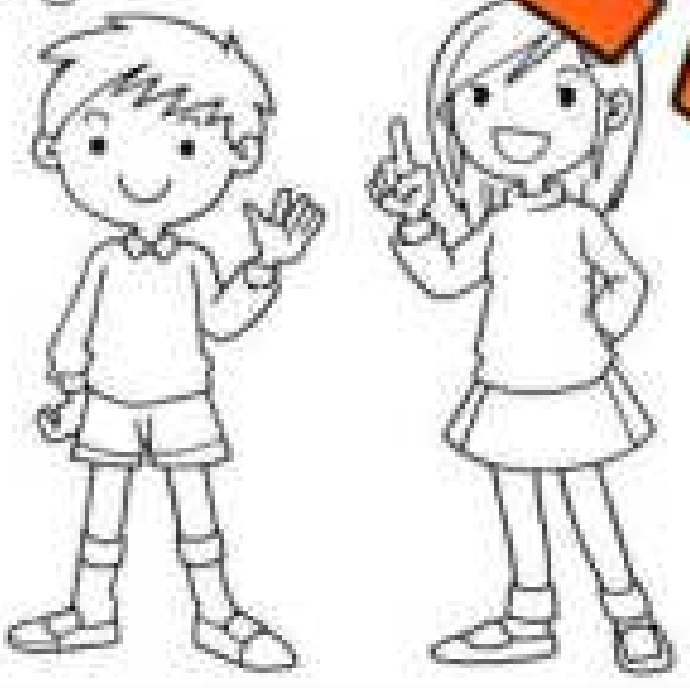
PREVIEW

Name: _____ 27

Influences on Food Choices

What Influences Your Food Choices?

In each of the thought bubbles, list something that influences your food choices most often.



PREVIEW

Name: _____ 28

Influences Answer the questions below.

1) Look at your list of influences and list which influences most often lead to healthy food choices, and which lead to less healthy choices.

Positive	Negative

2) What could [illegible] influenced more often to choose healthy food?

Scenarios Why is the behaviour below un[illegible]? [illegible] do differently?

1. When I get home from school, I feel like I want a treat, [illegible] and drink pop. It feels like a reward.

2. There are only a few foods I like to eat, like white bread, macaroni and cheese, pizza and frosted flakes. It is hard to make healthy choices when I do not like the taste of most foods.

PREVIEW

Name: _____ 35

Media Influences on Food Choices

Celebrity Endorsements Influence Food Choices

We may think ads do not affect us, but companies use advertising because it works. The media affects our food choices in many ways. Sometimes we see our favourite athletes and celebrities eating or drinking something, like Beyonce drinking Pepsi or Vladdy Guerrero Jr. and George Springer doing a commercial for Jif peanut butter and Smuckers jam. Justin [illegible] has tim biebs named after him to promote Tim Hortons.



When [illegible] ad, do you want to buy that product? Sales at Tim H[illegible] in the last quarter of 2021, after Justin Bieb[illegible] d[illegible]uels for the chain.

Sometimes adve[illegible]duct placement. Shows like America's Got Talent always have huge cu[illegible]p[illegible] each judges' desk.

PREVIEW

Social Media

Social media also affects what we eat. Most peop[illegible] spend over 2 hours a day on Facebook, Instagra[illegible] and Twitter. The average person sees 5,000 ads every day. A study has found that people adopted the attitude towards food they saw most frequently on social media. Food choices that were most often in their feed were foods they begin to prefer. Social media can have a positive or negative Effect, depending on whether your feed shows more healthy eating choices or less healthy choices. If you have items in your feed from diverse sources, you may see and be encouraged to try different foods. If your feed has a lot of content about dieting and showing unrealistic body image, you may develop an unhealthy attitude towards food.

It is up to you to decide how you will be affected by social media. One thing you can do is to turn you screen off while you are eating. This will ensure that you are able to eat mindfully and really enjoy your food and the other people who are eating with you.

Name: _____ 36

True or False Is the statement true or false?

1) Ads do not really affect food choices.	True	False
2) Social media always has a negative effect on food choices.	True	False
3) The media often portrays unrealistic body images.	True	False
4) Product placement in TV shows and movies can affect food choices.	True	False
5) Turning [illegible] devices when we are eating will help us eat mindfully.	True	False

Reflect [illegible] social media you've seen that helped you make a healthy choice and briefly explain how.

Direction Decide whether the media shows a Smart [illegible] Influenced by media.

You saw a TikTok video of a cheesy pizza pull that made you crave pizza.	[illegible]	[illegible]luenced
A YouTuber drinks an energy drink.	Smart	Influenced
A fast-food TV ad shows crispy fried chicken with fun music.	Smart	Influenced
An influencer posts a healthy smoothie.	Smart	Influenced
A cooking reel shows a quick air-fried snack that looks tasty.	Smart	Influenced
A billboard displays a giant bubble tea with bright toppings.	Smart	Influenced
A cartoon character often drinks soda with every meal.	Smart	Influenced
A fitness post shows fruit and yogurt.	Smart	Influenced

PREVIEW

© Super Simple Papers

Name: _____ 37

Activity - Healthy Food Blogger

Objective What are we learning more about?

Students will identify healthy food choices and creatively present them by imagining themselves as food bloggers recommending nutritious meals to their followers.

PREVIEW

Materials What do we need for our activity?

- Printed Instagram template worksheet
- Pencil
- Eraser
- Crayons / coloured pencils / markers

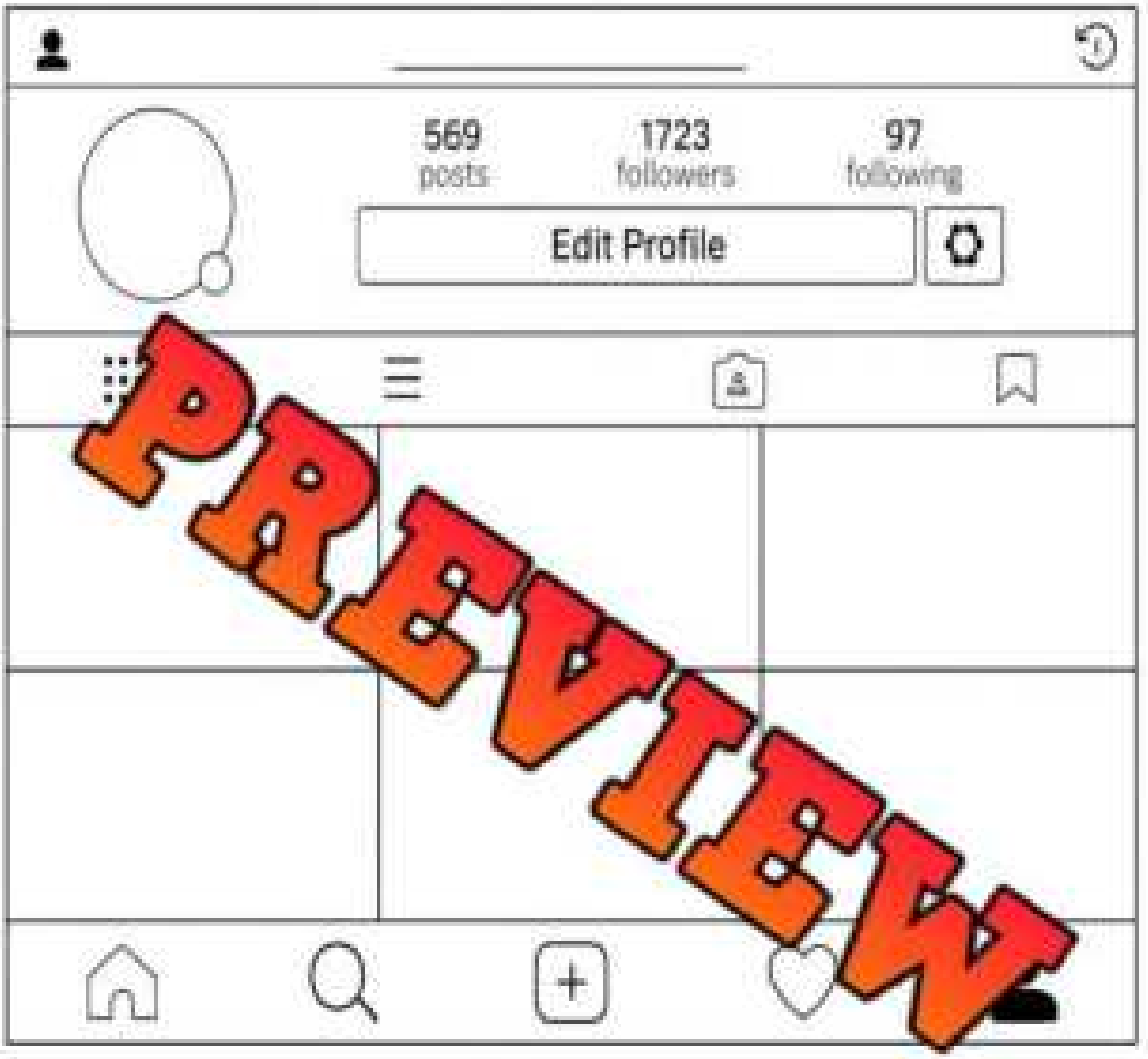


Method How do we complete the activity?

1. Imagine you are a food blogger on Instagram who promotes healthy eating.
2. Think about foods that help people stay strong, active, and healthy.
3. Draw 6 different healthy foods inside the squares of the Instagram grid.
4. Make your drawings clear and colourful to attract your followers.
5. After drawing, choose your favourite healthy food post and add a short caption below the page (example: "Carrots help our eyes stay healthy!").
6. Be ready to share your page and explain why you recommend these foods.

© Super Simple Resources

Name: _____ 38



© Super Simple Printables

Name: _____ 39

Stress and Food Choices

Stress and Food Choices

There are lots of reasons we may feel stress in our lives including:

- Not getting along with parents or siblings
- A recent move, changing schools
- Making friends
- Being
- Be
- H
- Trying to d sports
- Changing b are



We all react differen n we are stressed, we lose our appetites. Sometimes when we are st bi ay not make healthy food choices. Sometimes when we are stressed, we

Comfort food is food that is high in ies, c sugar, often associated with pleasant memories, like grandma's chocol co rom and cheese. The idea is that eating this food is comforting to us. eop about eating their feelings. Instead of dealing with how they feel they

PREVIEW

Other Strategies to Cope with Stress

Instead of overeating or not eating enough food to stay healthy, there ar ways to cope with stress. These include:





- Deep breathing, yoga or meditation
- Exercise
- Listening to music
- Positive self talk
- Find something fun to do - play with your pet, write in a journal, draw, talk to a friend
- If you are eating because you are bored, you could substitute another activity like taking a walk or play a sport

Name: _____ 40

True or False

Is the statement true or false?

1) There is nothing else we can do if we are eating because we are stressed.	True	False
2) Comfort food is usually high in calories, carbohydrates or sugar.	True	False
3) Taking time to think about whether we are hungry, could stop us from eating because we are stressed or bored.	True	False
4) Eating comfort food is the best way to get rid of stress.	True	False
5) There are [illegible] strategies we can use to cope with stress.	True	False

Think

[illegible] of the things that cause you stress either from the [illegible] your experience.

Questions

Answer the questions below using [illegible]

1) Do you eat because of stress or boredom? When?

2) What are 3 strategies you would use to cope with stress?

PREVIEW

Name: _____ 44

Fact or Fiction – Environmental Impact of Food Choices

Objective What are we learning about?

To help students understand how their food choices affect the environment. This activity develops awareness of sustainable eating and encourages responsible decision-making about food consumption.

Materials What do you need for the activity?

- A list of Fact/Fiction statements about environmental impacts
- "Fact" and "Fiction" signs placed on opposite sides of the classroom
- Open space for students to move between sides



Instructions How will you complete the activity?

1. Your teacher will read a statement related to food choices and environmental impact. Listen carefully to each statement.
2. Think about whether the statement is true (Fact) or not true (Fiction).
3. If you believe the statement is true, move to the Fact side of the room.
4. If you believe the statement is not true, move to the Fiction side of the room.
5. Stay on your chosen side while the correct answer is discussed and explained.
6. Return to your seat after each round and prepare for the next statement.
7. Participate respectfully and be open to learning how food choices affect the planet.

PREVIEW

© Super Simple Resources

Name: _____ 45

Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	All foods affect the environment the same way.	Fiction
2	Buying local food reduces transportation pollution.	Fact
3	Pla[illegible]od meals can lower greenhouse gas emissions.	Fact
4	Th[illegible]ood does not harm the planet.	Fiction
5	[illegible]ays use more water than meat.	Fiction
6	Raisin[illegible]s [illegible]water and land.	Fact
7	Food packag[illegible]ickly in nature.	Fiction
8	Food packaging [illegible].	Fact
9	Sustainable farming helps pro[illegible].	Fact
10	Seasonal foods usually have a [illegible].	Fact
11	Imported food is always better than lo[illegible].	Fiction
12	Reducing food waste protects natural resour[illegible].	Fact
13	Recycling food packaging has no environmental value.	[illegible]n
14	Overfishing does not affect ocean life.	Fiction
15	Meat production creates more emissions than most plant foods.	Fact
16	Organic farming never helps the environment.	Fiction
17	Reusable containers help reduce plastic waste.	Fact
18	Eating fast food daily has no environmental impact.	Fiction
19	Less processed foods use less energy to produce.	Fact
20	Sustainable farming does not protect ecosystems.	Fiction

PREVIEW

© Super Simple Papers

Exit Cards

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

Name: _____

Is this an eco-friendly food choice?

Buying local fruits and vegetables.	Yes	No
Choosing foods with lots of plastic packaging.	Yes	No
Eating plant-based meals.	Yes	No
Throwing away leftovers.	Yes	No
Using reusable containers for take-out.	Yes	No

Name: _____

Is this an eco-friendly food choice?

Buying local fruits and vegetables.	Yes	No
Choosing foods with lots of plastic packaging.	Yes	No
Eating plant-based meals.	Yes	No
Throwing away leftovers.	Yes	No
Using reusable containers for take-out.	Yes	No

Name: _____

Is this an eco-friendly food choice?

Buying local fruits and vegetables.	Yes	No
Choosing foods with lots of plastic packaging.	Yes	No
Eating plant-based meals.	Yes	No
Throwing away leftovers.	Yes	No
Using reusable containers for take-out.	Yes	No

Name: _____

Is this an eco-friendly food choice?

Buying local fruits and vegetables.	Yes	No
Choosing foods with lots of plastic packaging.	Yes	No
Eating plant-based meals.	Yes	No
Throwing away leftovers.	Yes	No
Using reusable containers for take-out.	Yes	No

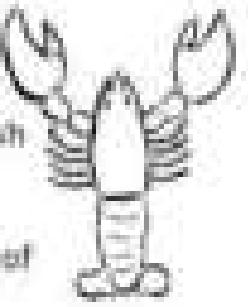
PREVIEW

Name: _____ 47

Culture and Food Choices

Our Culture and Food Choices

Culture is a combination of beliefs and social customs of a group of people. Culture is influenced by geography, religion, history, social values, the media, school and work. Culture changes over time with the collaborating of different groups. People and groups travel and visit new places. They end up sharing ideas, crops and food. Certain areas had different f[illegible]land was known for potatoes. Italy is known for pasta and pizza. When people m[illegible] area to another, they bring their food traditions with them. People often[illegible]e's food and their ability to prepare it.

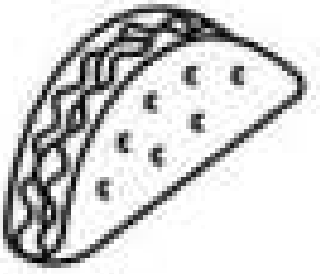


The[illegible] al[illegible]ces on food in different countries because of wh[illegible]te. In[illegible]almon is readily available in British Columbia, Alberta is [illegible]ducer and Nova Scotia is Canada's largest lobster p[illegible]. Those[illegible] these foods are part of the culture of the area.

Different areas of the world have [illegible] staple[illegible] example, Asia's staple food is rice. Corn is native to Central America a[illegible]d to[illegible]las. United States is now the largest producer of corn.



In some homes, pasta is the side dish served most[illegible] some families, potatoes are the most common choice, and, in[illegible] some families, rice is served most often. Because all these foods a[illegible]ble in Canada many families have a variety of these foods. Even small towns ha[illegible] variety of cuisine types from Italian, Chinese, Greek, East Indian and Thai. Ingredients for dishes from various cultures are also available at most grocery stores.



Traditional foods are passed down in families. Often holiday celebrations include recipes passed down from many generations. Special traditional foods often have family stories about how they originated or how they were prepared. We tend to like what is familiar and what we ate when we were growing up. These foods from our family's culture influence our food choices.

PREVIEW

Name: _____ 48

Questions Answer the questions below using evidence from the text

1) Does your family have any traditional foods? If so, what are they? If not, what is your favourite meal?

2) What a[illegible] the foods you enjoy that originate in other countries?

PREVIEW

Diagram Draw an examp[illegible]ountries, you eat and label them.

True or False Is the statement true or false?

1) Our cultures never change.	True	False
2) When people move, they often take their food traditions with them.	True	False
3) The traditional foods of each country are the same across that country.	True	False
4) Most people are proud of their traditional foods.	True	False
5) Culture is influenced by religion, geography and our social values.	True	False

Name: _____ 51

Food Skills

What Are Food Skills?

Food skills can help us: eat healthier by knowing the nutrients in our foods, save money by avoiding waste, and learn skills like chopping and measuring to prepare nutritious meals.

Foods skills include:

1) Knowledge:

- How to grow food, hunt or fish.
- How much food to buy for quantity and food preferences.
- How to store and handle food safely.
- How to read food labels.
- How to plan meals using Canada's Food Guide.



2) Using our senses to:

- Determine if foods are ripe or fresh.
- Check the texture, appearance, taste and smell of food for most enjoyment.

3) Planning skills:

- Make a grocery list and stay on our budget.
- Organize and prepare healthy meals.
- Make best use of leftovers.

4) Technical skills:

- Following recipes.
- Knowing how to chop, mix foods.
- Cooking skills.



PREVIEW

Planning to Avoid Food Waste

When we plan our menus and do our grocery shopping according to our list, we can avoid food waste. Food waste is when food is produced but not eaten and thrown into the garbage. This means that the time and energy, as well as the water and land needed to grow the food are wasted. When food is thrown out as garbage, it ends up in the landfill and it produces the greenhouse gas, methane.

Name: _____ 52

True or False Is the statement true or false?

1) Making a grocery list can help us stay on our budget.	True	False
2) Canada's New Food Guide can help us plan nutritious meals.	True	False
3) It is best to cook all food at high temperatures to kill any bacteria.	True	False
4) Knowing how to store food safely is an important food skill.	True	False
5) Wasting [illegible] only wastes money it can harm the environment.	True	False

Questi[illegible] W[illegible]g the nutrition label on our food choices important?

Identify Identify ✓ if the statement shows a [illegible] skill [illegible]oes not show a food skill.

Scenarios		☒
1) Reading nutrition labels before choosing a snack.		
2) Throwing leftovers away without checking if they can be reused.		
3) Washing fruits and vegetables before eating them.		
4) Planning meals using a grocery list.		
5) Guessing recipe measurements without checking instructions.		
6) Checking the smell and texture of food before cooking.		
7) Following recipe steps carefully while baking.		
8) Buying too much food and letting it spoil in the fridge.		

PREVIEW

Name: _____ 56

Food Allergies

Food Allergies

In Canada approximately 6.1% of the population have a food allergy. A food allergy is when the body's immune system reacts to certain foods. The immune system treats the food as though it is a threat to your body and reacts to it the way it would to a virus or bacteria. It is not the food that is harmful, but the way your body reacts to it. Kids can be allergic to [illegible], but the most common food allergies are:

- Peanuts
- Seafood such as [illegible] and fish
- Milk
- Eggs
- Soy
- Wheat
- Sesame



PREVIEW

Food Allergy Symptoms

Food allergy symptoms can be mild or severe. The [illegible] nose or an itchy rash like hives. It could also be tingling in the tongue.

Other symptoms include:

- Tightness in the throat
- Hoarse voice
- Cough and wheezing
- Nausea, vomiting
- Belly pain, diarrhea



The most serious allergy can cause anaphylaxis, which requires a medical plan. Allergic food reactions may be mild at first and be more severe the second time, so it is important to know what you are eating if you have had even a mild reaction in the past. You can be allergic to something as a baby and not be allergic to it as you grow older.

Name: _____ 57

True or False Is the statement true or false?

1) Food allergies are very rare.	True	False
2) Food allergies can be life threatening.	True	False
3) People's allergies remain the same throughout their life.	True	False
4) A food allergy affects the body's immune system.	True	False
5) Anaphylaxis is a serious life threatening allergic reaction.	True	False

Questioning Write three questions you have after reading the text

1)	
2)	
3)	

Questions Answer the questions below using evidence from the text

1)What are the most common food allergies?

2) What are the symptoms of food allergy.

PREVIEW

Name: _____ SB

Food Allergies

Instruction Write the letter of each symptom that is a sign of food allergy in the boxes around the picture



A	Shortness of breath	G	Tight feeling in the throat
B	Fast heartbeat	H	Feeling dizzy
C	Passing out	I	Swelling of the face
D	Itchy skin all over the body	J	Scraped knee
E	Feeling hungry	K	Very unwell
F	Wheezing	L	Stomach pain

© Super Simple Reports

Exit Cards

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

Name: _____

Circle what you should do when someone has an allergy.

Tell an adult	Stay with them
Call for help	Panic and run
Leave them alone	Give space to breathe
Ignore them	Use EpiPen with adult
Ask their allergy	Say it's not serious

Name: _____

Circle what you should do when someone has an allergy.

Tell an adult	Stay with them
Call for help	Panic and run
Leave them alone	Give space to breathe
Ignore them	Use EpiPen with adult
Ask their allergy	Say it's not serious

Name: _____

Circle what you should do when someone has an allergy.

Tell an adult	Stay with them
Call for help	Panic and run
Leave them alone	Give space to breathe
Ignore them	Use EpiPen with adult
Ask their allergy	Say it's not serious

Name: _____

Circle what you should do when someone has an allergy.

Tell an adult	Stay with them
Call for help	Panic and run
Leave them alone	Give space to breathe
Ignore them	Use EpiPen with adult
Ask their allergy	Say it's not serious

PREVIEW

Name: _____ 62

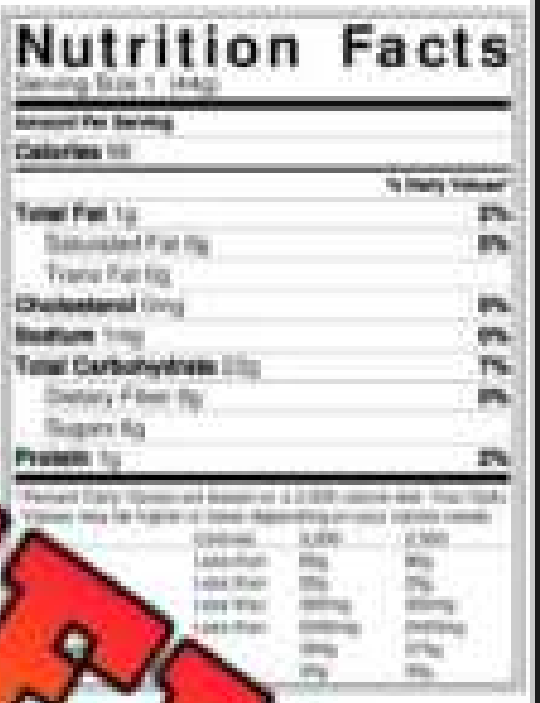
Nutrition Labels

Background
It is the law in Canada for companies to put a nutritional label on their packaged food. This allows consumers (us) to know what we are getting in their product. Review the nutritional labels below and write down what is on both labels.



What's on the Labels?

- Serving size



PREVIEW

Questions

1. Why do you think it is the law that companies have to include a n

2. Based on the labels, which food do you think is healthier? Why?

© Super Simple Resources

Name: _____ 63

Food Labels – Ingredient List

Requirements of Food Labels in Canada

All prepackaged food products with more than 1 ingredient must declare their ingredients and components in a list of ingredients. Therefore, you will notice that the only food items that do not need a food label with an ingredient list are fruits, vegetables, and meats that do not contain any other ingredients than the plants or animals themselves.

You will notice that the ingredient list and nutritional facts on food labels need to be written in English and French. This is because in Canada, we have two official languages.

Food labels provide a best before date. The best before date applies to unopened food. [illegible] should ignore that date.

Ingredient Lists – Allergens and Gluten

In Canada, common allergens [illegible] always be clearly declared on food labels when present as ingredients or components of ingredients. They will appear in the ingredient list or in a "contains" statement located [illegible] the ingredient list.

Samples of Ingredient Lists

Nutrition Facts
Per 6 crackers (20 g)

Calories 100	
Fat 3 g	7 %
Saturates 1.5 g	8 %
+ Trans 0 g	
Carbohydrate 13 g	
Fibre 0 g	0 %
Sugars 2 g	2 %
Protein 1 g	
Cholesterol 0 mg	0 %
Sodium 140 mg	7 %
Potassium 20 mg	0 %
Calcium 30 mg	2 %
Iron 0.75 mg	4 %

Ingredients: Wheat flour, Shortening (vegetable oil, modified palm oil), Sugars (sugar, glucose-fructose), Salt, Ammonium bicarbonate, Baking soda, Monocalcium phosphate, Soy lecithin, Flavours, Amylases, Proteases, Natural flavour.
Contains: Wheat, Soy.

Ingredients: Enriched wheat [illegible] Sugar, Canola and palm and palm kernel oil shortening, Ginger, Ammonium bicarbonate, Salt, Baking soda, Monocalcium phosphate, Citric acid, Natural flavour, Dicalcium phosphate. **May contain:** Peanuts, Tree nuts, Milk, Egg, Soy.

[illegible] may [illegible] the food does not contain the allergens listed.



Ingredients: Sugars (sugar, glucose syrup), Milk ingredients, Modified palm oil, Unsweetened chocolate, Modified vegetable oil, Cocoa butter, Salt, Soy lecithin, Baking soda, Calcium chloride, Natural and artificial flavours. **Contains: Milk, Soy. May contain: Peanut, Almond, Cashew, Hazelnut.**
Ingrédients : Sucres (sucre, sirop de glucose), Substances laitières, Huile de palme modifiée, Chocolat non sucré, Huile végétale modifiée, Beurre de cacao, Sél, Lécithine de soja, Bicarbonate de sodium, Chlorure de calcium, Arômes naturels et artificiels. **Contient : Lait, Soja. Peut contenir : Arachides, Amandes, Cajous, Noisettes.**

PREVIEW

Name: _____ 64

True or False

Is the statement true or false?

1) Food labels must have English information but French is not necessary	True	False
2) A best before date needs to be on a food label.	True	False
3) The best before date is accurate when the food is opened	True	False
4) All food in a grocery store needs to have a food label.	True	False
5) Only foods with more than 1 ingredient needs to have a food label.	True	False

Visualize

...vourite food and list the ingredients needed to prepare it.

PREVIEW

Questions

Answer the questions below using evidence from the...

1) Why do foods with only one ingredient not need an ingredient list?

2) Why do you think ingredient lists write may contain? What does that mean?

© Super Simple Resources

Name: _____ 65

Food Labels – Ingredient List

Did you know that the first ingredient in an ingredient list is always the most used ingredient? In fact, the company that makes the food has to order the ingredients in the ingredient list from most used to least used. This helps consumers understand what the product is made of.

If this rule wasn't applied, a company could include a tiny pinch of healthy and expensive ingredients and then load their product up with cheap and unhealthy ingredients. The consumer wouldn't know how much of each ingredient was being used, therefore, they could be tricked!

Interpret ... ingredient lists below and made observations. Is he right? Explain

Ingredients:
Modified milk ... ingredients, glucose, coconut oil, ... mono- and diglycerides, ... monostearate, cellulose gum, ... gum, carrageenan, artificial flavor.
May contain peanuts / nuts.

This ice cream is healthy because it has milk and coconut oil.

Ingredients: Corn flour blend, sugar, wheat flour, whole grain oat flour, modified food starch, contains 2% or less of vegetable oil, oat fiber, maltodextrin, salt, soluble corn fiber, natural flavor, red 40, yellow 5, blue 1, yellow 6, BHT for freshness. Vitamins and Minerals: Vitamin C, ... reduced iron, niacinamide, vitamin B6 (pyridoxine hydrochloride), vitamin B2, vitamin B1 (thiamin mononitrate), folic acid, vitamin D3, vitamin B12.

This ... healthy because it has vitamins and ...

INGREDIENTS
PURE FILTERED WATER, CONCENTRATED APPLE JUICE, LESS THAN 0.5% OF: CALCIUM CITRATE (CALCIUM SOURCE), VITAMIN C (ASORBIC ACID), POTASSIUM PHOSPHATE.

This juice is healthy because it has concentrated apple juice and added vitamins.

Ingredients: Fruit puree (grape, ... strawberry and raspberry), corn syrup, sugar, modified corn starch, gelatin, concord grape juice from concentrate, citric acid, lactic acid, natural and artificial flavors, ascorbic acid (vitamin C), alpha tocopheryl acetate (vitamin E), vitamin A palmitate, sodium citrate, coconut oil, carnauba wax, annatto (color), turmeric (color), red 40, and blue 1.

These fruit snacks are healthy because they have fruit puree and added vitamins.

PREVIEW

© Super Simple Physics
supersimplephysics.com

Name: _____ 66

Ingredient List

Did you know?
Companies must also include an ingredient list on their food products. The ingredient list is the secret to finding healthy food because sometimes the nutritional label can be misleading.

Diet Pop

Nutrition Facts

Regular Pop

Nutrition Facts

Which one is healthier? Why?

PREVIEW

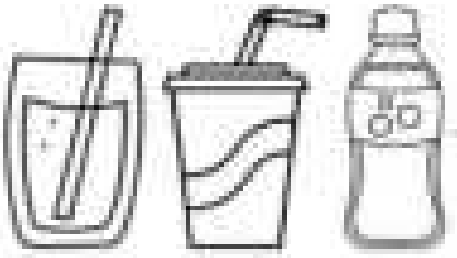
The diet pop looks like the better option, however, [illegible] ingredient list. Which pop do you think is the healthier option (no pop is always [illegible])

Diet Pop

Ingredients: Carbonated Water, Colour (Caramel E150d), Acids (Phosphoric Acid, Citric Acid), Flavourings (including Caffeine), Sweeteners (Aspartame, Acesulfame K), Acidity Regulator (Sodium Citrate), Preservative (Potassium Sorbate). Contains A Source Of Phenylalanine.

Reg[illegible]

Ingredients: ca[illegible] high fructose corn syrup, car[illegible]ter, sugar, phosphoric acid, caffeine, citric acid, and natural flavors



Which pop do you think is healthier? Why?

© Super Simple Resources
www.simplesheets.com

Name: _____ 67

Food Comparisons



Plain Greek Yogurt

Nutrition Facts

4 servings per container

Serving size 4 (100g)

Amount Per Serving

Calories 130

% Daily Value*

Total Fat 1g 2%

Saturated Fat 1g 6%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 65mg 3%

Total Carbohydrate 7g 3%

Dietary Fiber 0g 0%

Total Sugars 7g

Includes 0g Added Sugars 0%

Protein 11g 22%

Vitamin D 0mcg 0%

Calcium 200mg 15%

Iron 0mg 0%

Potassium 270mg 6%

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

Which Would You Choose? Why

Strawberry Yogurt

Nutrition Facts

4 servings per container

Serving size 4 (100g)

Amount Per Serving

Calories 130

% Daily Value*

Total Fat 2g 4%

Saturated Fat 1g 6%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 65mg 3%

Total Carbohydrate 21g 8%

Dietary Fiber 0g 0%

Total Sugars 14g

Includes 0g Added Sugars 0%

Protein 5g 10%

Vitamin D 0mcg 0%

Calcium 200mg 15%

Iron 0mg 0%

Potassium 470mg 10%

Vitamin C 0% 0%

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

PREVIEW

White Bread

Nutrition Facts

23 servings per container

Serving size 1 Slice (30g)

Amount Per Serving

Calories 80

% Daily Value*

Total Fat 1g 1%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 140mg 6%

Total Carbohydrate 15g 5%

Dietary Fiber 0g 0%

Total Sugars 1g

Includes 0g Added Sugars 0%

Protein 3g 6%

Vitamin D 0mcg 0%

Calcium 26mg 2%

Iron 0.8mg 4%

Potassium 0mg 0%

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

Which Would You Choose? W

Wheat Bread

Nut on Facts

Ser e (30g)

Calorie 90

% Daily Value*

Total Fat 1g 1%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 140mg 6%

Total Carbohydrate 16g 6%

Dietary Fiber 3g 10%

Total Sugars 3g

Includes 0g Added Sugars 0%

Protein 4g 8%

Vitamin D 0mcg 0%

Calcium 26mg 2%

Iron 0.8mg 4%

Potassium 0mg 0%

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

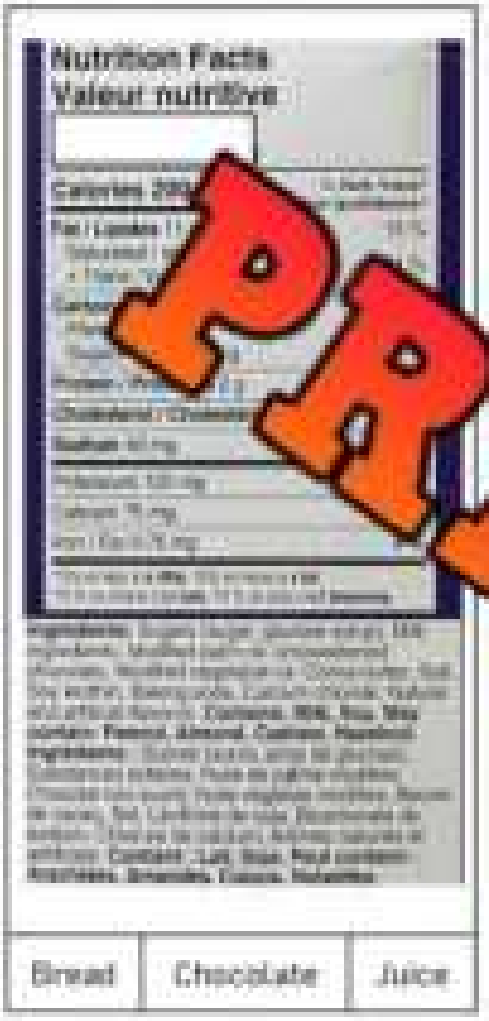
© Super Simple Resources

www.simplesheets.com

Name: _____ 66

Food Label – Guess the Food

Interpret Read the food label and circle which food you think it is



Bread | Chocolate | Juice



Steak | Cookies | Crackers



PREVIEW



Ice Cream

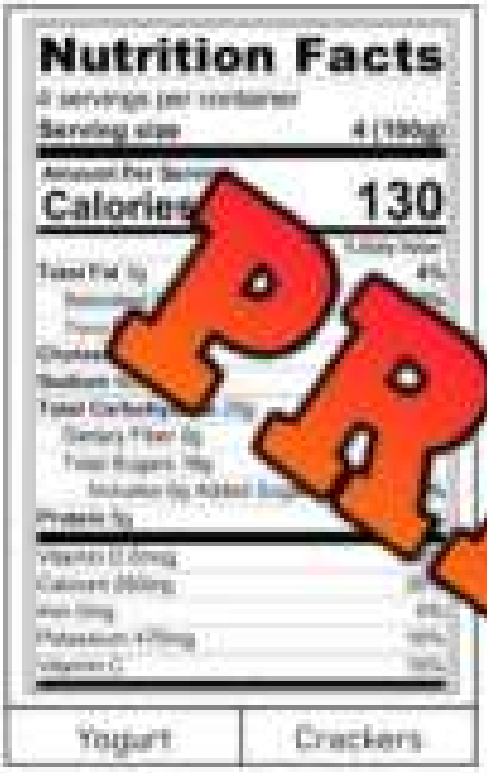
Doritos – Chips

Cookies

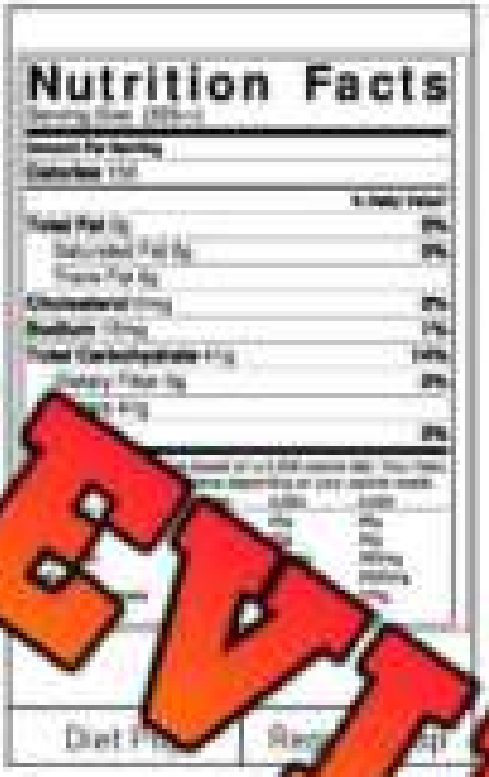
Name: _____ 69

Food Label – Guess the Food

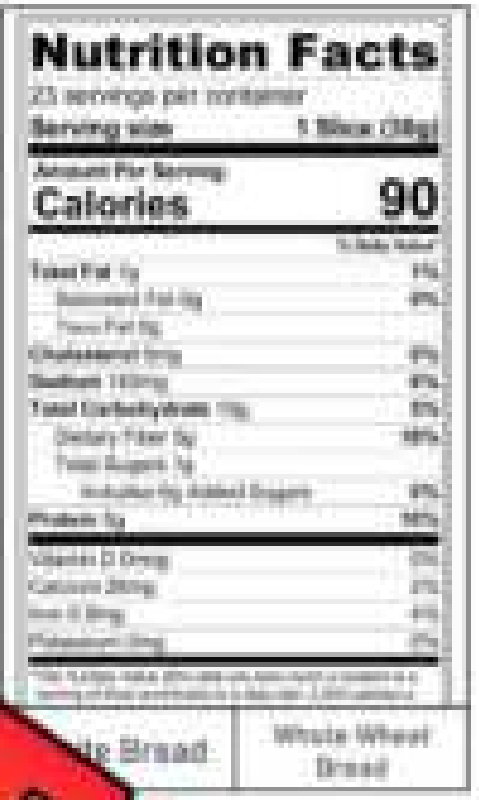
Interpret Read the food label and circle which food you think it is



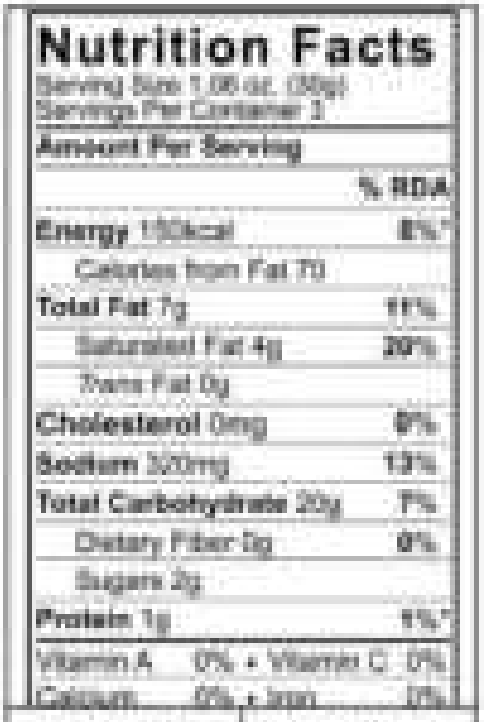
Yogurt | Crackers



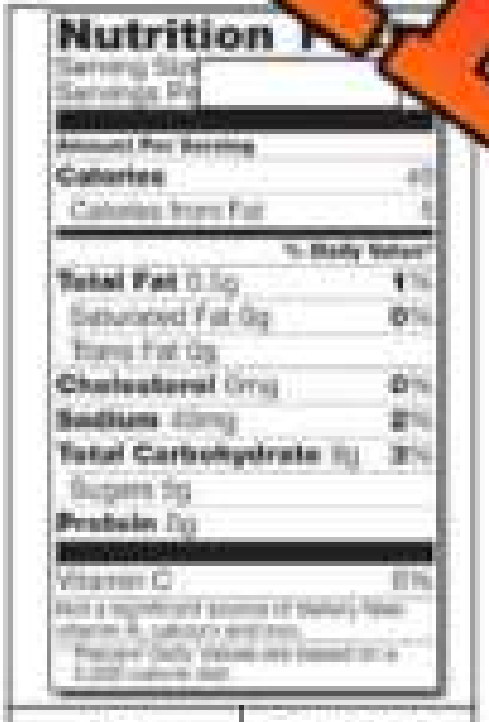
Diet | Regular



Bread | Whole Wheat Bread



Goldfish Crackers | Whole Wheat Crackers



Apple | Fruit Snacks



Chicken Nuggets | Sub Sandwich

PREVIEW

© Super Simple Reports

Name: _____ 70

Research – Favourite Food Ingredient List

Research Find the ingredient list for some foods you eat regularly. Answer the questions.

1) What food will you research first?	

2) Write the ingredient list below. Write at least the first 5 ingredients.

INGR TS:

3) Is the food healthy? Explain based on the ingredient list.

1) What food will you research next?	

2) Write the ingredient list below. Write at least the first 5 ingredients.

INGREDIENTS:

3) Is the food healthy? Explain based on the ingredient list.

PREVIEW

Name: _____ 76

Activity: Healthy Choices Role Play

Objective What are we learning about?

Help students understand how planning meals, food environments, and personal choices influence healthy eating and practise making better food decisions.



Materials What will you need for the activity?

- Scenario cards describing different food choice situations (fast food, busy mornings, healthy snack choices)
- Simple props (lunchbox, dishes, menu, grocery list, etc.)
- Open space for

Instructions How will you complete the activity?

1. Prepare scenario cards showing situations where students must make food choices (e.g., rushing to school, choosing food at lunch, snack time).
2. Begin with a short discussion about how planning, environment, and personal choices influence healthy eating.
3. Divide students into small groups and give each group one scenario card.
4. Allow groups time to read their scenario and plan a short role play showing both an unhealthy choice and a healthier alternative.
5. Students perform their role play while classmates observe the food choices made by the characters.
6. After each performance, discuss what healthy decision was shown and why it was a better choice.
7. Conclude with a reflection on how students can plan ahead and make healthier food choices in real life.

PREVIEW

© Super Simple Resources

Name: _____ 77

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Rushing to School	You wake up late and skip breakfast. On the way to school, you pass a convenience store selling chips and soda. You feel hungry and tempted to buy junk food instead of waiting for lunch. What do you do?
Fast Food with Friends	[illegible] school, your friends invite you to eat fast food. [illegible] fries and soda. You remember your lesson [illegible] but feel pressured to order the same [illegible]
Packing Lunch	Your parents [illegible] fruits and vegetables for lunch, but you prefer buying snacks [illegible] friends say packed food is "boring" [illegible] to eat your packed lunch or buy junk food [illegible]
Snack Time at Home	You arrive home hungry and see cookies and [illegible] on the table. There are also fruits and yogurt in the fridge. You want something quick and tasty but know you should make a healthy choice. What do you do?
Weekend Take-Out	Your family plans to order take-out food for dinner. You remember that restaurant meals can be high in sugar and fat. You want to enjoy the meal but also make a healthier choice. What do you do?

PREVIEW

© Super Simple Resources

Name: _____ 78

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Choosing a Drink	At the cafeteria, you are thirsty and see soda, bubble tea, and water. Your friends all choose sugary drinks. You remember your lesson about healthy choices but feel tempted to follow them. What do you do?
Canteen Ch	...ss, you only have enough money to buy one ...hoose fries or a fruit cup. Fries look tastier, ...ealthier. What do you do?
Planning Ahead	You have a b... with ...ies. You worry you might get hungry an... later. You remember that planning ... healthier. What do you do?
Party Food	At a birthday party, there are lots of sweets, ...and cake. There are also sandwiches and fruit on the table. You want to enjoy the party but also make balanced choices. What do you do?
Uneaten Lunch	You notice that you often bring healthy food but do not eat it because you are busy playing. When you get home, your parents ask why your lunch is still full. You want to improve your eating habits. What do you do?

PREVIEW

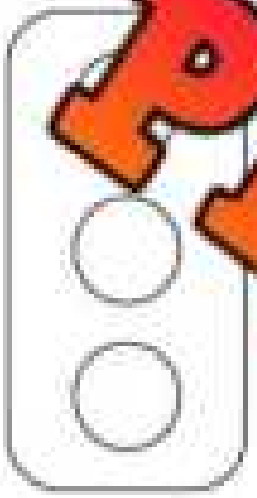
© Super Simple Resources

Exit Cards

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

Name: _____

Colour the light that matches how you feel after today's lesson.



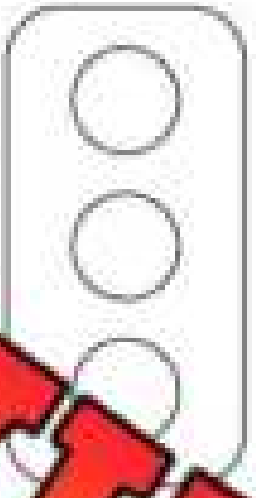
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



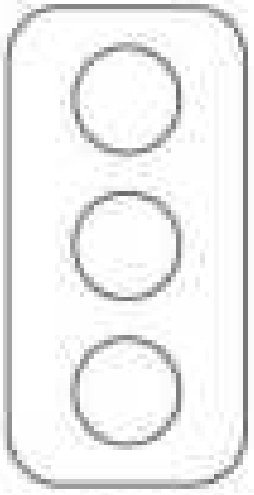
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



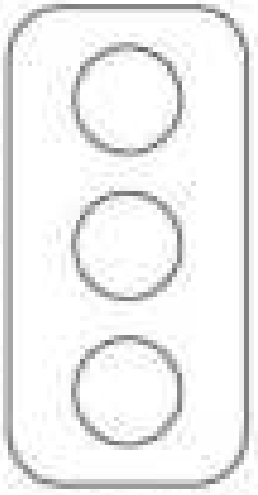
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

PREVIEW

Name _____ 82

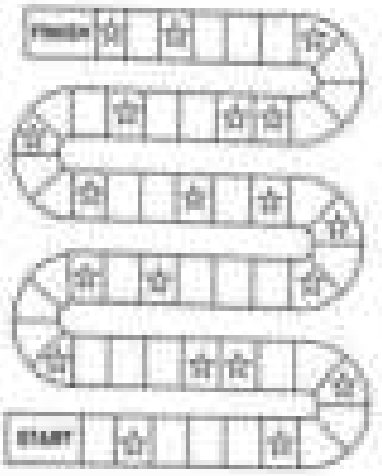
Activity – Healthy Eating Game

Objective What are we learning more about?

To explore the benefits of healthy eating such as stronger bodies, better energy, improved mood, and disease prevention while practising decision-making about food choices.

Materials What do we need for our activity?

1) [illegible]
2) Pl[illegible] tok[illegible]
3) One die
4) Question [illegible]
5) Pencil or mar[illegible]



Method How do we [illegible]

1. Begin with a discussion about the benefits [illegible] foods.
2. Place the game board in the centre of th[illegible]
3. Shuffle the question cards and place them face[illegible]
4. Each player chooses a token and places it on START. Play[illegible] ing the die and moving forward.
5. When a player lands on a star space, they pick a card and read it aloud.
6. The card asks about healthy eating benefits such as energy, strong bones, or preventing illness. The player answers the question or explains their healthy choice.
7. Other players listen respectfully and may share ideas. There are no wrong answers; the goal is to learn healthy habits.
8. The game continues until a player reaches FINISH.
9. At the end, students share one healthy habit they will practise in real life.

PREVIEW

© Super Simple Papers

Name: _____ 83

Question Cards | Cut out the question cards below.

How does eating healthy help your body grow strong?

What is one healthy snack you enjoy eating?

What is one food that gives you energy?

How does eating healthy help you stay focused in school?

How can fruits and vegetables help prevent illness?

Why is drinking water important for your body?

Why is milk or calcium important for bones and teeth?

How can healthy eating help you maintain a healthy weight?

How can healthy eating improve your mood?

What is one food that supports brain health?

PREVIEW

© Super Simple Reports

Name: _____ 84

Question Cards | Cut out the question cards below.

How can healthy eating help you stay active during the day?

How does eating less junk food benefit your body?

Why is breakfast important for energy?

Why are whole grains good for your health?

How can healthy eating help your immune system?

What is one healthy lunch you would pack for school?

How can balanced meals help your muscles?

PREVIEW

Name: _____ 85

Question Cards | Cut out the question cards below.

Why is fish good for brain and heart health?

Why should we limit sugary foods?

What one [illegible] habit you pra[illegible]

How can healthy eating help your skin and hair?

How can healthy eating hel[illegible] you avoid feeling tired?

W[illegible] healthy breakfast [illegible]?

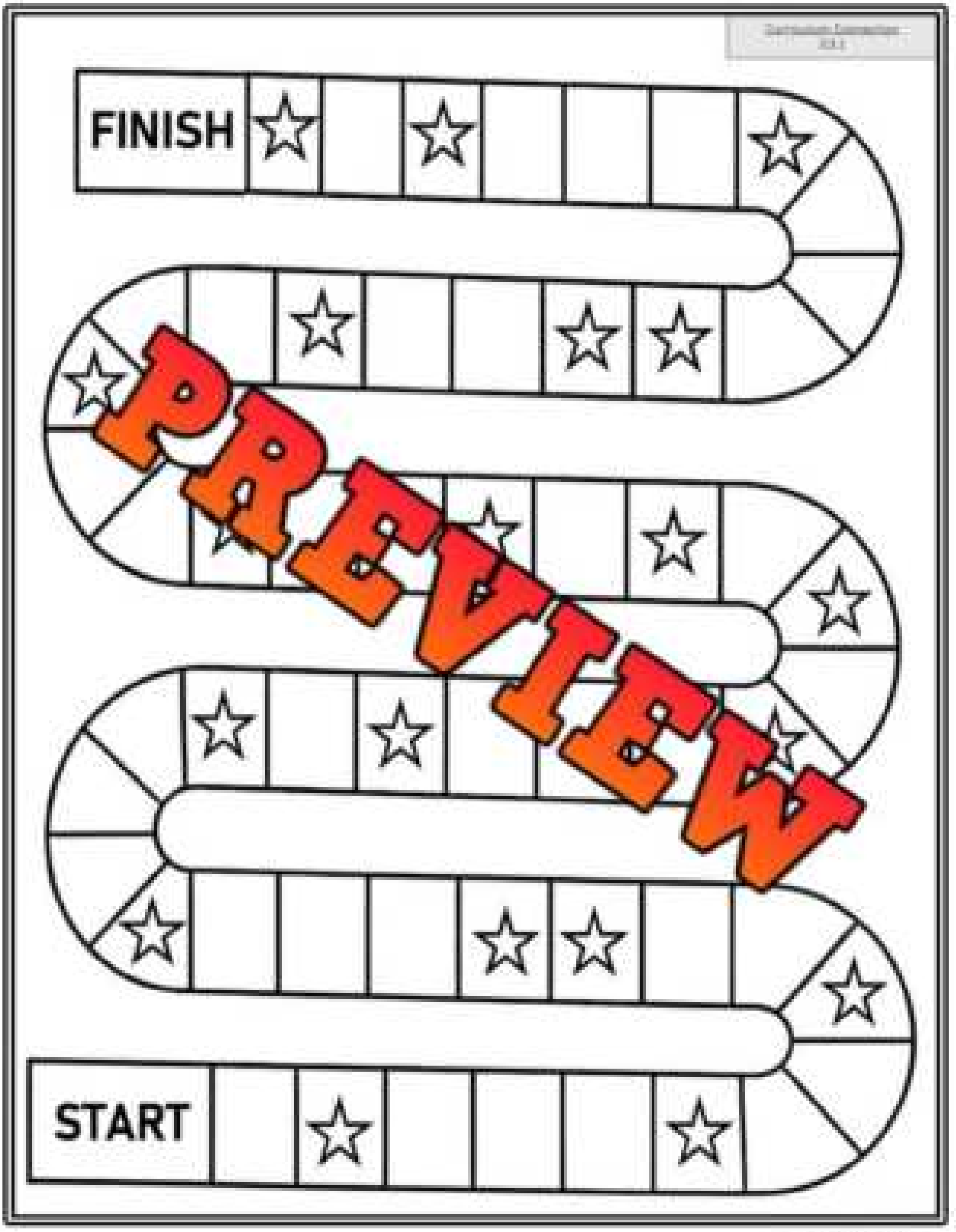
What healthy food would you recommend to a friend?

How can healthy [illegible] help you feel happier?

How can eating vegetables help your digestion?

PREVIEW

© Super Simple Papers


FINISH
PREVIEW
START

Name: _____ 87

Active Living

Active Living

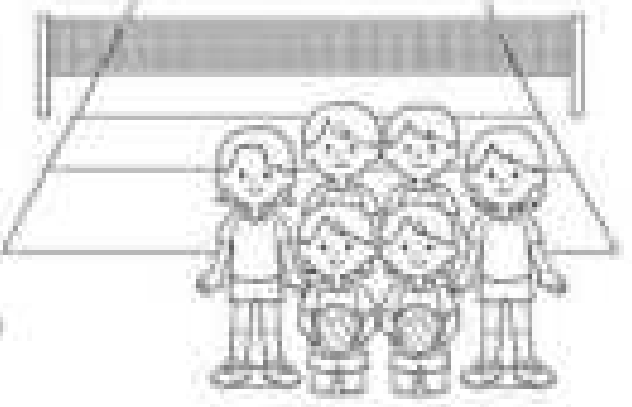
Regular physical activity is very important for your health. Being physically active will help you maintain a healthy weight, reduce the risk of getting diseases, like heart disease and diabetes, it improves your brain health, it strengthens your muscles and bones and [illegible] you do the everyday activities you enjoy. Regular exercise gives you more en[illegible]

[illegible] physical activity does more than just improve your physical health, it also improves you[illegible]. On average youth who exercise more have lower levels of depression, s[illegible] and more positive self-image and well-being.

Youth who participate in regular exercise have improved behaviour and can exhibit more self control. Youth have [illegible] to pay Attention, after they have had [illegible] exercise. On average, children who participate in regular physical activity had better academic performance.



There are additional benefits to being physically active. Playing team sports has all the health benefits of being physically active, and they also teach social skills and help children make friends. Some children struggle with academic performance but excel at sports. This gives them a feeling of competence and helps build self-esteem. Exercise releases endorphins in the brain, which help a child feel happier. Getting regular exercise throughout the day can help youth get better sleep.



PREVIEW

Name: _____ 88

True or False

Is the statement true or false?

1) Being physically active may help you avoid getting heart disease.	True	False
2) Being physically active may help you do better in school.	True	False
3) Being physically active can help you get fewer colds and flu.	True	False
4) Being physically active means, you will have more friends.	True	False
5) Being ph ly active can help improve your mood.	True	False

Think

if it is an active living activity that helps your body move

❑ Playing basket	d scrolling on	❑ Hiking with family
❑ Watching TV		❑ Playing board games
❑ Riding a bike	❑ Readi	❑ Yoga or stretching
❑ Playing video games	❑ Playing	mming
❑ Dancing	❑ Lying on the c	car

Questions

Answer the questions below using ev

1) What are the physical benefits of being physically active?

2) What are the mental health and social benefits of being physically active?

PREVIEW

Name: _____ 89

Healthy Eating and Active Lifestyle

Healthy Eating and Active Lifestyle

Eating healthy foods and being active are lifestyle choices you can make to keep you feeling strong and fit. You can make decisions everyday that will keep you healthy such as, riding your bike or going for a walk instead of playing videogames. You can choose to have a piece of fruit instead of a bag of chips as a snack. Getting enough sleep and drinking lots of water are healthy habits we should do everyday. Making small healthy choices every day helps build habits that stay with you for a lifetime. Healthy Eating and active living are both important to keep you healthy.



Activity Place a check mark in the box that is associated with healthy eating or active living. You may check more than one box.

	Benefit	Healthy Eating	Active Living
1.	Builds strong bones and muscles		
2.	Improves mood		
3.	Helps avoid disease including heart disease and diabetes		
4.	Improves brain health and function		
5.	Builds strong teeth		
6.	Improves self confidence and self esteem		
7.	Boosts your energy		
8.	Helps maintain a healthy weight		
9.	Live longer		
10.	Increased immunity to illness such as flu		
11.	Improved sleep		

PREVIEW

Name: _____ 91

Unit Test – Healthy Eating

Multiple Choice /10

1. Choosing to eat healthy foods can help you:	2. Why is it important to eat mindfully?
a) Build strong bones	a) When we eat mindfully, we enjoy our food more
b) Avoid heart disease	b) We will eat only when we are hungry
c) Avoid diabetes	c) We will make healthy food choices
d) All of the	d) All of the above
3. Wha cues?	4. Active living & healthy eating work together to
a) Your telling hungry/thirsty	a) Help us maintain a healthy weight
b) Dry mouth a	b) Improve your dental health
c) Rumbling stomach	c) Keep our hormones in balance
d) All of the above	All of the above
5. Our food choices affect the env nt:	beverage should we choose most
a) Because food is often transported great distances using fossil fuels	a) M
b) Because it often has lots of plastic packaging	b) Y
c) Because raising agriculture takes lots of water and land	c) Wate
d) All of the above	d) Sports Drink
7. How do our emotions affect our food choices?	8. Which is **not** a food the environment?
a) We may eat to comfort ourselves	a) Meatless Mondays
b) We may eat cake or ice cream to celebrate	b) Fish on Fridays
c) We may not eat if we are upset	c) Buy Local
d) All of the above	d) Farm-to-table
9. The media influences our food choices by:	10. The Mediterranean diet...
a) Celebrity endorsements	a) Is mainly plant-based
b) Product placements on TV and in movies	b) Leads to higher life expectancy
c) Ads on social media and TV	c) Includes olive oil
d) All of the above	d) All of the above

PREVIEW

Define | What do the terms below mean?

Term	Definition – What does it mean?
Mindful Eating	
Food Alle	
An	

Short Answer | ...low – Each question is worth 3 marks

1) Name 3 hunger and/or thir...

2) How is having Meatless Mondays in your family a foo... environment?

3) What are 6 benefits of active living?

PREVIEW

© Super Simple Physio

Google Slides Lessons Preview

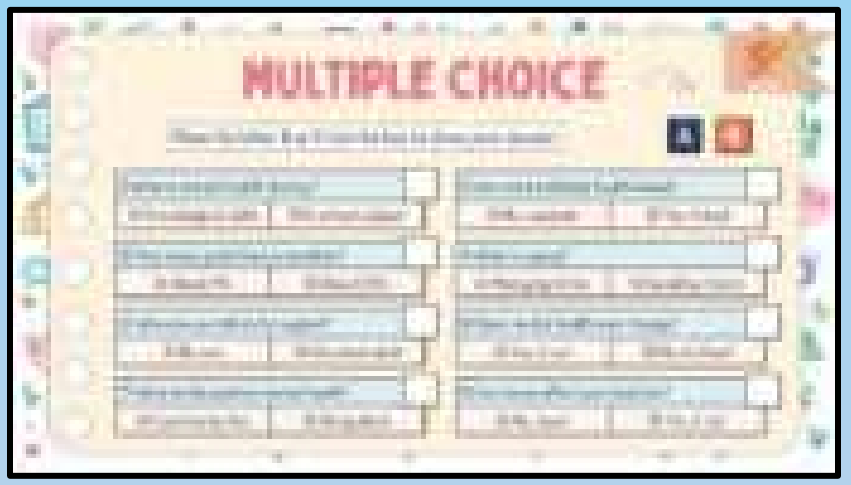
© Super Simple Sheets

Ontario Health Curriculum
Mental Health Literacy– Grade 6

3-Part Lesson Format

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





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

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



Ontario Health Curriculum
Mental Health Literacy– Grade 6



Ontario Health Curriculum
Mental Health Literacy– Grade 6



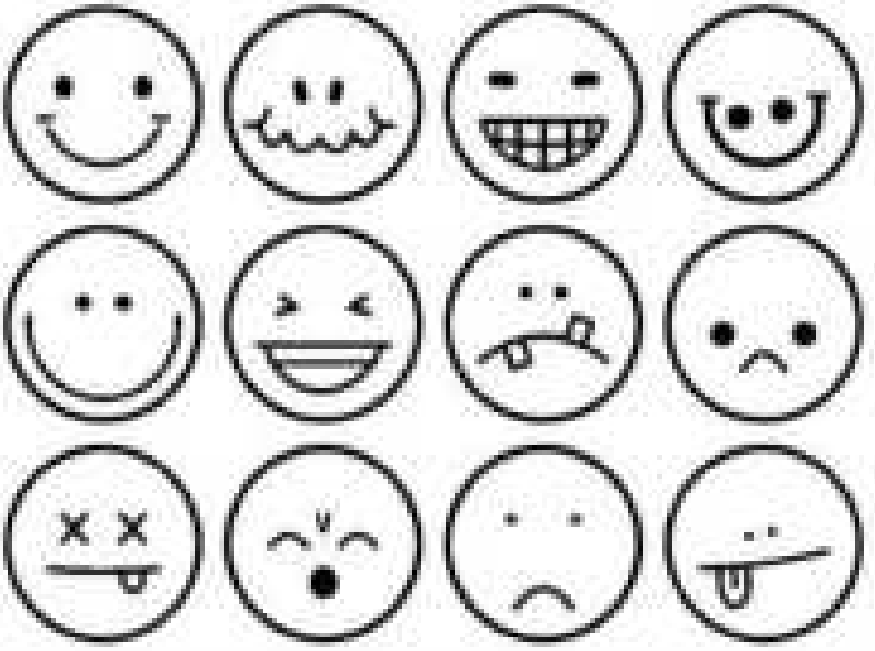
Workbook Preview

Grade 6 – Health Unit

Mental Health Literacy

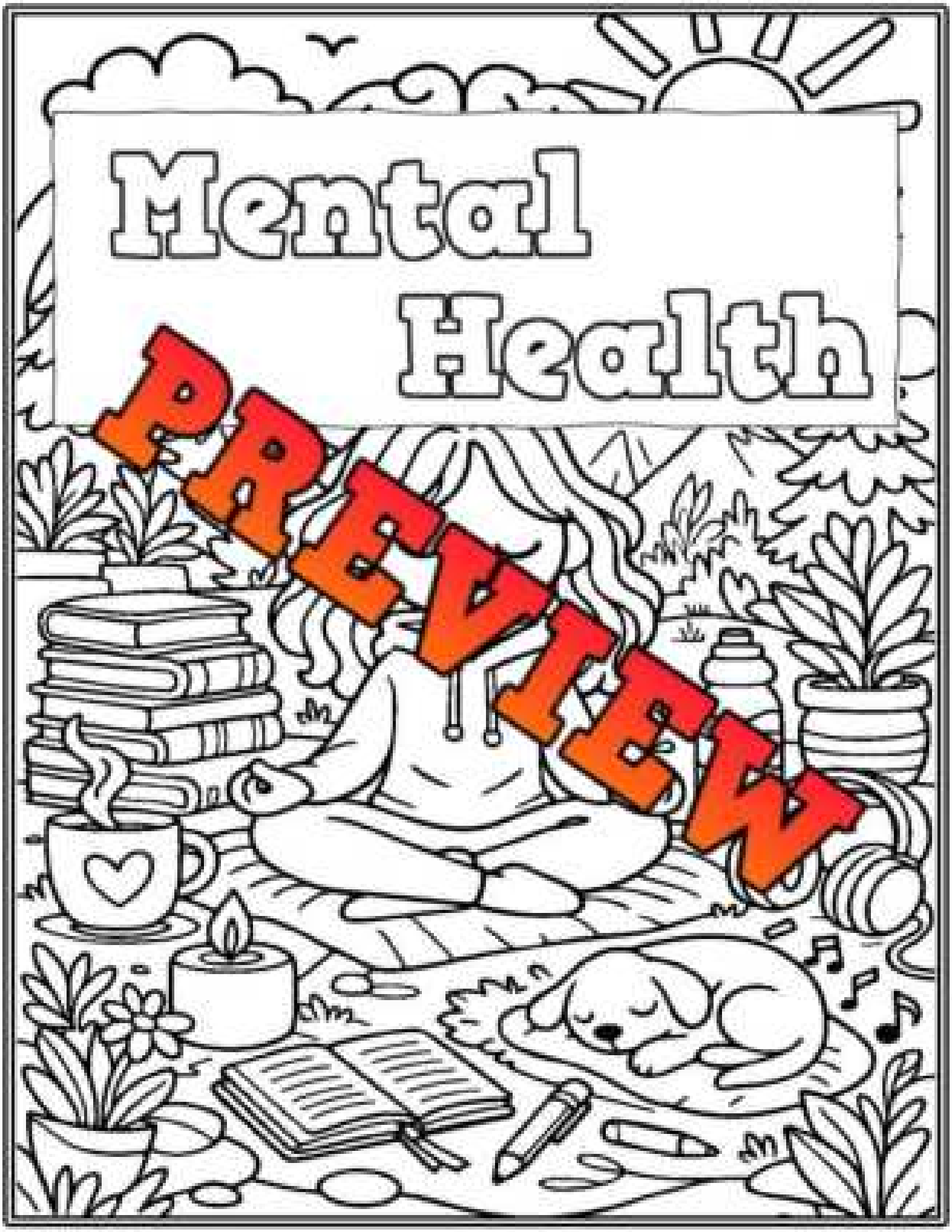
	Curriculum Expectations	Pages
D1.4	identify people, resources, and services in the school and the community (e.g., mental health and addiction workers, family members, social workers, psychologists, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities) that can provide support when a person is dealing with mental health issues and choices or	7 – 43
D1.5		

Preview of 50 pages from this product that contains 89 pages total.



© Super Simple Papers

super simplesheets.com

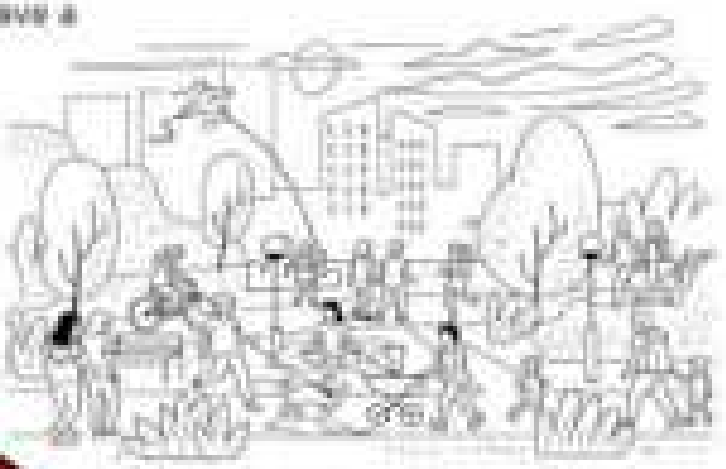

Mental
Health
PREVIEW

Name: _____ 6

Mental Health Literacy

Mental Health

Mental health is a positive state of mind and body, where we feel safe and able to cope. When we have positive mental health, we have a connection with people, our community and the environment.



Our mental health and our physical health are connected. When we do not feel physically well, it can affect our mental health. When we are feeling anxious or stressed, it can affect our physical health. We might get a headache or stomachache.

PREVIEW

Our Mental Health Changes

Mental health is a person's level of psychological well-being, which can affect a person's mood, their thoughts, and their behaviour. Everyone has mental health, and like our physical health it can fluctuate, depending on our circumstances. Our mental health affects how we handle stress, relate to others, and make choices.

Mental Health Literacy

We would all like to have good health. We know that eating healthy foods and being active is part of maintaining our physical health. But what about our mental health? Mental health literacy is having the knowledge, beliefs, and skills related to mental health challenges, that can help you recognize, prevent, and manage them. By learning more about mental health challenges, you can learn the skills you need to maintain positive mental health. It is estimated that 20% of children and youth have a diagnosable mental health condition. This is why it is important for us to be able to understand our own mental health, know where to get help if we need it, and support our friends who may be struggling with a mental health challenge.

Name: _____ 9

True or False Is the statement true or false?

1) Mental health and mental health literacy are the same thing.	True	False
2) Being involved in your community is part of positive mental health.	True	False
3) Knowing about mental health can help you understand your feelings.	True	False
4) Having a mental health challenge is very rare.	True	False
5) Our me[illegible]lth is separate from our physical health.	True	False

Matchi[illegible]ntal health sign with the correct description.

1. Trouble sleep[illegible]	❑	❑	Finding it hard to focus on schoolwork or conversations
2. Loss of interest in activities	❑	❑	[illegible]ing nervous or anxious often
3. Feeling worried most of the time	❑	❑	Sl[illegible]much or not being able to [illegible]
4. Sudden changes in mood	❑	❑	[illegible]es or activities you [illegible]
5. Difficulty concentrating	❑	❑	Becoming [illegible] quickly

Questions Answer the questions below using evidence from the text.

1) What is mental health?

2) What is mental health literacy?

PREVIEW

Name: _____ 18

Vocabulary Building: Mental Health Literacy

Instruction

- Think of words related to mental health and well-being.
- Write one word for each letter of the alphabet.
- If you cannot think of a word for a letter, you may leave it blank.

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

PREVIEW

© Super Simple Papers

Name: _____ 11

When Do I Need Help?

When Do I Need Help?

We all want to have positive mental health, but at times we experience situations that are upsetting, or we have feelings that are hard to control. How do we know if what we are feeling will pass or if we need help?

Mental health issues are when we experience changes in our emotions, thinking, or behaviour or a combination of these 3 things. A mental health issue is associated with distress and impaired functioning, in social, school or family activities. Being aware that we are having difficulties and getting support, can help the issue remain small.

Signs of mental health issues are:

- Sleep or appetite changes
- Problems concentrating or remembering things
- Nervousness, fear or suspicion of others
- Feeling disconnected from yourself or unreal surroundings
- Not wanting to look after your appearance, for example, washing hair or paying attention to what you wear the way you usually do
- Withdrawal – including not wanting to interact with people or loss of interest in doing things you used to enjoy
- A decline in your schoolwork, quitting sports or having trouble doing things you usually do well.
- Increased sensitivity to sights, sounds, smell and touch and avoiding over-stimulating situations
- Mood changes, including rapid shifts in emotions or having depressed feelings.



INSOMNIA



DEPRESSION

It Is Time To Ask For Help?

If a person is experiencing several of these symptoms at one time, and these symptoms are causing problems in their ability to function; it is time to ask for help. In other words, if these symptoms are causing you to stop going to school, work, or seeing friends, then it's time to get help.

PREVIEW

Name: _____ L2

True or False

Is the statement true or false?

1) I may have a mental health challenge if I am upset with a friend.	True	False
2) I feel upset, can't sleep and I cry daily, so I think I need help coping.	True	False
3) I could not sleep after watching a horror movie so I may need help.	True	False
4) A mental health challenge is when we feel distress and are not functioning as well as usual.	True	False
5) Anyone can have a mental health challenge at some time in their life.	True	False

How [illegible] the Problem?

[illegible] sign of a mental health problem from 1 (Not Very [illegible] 5 (Extremely Serious)

Sleep or appetite changes		Not caring about appearance	
Trouble concentrating		[illegible]ousness or fear	
Feeling disconnected		[illegible] to sounds or touch	
Withdrawal from friends		Mo[illegible] depression	
Decline in school performance		[illegible] in[illegible]ies	

PREVIEW

Questions

Answer the questions below using evid[illegible]

1) What is a mental illness?

2) Name 3 symptoms you might notice if your friend has a mental illness.

Name: _____ L3

Activity – Mental Health Support

Objective What are we learning about?

Students will identify and illustrate people, places, activities, and personal strengths that support their mental health and emotional well-being and explain how these supports positively affect their feelings and coping skills.

Materials What will you need for the activity?

- [illegible] Support worksheet
- Pencil / eraser
- Crayons, [illegible] markers
- (Optional) [illegible] for reflection



Instructions How will you complete the activity?

1. Look at the five boxes at the top of the worksheet.
2. In each box, draw a person, place, activity, thing, or [illegible] your mental health. This includes a person who listens to you, something that makes you laugh, a safe place you like, an activity that calms you, and something that gives you strength. You may add small labels or [illegible] if needed.
3. In the "LET THEM IN" section, write about who you go to when you feel stressed, sad, anxious, or overwhelmed. You may include their name and your relationship to them. Write in complete sentences and answer honestly.
4. In the "WHY THEY HELP" section, explain how these people or things make you feel better. Describe what they say or do and how you feel before and after spending time with them. Reflect carefully on how these supports help you cope.
5. Take your time and be thoughtful in your answers. There are no right or wrong responses. This activity is meant to help you recognize that you have support and that you are not alone.

PREVIEW

Name: _____ 14

Mental Health Support

A Pe... Listen... Me	...e Who ...le	A Safe Place I Like	An Activity That Calms Me	Something That Gives Me Strength

PREVIEW

LET THEM IN ...el stressed, sad, or overwhelmed?)

WHY THEY HELP (How do these people or things make me feel better?)

© Super Simple Psych

Name: _____ 15

Mental Health Illness vs. Challenge

Mental Health
Everybody has mental health. Whether we have good mental health, or a mental health concern, can fluctuate from day to day.



Mental Health Challenge
A **mental health challenge** is longer lasting than just feeling sad or ti[illegible]ntal health challenges are more severe and can inte[illegible] daily life. Some signs of a mental health chall[illegible]

- Fe[illegible] sad [illegible] days or weeks
- Feeling c[illegible]table [illegible]oncentrate
- Worrying [illegible]t th[illegible]oing things you would normally do
- Withdrawal fr[illegible]nd
- Emotional Change[illegible]wing

A mental health challenge co[illegible]ed [illegible]s that requires medical attention. If the challenge is suppor[illegible]n, it [illegible]dealt with, allowing the person to learn strategies to help them cope wit[illegible]

Many individuals deal with mental health [illegible] need medical attention, but they likely need support from infor[illegible] sources. These sources could include talking to friends, family [illegible] more formal sources like a telephone help line, counsell[illegible]

PREVIEW

Mental Illness
Mental illnesses are diagnosed by a doctor or mental health professional. One in 5 Canadians, including children, have a diagnosed mental illness.



Mental illness is treatable by doctors using various methods, including therapy, or medication. Mental illness is usually not curable, but it can be treated so that the person can function in work, school, or social environments.

There are many different types of mental illnesses including: anxiety, autism, bi-polar disorder, depression, eating disorders, post traumatic stress disorder, schizophrenia, and ADHD.

© Super Simple Reads

Name: _____ Lo

True or False Is the statement true or false?

1) If someone has a mental health challenge, they have a mental illness	True	False
2) A mental health challenge could be the beginning of a mental illness	True	False
3) A mental illness is diagnosed by a doctor	True	False
4) You can diagnose yourself with depression, anxiety, autism, or bi-polar disorder	True	False
5) If you th[illegible]ve a mental illness, you should see a doctor	True	False

Questi[illegible] [illegible]ee questions you have after reading the text

1)	
2)	
3)	

Questions Answer the questions below using e[illegible]

1) What is the difference between a mental illness and a mental health ch[illegible]

2) Is a mental illness curable or treatable? Explain the difference.

PREVIEW

Name: _____ 17

Understanding Mental Health: Challenge vs. Illness

Mental Health Concepts

Examine the situations below and identify whether they describe a Mental Health Challenge or a Mental Illness. Write the signs and reasons for your answer.

Situation	Signs or Clues:	Why do you think so?
A stu[illegible] been fe[illegible] un[illegible] day[illegible] failin[illegible] They are sti[illegible] school and [illegible] friends.		

Situation	Si[illegible]	Why do you think so?
A teen has been feeling extremely anxious for months. They cannot sleep, avoid social situations, and their daily life is being affected.		

Situation	Signs or Clues:	Why do you think so?
A student feels worried before exams and has trouble concentrating during test week but returns to normal afterward.		

PREVIEW

© Super Simple Psych

Name: _____ 18

Understanding Mental Health: Challenge vs. Illness

Mental Health Concepts

Examine the situations below and identify whether they describe a Mental Health Challenge or a Mental Illness. Write the signs and reasons for your answer.

Situation	Signs or Clues:	Why do you think so?
A stud[illegible] on t[illegible] and stutter[illegible] their stomach[illegible] few days. [illegible] comfortable [illegible]		

Situation	Signs or Clues:	Why do you think so?
A teen has stopped hanging out with friends for several months, feels hopeless most days, and has lost interest in hobbies they once enjoyed.		

Situation	Signs or Clues:	Why do you think so?
A student feels upset after arguing with a friend but talks it out the next day and feels better.		

PREVIEW

© Super Simple Psych

Name: _____ 19

Healthy Habits – Lifestyle Change

Having strong mental health is crucial to our healthy living. Since life can be hard, it is important we use the strategies we have learned about in our day to day lives. Forming habits that provide us with a stronger mental health can have great benefits on every aspect of our life. Below is a list of strategies you can use daily to improve your mental health.

1.	S[illegible] the day with physical activity
2.	[illegible]reen time before going to bed
3.	[illegible] online apps to support mindful practices
4.	[illegible]
5.	Soci[illegible]
6.	Talking to [illegible]
7.	Using green tho[illegible]
8.	Going to bed early to [illegible]
9.	Connecting with a caring adu[illegible]
10.	Being a part of something bigger – vo[illegible]

PREVIEW

Reflection Which healthy habits do you already [illegible] should [illegible] start doing?

Already Do	
1)	
2)	
3)	

Start Doing	
1)	
2)	
3)	

© Super Simple Sheets

Exit Cards

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

Name: _____

Does this describe a mental health challenge(MHC) or mental illness(MI)?

1) Feeling sad or down for several days	MHC	MI
2) Unable to concentrate for a long time.	MHC	MI
3) Withdrawing from friends and family.	MHC	MI
4) Emotional changes or strong mood swings.	MHC	MI
5) A condition diagnosed by a doctor or mental health professional.	MHC	MI

Name: _____

Does this describe a mental health challenge or mental illness?

1) Feeling sad or down for several days	MHC	MI
2) Unable to concentrate for a long time.	MHC	MI
3) Withdrawing from friends and family.	MHC	MI
4) Emotional changes or strong mood swings.	MHC	MI
5) A condition diagnosed by a doctor or mental health professional.	MHC	MI

Name: _____

Does this describe a mental health challenge or mental illness?

1) Feeling sad or down for several days	MHC	MI
2) Unable to concentrate for a long time.	MHC	MI
3) Withdrawing from friends and family.	MHC	MI
4) Emotional changes or strong mood swings.	MHC	MI
5) A condition diagnosed by a doctor or mental health professional.	MHC	MI

Name: _____

Does this describe a mental health challenge or mental illness?

1) Feeling sad or down for several days	MHC	MI
2) Unable to concentrate for a long time.	MHC	MI
3) Withdrawing from friends and family.	MHC	MI
4) Emotional changes or strong mood swings.	MHC	MI
5) A condition diagnosed by a doctor or mental health professional.	MHC	MI

PREVIEW

Name: _____ 21

Informal Help

There Are Many Different Kinds of Help

When you have symptoms of a mental health issue, there are different kinds of help that you can access. Depending on how severe your issue is, you can choose the kind of help that makes you feel comfortable. **Informal help** is help you receive from friends and family. **Formal help** is help you receive from professional health care providers.

PREVIEW

Self Care

Some[illegible] with an issue or just feel down, [illegible] can do for ourselves that [illegible] self care strategies could inc[illegible]



- Getting enough sleep
- Eating healthy food
- Being out in nature
- Doing something creative
- Practice being grateful
- Meditate
- Stay connected with your friends and family
- Getting involved in the community by volunteering
- Exercising or staying physically active
- Limiting screen time and taking breaks from social media

Family and Friends

When something is bothering us, our family or friends can often be helpful. They can listen to your concerns, provide a different perspective and help you feel less alone. Talking about our feelings and concerns also has the effect of reducing the stress we feel. Talking is about problems is like a vent that let's steam out of a pipe reducing pressure. When the pressure is reduced, we feel relief.

Name: _____ 22

True or False Is the statement true or false?

1) If you are feeling sad, upset or angry you need to talk to a professional.	True	False
2) Sometimes self care is all that is needed to make you feel better.	True	False
3) Being grateful for what we have can make us feel better.	True	False
4) If we are feeling upset for a long time we can just shake it off.	True	False
4) Talking [illegible] someone who cares about us can help when we have an issue.	True	False

Self-C [illegible]gs that you might do for self care.

PREVIEW

Direction Put a check (✓) under Normal Fe[illegible] P[illegible] Need Help.

Actions	[illegible] Feelin[illegible]	Sign [illegible]elp
1) Feeling sad for a short time after a problem		
2) Having trouble sleeping for many days		
3) Feeling nervous before a test		
4) Losing interest in activities you usually enjoy		
5) Having trouble concentrating often		
6) Feeling happy and connected with friends		
7) Withdrawing from friends and family		

© Super Simple Papers

Name: _____ 26

Fact or Fiction – Informal Help: Parents & Grandparents

Objective What are we learning about?

To understand how parents, guardians, and grandparents can support us when we are stressed, worried, or facing a problem.

Materials What will you need for the activity?

- list of statements about parents, guardians, and grandparents
- A "Fact" sign and a "Fiction" sign
- Space in the classroom to move to either side
- Optional: statement cards for teacher use



PREVIEW

Instructions How will you complete the activity?

1. Your teacher will read statements about parents and grandparents with problems.
2. Think carefully about whether the statement is true or false.
3. If you think the statement is true, move to the "Fact" side of the room.
4. If you think the statement is not true, move to the "Fiction" side of the room.
5. Stay on your chosen side and listen as the correct answer is explained.
6. After the answer is shared, return to your seat for the next statement.
7. Be respectful of different opinions and have fun learning!

© Super Simple Resources

Name: _____ 27

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Grandparents can give helpful advice based on their life experiences.	Fact
2	Parents should never know if you are feeling stressed.	Fiction
3	Talk[illegible] trusted adult can help you feel less alone.	Fact
4	[illegible] too old to understand your problems.	Fiction
5	[illegible] can help solve problems step by step.	Fact
6	It is okay [illegible] when you feel worried or anxious.	Fact
7	Adults can help [illegible] if you need extra support.	Fact
8	It is better to keep [illegible] yourself.	Fiction
9	Sharing your feelings can help [illegible]	Fact
10	A trusted adult can help you make safe [illegible]	Fact
11	Asking adults for help means you are [illegible]	Fiction
12	It is healthy to ask adults for help when you [illegible]	Fact
13	Extended family members can also be trusted adults.	Fact
14	Parents do not care about your feelings.	Fiction
15	Adults can help you calm down and think clearly.	Fact
16	Adults cannot help with school stress.	Fiction
17	Parents or guardians are often the first people we can talk to when we feel stressed.	Fact
18	Parents can support you even if they are busy.	Fact
19	You should only talk to friends about serious problems.	Fiction
20	Parents will always get angry if you tell them your worries.	Fiction

PREVIEW

© Super Simple Resources

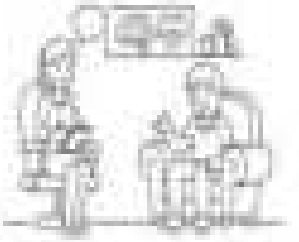
Name: _____ 29

Formal Help

Accessing Formal Help – Asking Healthcare Professionals For Help

Help Lines

Helps lines are a free, anonymous, and confidential service that can help you when you do not want to talk to family or friends or are having trouble telling your parents that you are struggling with a mental health issue. You can call, text or use on-line chat functions with these services. The line staff are professionally trained to handle all kinds of calls.

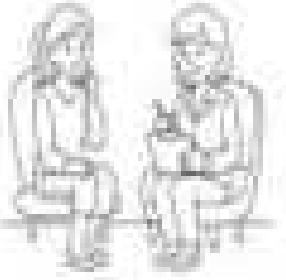


Your Family Doctor or Nurse Practitioner

Your doctor is a good place to start when you are struggling with a mental health concern. Your doctor or the nurse practitioner at their office can rule out any physical causes for why you are feeling down and can give you a referral to the right mental health professional you should see. It is very important when you talk to your doctor about how you are feeling, that you tell them everything about what is worrying you. People cannot help you if they do not know the whole story.

Counselling or Therapy

A mental health professional can help you if you are having an issue that affects your ability to function. Your family doctor, a psychiatrist or a psychologist can provide a diagnosis, if you have a mental illness. Counsellors are not able to make diagnoses. A psychiatrist can prescribe medication if needed, while psychologists and counsellors cannot. Not everyone who is struggling has a mental illness. A psychiatrist, psychologist, or social worker can provide counselling or therapy to help you work through your issue. Talking with these professionals will help.



The mental health professional you see depends on your concern. For example, addiction concerns may require an addictions counsellor, while loss may require a grief counsellor.

PREVIEW

Name: _____ 30

True or False

Is the statement true or false?

1) Help phone lines are expensive to use	True	False
2) If you call a help phone line, everyone will know	True	False
3) You can talk to your family doctor about your feelings	True	False
4) There are many types of counsellors, like grief counsellors or addiction counsellors	True	False
5) Everyone with mental health issues has a mental illness	True	False

PREVIEW

Summarize

...main idea of the reading and supporting details?

Questions

Answer the questions below using ... from the ...

1) Why is your family doctor a good place to start if you are struggling with a mental health issue?

2) What types of mental health issues can a counsellor or therapist help you overcome?

Name: _____ 31

Scenarios Read each scenario and circle whether it shows a Good or a Poor Choice.

#	Scenario Description	Good	Poor
1	Calling a help line when you feel overwhelmed	Good	Poor
2	Ignoring your mental health concerns	Good	Poor
3	Talking honestly to your doctor about how you feel	Good	Poor
4	Hiding important information from a healthcare	Good	Poor
5	Asking your doctor for a referral to a counsellor	Good	Poor
6	Refusing help even when problems are getting	Good	Poor
7	Texting or chatting with a help service	Good	Poor
8	Believing that asking for help is embarrassing	Good	Poor
9	Attending counselling sessions regularly	Good	Poor
10	Skipping appointments without telling	Good	Poor
11	Following a doctor's advice for mental	Good	Poor
12	Thinking that professionals cannot help with	Good	Poor
13	Reaching out to a school counsellor when struggling	Good	Poor
14	Making fun of someone for seeing a therapist	Good	Poor
15	Being open to therapy or counselling when needed	Good	Poor
16	Waiting too long to ask for help when problems grow worse	Good	Poor
17	Asking questions if you do not understand your treatment	Good	Poor
18	Sharing false information during a counselling session	Good	Poor
19	Accepting support from a mental health professional	Good	Poor
20	Encouraging a friend to seek professional help when needed	Good	Poor

PREVIEW

Name: _____ 32

Researching – Formal Helpers

Research Fill in the table to learn more about the differences between psychiatrists, psychologists, and counsellors. Write yes or no in each box.

	Psychiatrists	Psychologists	Counsellors
Is a medical doctor			
Can prescribe medication			
Can help you with mental illness			
Can support you with mental health challenges			
Can make you feel better about your mental health issue			
You can see this professional without a referral			

PREVIEW

Questions Answer the questions below.

1) What is the difference between a psychiatrist and a psychologist?

2) Does a psychologist or counsellor go to school longer? Explain.

3) Out of these formal helpers, who could you call first about a less urgent mental health challenge?

© Super Simple Psych

Name: _____ 33

Researching – Formal Helpers

Scenarios	Who would you go to for help?

1) Simon has not felt himself this week. He is stressed about a friendship issue. Who should he talk to and why?

2) [illegible] for the last year. She has talked to a counsellor already and thinks she might [illegible]

3) Melanie has had anxiety attacks over [illegible] worries about going to school and needs to talk to a professional.

4) Curtis is worried about everything he needs to do this week. He [illegible] of the stress. Who should he talk to?

5) Andy feels he has two personalities. He's been feeling like this for awhile and wants to get help. Who should he talk to?

PREVIEW

© Super Simple Psych

Exit Cards

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

Name: _____

Check if the person can give formal help.

1) Doctor	
2) Kids Help Phone counsellor	
3) School psychologist	
4) Therapist / counsellor	
5) Psychiatrist	
6) Nurse practitioner	
7) Social worker	
8) Help line worker	

Name: _____

Check if the person can give formal help.

1) Doctor	
2) Kids Help Phone counsellor	
3) School psychologist	
4) Therapist / counsellor	
5) Psychiatrist	
6) Nurse practitioner	
7) Social worker	
8) Help line worker	

Name: _____

Check if the person can give formal help.

1) Doctor	
2) Kids Help Phone counsellor	
3) School psychologist	
4) Therapist / counsellor	
5) Psychiatrist	
6) Nurse practitioner	
7) Social worker	
8) Help line worker	

Name: _____

Check if the person can give formal help.

1) Doctor	
2) Kids Help Phone counsellor	
3) School psychologist	
4) Therapist / counsellor	
5) Psychiatrist	
6) Nurse practitioner	
7) Social worker	
8) Help line worker	

PREVIEW

Name: _____ 37

Activity – Who's The Right Professional?

Objective What are we learning about?

Students will identify different professional helpers and determine when it is appropriate to seek professional help for mental health concerns.

Materials What will you need for the activity?

- Scenario
- Signs posted [illegible] School Staff (Principal/Vice [illegible] Social Worker, Tape or sticky tac[illegible]



Instructions How will you complete the activity?

1. Post the four helper signs in different corners of the [illegible]
2. Tell students they are working for a "Help Hotline." Their job is to decide which professional helper is most appropriate for each situation.
3. Read one scenario aloud.
4. Students must walk to the corner that represents the helper they think is the best choice.
5. Once in their corner, they discuss with others why they chose that professional.
6. Call on one representative from each corner to explain their reasoning.
7. Reveal the most appropriate answer and clarify misconceptions before moving to the next scenario.

PREVIEW

Name: _____ 38

Scenario Cards | Cut each scenario.

A student has been feeling sad for several weeks and no longer enjoys activities they used to love. They are tired most days and struggling to focus in class.	A teen feels lonely at school and has difficulty making friends, which is affecting their confidence.
A teen is being bullied online by classmates, and the hurtful messages are [illegible]ading. They now feel embarra[illegible] scared to go to school.	A student has started drinking alcohol to cope with stress and feels it is becoming hard to stop.
A s[illegible]periencing panic [illegible] races and the[illegible] sho[illegible]ver, when nothin[illegible]	A teen experiences strong mood swings that are affecting their friendships and performance in school.
A teen is constan[illegible] parents and feels o[illegible] by anger and frustrati[illegible]	A student feels extreme anxiety before exams and often feels physically sick due to stress.
A student recently lost a close fam[illegible] member and has been crying often and having trouble concentrating in school.	[illegible] harassed online by [illegible] the school and fe[illegible] to tell.
A teen believes they might have ADHD because they cannot stay focused, forget assignments, and feel disorganized despite trying hard.	A stu[illegible] responsibilities at home and [illegible] to balance school.
A student is being pressured by friends to try vaping but feels unsure how to refuse and wants guidance.	A teen feels uncomfort[illegible] because a classmate keeps making inappropriate comments, but they are afraid to report it.
A teen is struggling with body image and has started skipping meals because they feel insecure about their appearance.	A student is struggling emotionally after their parents separated and feels confused and upset most days.
A student witnessed a traumatic event and now has nightmares and feels jumpy when hearing loud noises.	A teen feels hopeless and unmotivated for a long period and wonders if they may be experiencing depression.

PREVIEW

© Super Simple Psych

Name: _____ 39

A student feels very anxious before tests and often feels sick to their stomach on test days.	A student has been getting into fights during recess.
A student has been feeling very sad for several weeks and no longer enjoys activities they used to like.	A student says they feel very lonely and have no friends to talk to at school.
A stu[illegible] you they are being bul[illegible] feels scared to [illegible]ol.	A student cannot control their anger and often explodes during group work.
A stu[illegible] tr[illegible] concentrating [illegible] and [illegible] have dropped [illegible]	A student is worried about a friend who is skipping school often.
A student feels overwhel[illegible] by family problems at home and do[illegible] not know who to talk to.	[illegible]nt feels stressed because of to[illegible] homework and does not [illegible]anage their time.
A student reports that another student brought something dangerous to school.	[illegible] things at ho[illegible]sa[illegible]ey are afraid [illegible]
A student is worried because their friend talks about feeling worthless and hopeless.	A student keeps in[illegible]ing lessons and refuses to follow classroom rules.
A student is caught cheating on an exam.	A student feels constant worry and panic but does not understand why.
A student feels extremely nervous about speaking in front of the class.	A student is struggling with friendships and keeps feeling left out.

PREVIEW

Name: _____ 40

Community Helpers

Kids Help Phone



Kids Help Phone is a free mental health service, where children and youth can call, text, message on Facebook, or use on-line chat to discuss issues they are having, or to ask questions about everyday concerns. No issue is too big or [illegible]. You can call 1-800-668-6868, text 686868 or visit [illegible]://kidshelpphone.ca/.

Kids Help Phone is anonymous, meaning you do not have to tell them your name. It is confidential, meaning they will not tell anyone else about your conversation. It is non-judgmental, meaning the person on the phone with you will be open-minded and will not make [illegible] judgement of you.

Kids Help Phone is available [illegible] English and French, and translators to other languages can be [illegible] trained professional counsellors, who can help you work through your [illegible]



Recreation Facilities

Many communities are fortunate to have recreation facilities including the YMCA and Boys and Girls Club (BGC), where young people can go. These facilities have caring staff, who lead programs to help youth get involved with their community, and have a safe space to hang out with friends, and do lots of fun activities. The staff at these facilities are also caring adults you can go to with your concerns. They can help connect you with the resources you need to work through your issues.

In areas without a YMCA or BGC often churches, mosques and synagogues offer programs for youth. Program leaders are often caring adults, who can be someone you can talk to about your issues.

PREVIEW

Name: _____ 41

True or False Is the statement true or false?

1) You should call Kids Help Phone only for emergencies.	True	False
2) Talking through what is bothering you can be very helpful.	True	False
3) People who work with young people are often understanding.	True	False
4) You should only tell people you know well, something is bothering you.	True	False
5) Leaders [illegible] ...reation center would not want to hear your troubles.	True	False

Draw [illegible] ...elpers who can help with mental health or personal [illegible] ...name of the helper or place under each drawing.

Questions Answer the questions below using evidence [illegible]

1) How could you contact Kids Help Phone?

2) What community groups are you aware of that have leaders you could ask for help with an issue?

PREVIEW

Name: _____ 42

Getting Help – Where To Start

Sometimes it is difficult to know where to start to get help. Put the steps in order from the first step you would take to the last step you would take.

Instructions Number the steps below in order from the first step to last step in getting help

Steps	Getting Help Options
	Talk to a teacher
	Talk to a psychiatrist
	Talk to a parent
	Talk to a psychologist
	to your school counsellor
	k to a friend
	phone line
	doctor

PREVIEW

Explain Answer the questions below about

1) Who did you choose as your first, second, and th	y did	ose them?
1		
2		
3		

2) Which 3 people can help you if your mental challenge is overwhelming?

3) If you feel you need to see a psychiatrist, who should you talk to first? Explain the steps that would need to be taken so you could talk with them.

Name: _____ 43

Assessing Help – Formal Options

Accessing Help | Which healthcare professionals could you ask for help?

When you have tried getting help from informal options, like your friends and family, it might be time to seek formal options. Believe it or not, mental health professionals have experience helping people who have dealt with the same issues you are dealing with. They have many strategies to help you deal with your mental health challenge.

Form[illegible]	Find The Name Of A [illegible]ssional or Organization	What is Their Contact Information (Phone or Email)
Help Phone L[illegible]		
School Counsellor		
Social Worker		
Family Doctor		
Psychiatrist		
Psychologist		

PREVIEW

1) Does it cost money to see a psychiatrist if your family doctor refers you to them?	
2) Does it cost money to see your family doctor about a mental health issue?	
3) Does it cost money to call a help phone line?	
4) Does getting help for a mental health issue cost money? Explain.	

© Super Simple Sheets
supersimplesheets.com

Name: _____ 44

Thoughts Feelings and Behaviours

Our Brain

Our brain is very complex. It helps us with everything we do. Information from the world around us is sent to the brain, where it is processed and used to form thoughts, feelings and behaviours. Our thoughts, feelings, and behaviours are all connected. For example, when we see a puppy, we may think, "oh, cute ... may cause you to feel happy. This may make you ... such as, pet or play with the puppy.



How Our Brain ...

Neurons are the ...ilding ... brain. There is space between neurons. Neurons work by us... ...lled neurotransmitters, which transport information between neuro... ...ch something hot, neurotransmitters carry the message from one neu... to ... and is hot. The message goes down your arm, telling you to take your ... away ... object.

When someone has a mental illness, there ... too ... neurotransmitter, or too little of the neurotransmitter. Because of ... ...o few, a person with a mental illness may have trouble changing ... As a result, a person with a mental illness may react differently to ... ...hen they see the puppy, they may think it is dangerous. They may feel sc... ...away.

Choosing Positive Thoughts

We can take care of our mental health by choosing positive thoughts. We may feel worried when we are starting a new school, and think, we will not have any friends. This can make us feel sad. If we decide to think, this is a chance to make new friends. We would go in smiling. We talk to the student beside us and make a new friend. This makes us feel happy.



Understanding how our thoughts, feelings, and behaviours are connected, can help us choose positive thoughts. This will lead to us feeling happier.

PREVIEW

Name: _____ 45

True or False — Is the statement true or false

1) Neurotransmitters are located in our computers.	True	False
2) Neurons are building blocks of the brain.	True	False
3) Our thoughts, feelings and behaviours are connected.	True	False
4) Thinking positive thoughts can help our mental health.	True	False
5) Having [illegible] neurons in our brains can make us unhappy.	True	False

Ma… Connecti… — …me when you had negative thoughts that led you to …

Questions — Answer the questions below using e…

1) What do neurotransmitters do in our brains?

2) If your family was moving, what is one negative thought you might have and what is one positive thought you might have?

PREVIEW

© Super Simple Psych

Name: _____ 46

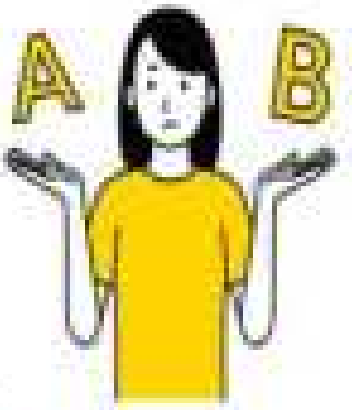
Activity – Our Choices and Our Mental Health

Objective What are we learning about?

Students will understand how thoughts influence feelings and behaviours, and practise identifying positive and negative thinking patterns in different situations.

Materials What will you need for the activity?

- Printed "O[illegible]d Our Mental Health" worksheet
- Pen or pen[illegible]
- (Optional) Highlig[illegible]tive vs. negative thoughts



Instructions How will you co[illegible]te the [illegible]y?

1. Read each scenario carefully. Imagine that [illegible] to you.
2. In the Positive Thoughts column, write a healthy [illegible] choose to think in that situation.
3. In the Positive Feelings column, describe how that positive thou[illegible]ould make you feel.
4. In the Positive Behaviours column, write what action you would likely take because of that positive feeling.
5. Then, complete the Negative Thoughts, Negative Feelings, and Negative Behaviours columns by showing how unhelpful thinking can affect emotions and actions.
6. After completing all sections, reflect on which type of thinking leads to better outcomes and why.

PREVIEW

© Super Simple Resources

Name: _____ 47

Our Choices and Our Mental Health

Activity For the following scenarios show how having positive thoughts lead to positive feelings and behaviours.

Scenario	You overhear some friends talking about going to the park together. You haven't been invited to join.	
Positive Thoughts	**Positive Feelings**	**Positive Behaviours**
Oh, Great, I'm going to	I am excited that I am going to the park with my friends.	I go to the park with my fiends.
Negative Thoughts	**Negative Feelings**	**Negative Behaviours**
Why wasn't I invited?	My feelings are hurt and I	I stop talking to those friends and I don't want to go to school anymore

Scenario	[illegible] partners with another friend	
Positive Thoughts	**Positive Feelings**	**Positive Behaviours**
Negative Thoughts	**Negative Feelings**	**Negative Behaviours**

PREVIEW

© Super Simple Resources
www.simplesheets.com

Name: _____ 48

Our Choices and Our Mental Health

Activity For the following scenarios show how having positive thoughts lead to positive feelings and behaviours.

Scenario	I think my friend lied to me when they said they were busy tonight and couldn't hang out with me	
Positive Thoughts	Positive Feelings	Positive Behaviours
Negative Thoughts	Negative Feelings	Negative Behaviours

Scenario	I have to make a speech	
Positive Thoughts	Positive Feelings	Positive Behaviours
Negative Thoughts	Negative Feelings	Negative Behaviours

PREVIEW

© Super Simple Resources
www.simplesheets.com

Exit Cards

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

Name: _____

Colour the positive thoughts, feelings, or behaviours.

Thinking kind thoughts	Talking to a friend
Thinking "I can try again"	Feeling angry and yelling
Helping someone in need	Feeling proud of doing your best
Walking away from a problem	Thinking negative about yourself
Deep breathing to calm down	Feeling happy when helping

Name: _____

Colour the positive thoughts, feelings, or behaviours.

Thinking kind thoughts	Talking to a friend
Thinking "I can try again"	Feeling angry and yelling
Helping someone in need	Feeling proud of doing your best
Walking away from a problem	Thinking negative about yourself
Deep breathing to calm down	Feeling happy when helping

Name: _____

Colour the positive thoughts, feelings, or behaviours.

Thinking kind thoughts	Talking to a friend
Thinking "I can try again"	Feeling angry and yelling
Helping someone in need	Feeling proud of doing your best
Walking away from a problem	Thinking negative about yourself
Deep breathing to calm down	Feeling happy when helping

Name: _____

Colour the positive thoughts, feelings, or behaviours.

Thinking kind thoughts	Talking to a friend
Thinking "I can try again"	Feeling angry and yelling
Helping someone in need	Feeling proud of doing your best
Walking away from a problem	Thinking negative about yourself
Deep breathing to calm down	Feeling happy when helping

PREVIEW

Name: _____ 50

Choosing Positive Thoughts

Why Choose Positive Thoughts

When we choose positive thoughts, we set ourselves up for less stress and more positive reactions from the world around us. Read about the negative and positive thoughts below.

Choosing Negative Thoughts

1) You miss the final shot in a basketball game
2) You f[illegible] let the team down and you think everyone is upset with you
3) You [illegible] basketball and get worse
4) [illegible] feel worse about your abilities



Choosing Positive [illegible]

1) You miss [illegible] a basketball game
2) You feel you [illegible] be[illegible] your teammates understand you wanted to make it
3) You practice that shot [illegible] getting
4) You make more shots and [illegible] tribute to your team

Choosing positive thoughts in life creates a [illegible] choosing negative thoughts creates a downward spiral. Positive thoughts bring about positive feelings and behaviours while negative thoughts bring negative feelings and beha[illegible]

Strategies For Choosing Positive Thoughts

Choosing to make positive thoughts can be hard. It is easy for [illegible] think the worst in different situations. Here are some strategies to help y[illegible] thoughts:

1) Assume positive intent – assume that the person means well by what they say or do
2) Four-finger affirmation – tap each finger to your palm and say a word to yourself for each finger. You could say things like, 'I-Can-Do-This' or 'It-Will-Be-Okay'
3) Focus on the present moment – think about what is happening now, not what might happen. Remember that nothing ever happens in the past or the future. Things happen in the present.
4) Don't worry about things out of your control – you have no control over what other people do. When someone does something to upset you, understand that you can control your reaction, but not their behaviour. Shrug it off, understanding that you control your thoughts, not them.

PREVIEW

Name: _____ 51



True or False

Is the statement true or false?

1) Bad thoughts can lead to a downward spiral of bad feelings.	True	False
2) You should always assume positive intent instead of thinking the worst.	True	False
3) It's better to assume the worst because it will help you prepare for a bad situation.	True	False
4) When we're stressed, it's good to think about the past and the future.	True	False
5) It is best to focus on the present.	True	False

Making Connections

...y. What is something you commonly worry about? What ... could you use to help you the next time you are ...g?

PREVIEW

Questions

Answer the questions below using evidence f...

1) Why is it important to focus on the present, not the past or future?

2) Why should we only worry about things we can control?

© Super Simple Psych

Name: _____ S2

Activity – Positive Thought Bubble

Objective What are we learning about?

Students will practise identifying and rewriting negative thoughts into positive thoughts using real-life situations and understand how positive thinking affects feelings and behaviours.

Materials What you need for the activity?

- Printed Thought Bubble
- Pencil or pen
- Optional Highlighter for negative thoughts



Instructions How will you complete the activity?

1. Read the examples and strategies about changing negative thoughts.
2. Think of situations where you might normally have negative thoughts (for example: missing a shot, not being invited, failing a quiz, arguing with a friend, feeling nervous before speaking).
3. In each thought bubble, write a positive thought you could choose in a challenging situation.
4. If you want, you may lightly write the negative thought first and then rewrite it into a positive thought beside it.
5. Use the strategies from the lesson to help you (assume positive intent, focus on the present moment, use affirmations, or let go of things outside your control).
6. After completing the bubbles, choose one example and explain how that positive thought would change your feelings and behaviour.

PREVIEW

Name: _____ 53

Positive Thought Bubbles



PREVIEW

Name: _____ 54

Identifying Negative Thoughts

Identifying Negative Thinking

When our mind is racing, it can sometimes be difficult to know if thoughts are negative or not. Check out some common forms of negative thoughts below:

1) **Filtering** – At the end of the day, you focus on thinking about the negative things that happened instead of thinking about the positive things. You filter your day's experiences and focus on the negative.

2) **[illegible]** – You blame yourself when something bad happens. For example, you were supposed to hang out with a friend, but they cancelled last minute. You worry they cancelled because they don't want to hang out with you.

3) **Catastrophizing** – You assume the worst, without having all the facts. For example, you have a quiz and you worry that you will forget everything you've learned.

4) **Blaming** – You always blame other people or things for what happens to you. For example, you miss the net in soccer and blame it on the ball your teammate gave you. Instead, you should think about what you could do differently and not fixate on the actions of others.



5) **Magnifying** – You make a big deal out of small problems. For example, a classmate forgets to hand you out a piece of paper. You think they did it intentionally, so you get very upset and don't talk for the rest of the class. Remember, accidents do happen, and small problems deserve small reactions.

6) **Perfectionism** – You worry that you didn't do something perfectly. Trying to be perfect in everything you do will set you up for failure. It is impossible to be perfect all the time. It's okay to make mistakes because it happens to everyone.

7) **Polarizing** – You see things as either good or bad, with no in between. Sometimes, the things that happen to us are neither good, nor bad. Instead, they are in between, meaning they shouldn't require much more thought.

PREVIEW

Name: _____ 55



Identify Which form of negative thinking is the example below?

1) A coffee shop worker told Ross, "enjoy your drink" and Ross replied, "you too." Now he can't stop thinking about how silly his response was.	Perfectionism	Personalizing
2) Amelia got a C on a test. She can't stop thinking about how her teacher is unfair.	Catastrophizing	Blaming
3) Jeff's cl[illegible] go to the gym today so they will play a ga[illegible] instead. Jeff gets very upset and sulks [illegible]	Magnifying	Filtering
4) Afte[illegible]ng a [illegible]rnament and being the MVP, Jenna ca[illegible] stuttered in her MVP acceptanc[illegible]	Polarizing	Filtering
5) Courtney's class w[illegible] minutes late today. Courtney think[illegible] feels stressed.	Perfectionism	Polarizing
6) You found out that your friends went [illegible] weekend without you and you assume th[illegible] you to go with them.	[illegible]phizing	Perfectionism
7) Leah was supposed to go see a movie with a fr[illegible] but they cancelled last minute. Leah worries they cancelled because they just didn't want to spend time with her.	[illegible]ion	Personalizing

PREVIEW



Making Connections Which form or forms of negative thinking do you do most? Explain using examples.

© Super Simple Psych

Name: _____ 56

Assignment – Positivity Quotes

Motivational quotes are important because they provide us with a quick and timely burst of wisdom that can help us feel better in times of need. You've likely seen quotes on the walls of your school, or even tattooed on the skin of people. Certain quotes will affect people differently.

In this assignment, you'll find a motivational quote that will help you stay positive. You'll explain why you chose the quote and how it reminds you to stay positive.

Research Answer the questions below

PREVIEW

1) Br[illegible]ational quotes that help you stay positive. Try typing in, "motiva[illegible] pos[illegible]" to find a list. You could also type in, "negative thinking quotes" to find [illegible] negative thoughts out of your mind.

1	
2	
3	
4	
5	

2) Choose one quote that helps you stay positive. The quote should keep negative thoughts away and should help you make positive actions.

© Super Simple Papers

Name: _____ 57

Assignment – Positivity Quotes

Research | Answer the questions below

3) What does this quote mean to you? Explain the quote

4) How ... you stay positive in a time when negative thoughts are racing through ... mind?

5) Who wrote the quote?

6) Your job will be to create a small poster with ... quote ... written. You should add illustrations around your quote that help get your ... audience. Draw a rough copy of your poster below.

PREVIEW

Name: _____ /9

Unit Test – Mental Health

Multiple Choice /10

1. Telling a caring adult an issue you are having helps because : a) It makes you feel less alone. b) It gives you a different perspective c) It helps [illegible] your feelings. d) All of t[illegible]	2. The following professionals can diagnose a mental illness. a) A doctor and nurse practitioner. b) A psychologist, psychiatrist and a social worker. c) A doctor, psychologist and a psychiatrist. d) All of the above
3. A g[illegible]one with a mental[illegible] issue: a) Diagnosing [illegible] b) Providing appr[illegible] prescr[illegible] c) Providing counselling. d) All of the above	4. A social worker can help someone with a mental health issue by: a) Providing appropriate prescription. b) Providing counselling. c) Providing a referral to a psychiatrist. d) [illegible] the above
5. If you are struggling with a mental heal[illegible] issue you could: a) Tell you parents. b) Tell your teacher. c) Call Kids Help Phone. d) All of the above	[illegible] your friend is struggling with a ment[illegible] you could: a) [illegible] the[illegible] b) [illegible] parents about it. c) Sugg[illegible] Ph[illegible] d) All of the [illegible]
7. What is the chemical that sends messages between neurons in the brain? a) Hormones b) Lymph c) Neurotransmitters d) Rhododendron	8. There is a connecti[illegible] a) Behaviours and actions. b) Feelings, mental illness and your doctor. c) Feelings, thoughts and behaviours. d) Thoughts and who you ask for help.
9. You can help your mental health by: a) Getting enough sleep. b) Choosing positive thoughts. c) Spending time in nature. d) All of the above	10. A community helper is: a) Your coach. b) The youth leader at the recreation centre. c) The leader at your place of worship. d) All of the above

PREVIEW

© Super Simple Resources super simpleschools.com

Define What do the terms below mean?

Term	Definition – What does it mean?
Mental Illness	
Psych	
Neurotransm	

Short Answer Answer the q stic question is worth 3 marks

1) How would you know that your friend needed h a lth challenge?

2) What would you do if you had a friend who needed help with a mental challenge?

3) If you were struggling with a mental health challenge, name 3 people or services you would go to for help ?

PREVIEW

Long Answer Answer the questions below – Each question is worth 5 marks

1) Name 3 health care professionals and what they do to help people with mental health issues.

PREVIEW

2) Why do negative thoughts often lead to negative things ... actions? What can you do to get rid of negative thoughts? Wha... you ...

Google Slides Lessons Preview

© Super Simple Sheets

Ontario Health Curriculum

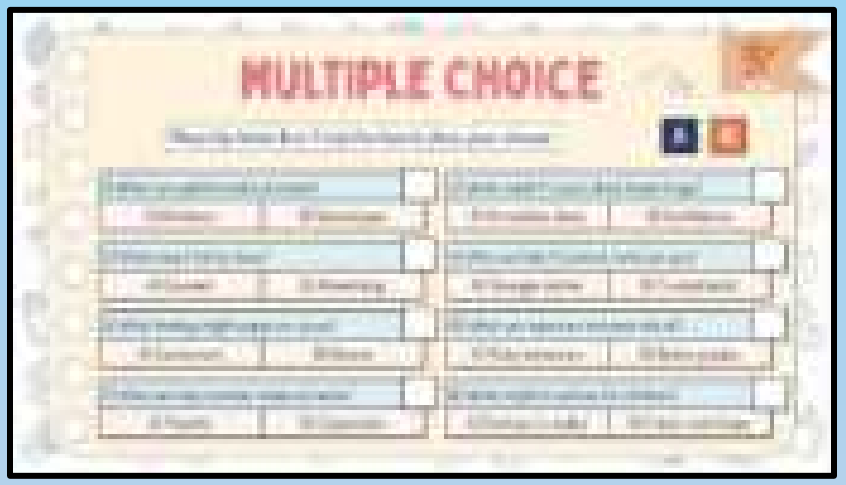
Human Development & Sexual Health– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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





Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Ontario Health Curriculum

Human Development & Sexual Health– Grade 6

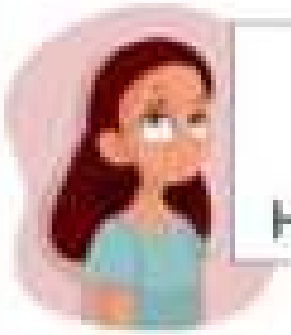


Ontario Health Curriculum

Human Development & Sexual Health– Grade 6



Workbook Preview



Grade 6 – Health Unit

Human Development and Sexual Health





	Curriculum Expectations	Pages
D1.3	demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography (e.g., leads to a limited or distorted understanding of relationships; reinforces harmful gender norms; promotes an unrealistic or idealized body image)	7–9, 11–12, 16–24
D2.5	[illegible]	96
D2.6	make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings)	10, 25–68, 100–103
D3.3	assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, culture, mental health, and abilities on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing harmful assumptions and stereotypes that can lead to destructive social attitudes including homophobia and racism	13–15, 97–99, 104–107

Preview of 75 pages from this product that contains 156 pages total.

© Super Simple Papers

super simplesheets.com

NAME: _____

Human Development and Sexual Health



© Super Simple Papers
super simplepapers.com

Name: _____ 7

Exposure to Explicit Media

Exposure to Explicit Media

Sexually explicit material, or pornography is easily accessible and can be found in a variety of media, including social media, online games, music videos, movies, and pornography. This content can portray people and relationships in ways that are misleading, inaccurate and can promote harmful gender stereotypes. It may not show people b[illegible] respect for themselves or their partners or giving or respecting cons[illegible]

PREVIEW

Effects of Exp[illegible]ually [illegible]Media

Children who view [illegible]

- have difficulty unders[illegible]
- be more likely to engage in [illegible] sa[illegible]
- develop unrealistic ideas about bo[illegible]
- have difficulty understanding the differences [illegible] fantasy and reality.
- experience a range of negative emotions, including confusion, anxiety, and shame.
- be more likely to develop unhealthy attitudes towards sex and [illegible]
- be more likely to engage in risky sexual behavior, which can put them [illegible]k for unintended pregnancies and sexually transmitted infections.



Talk to a Trusted Adult

Overall, it is important for children to be protected from exposure to sexually explicit media. Parents and caregivers can help by monitoring the media children view. Children should be taught about healthy relationships and healthy sexual behavior which are based on respect, trust and communication. If you have questions about something you have seen, talk to an adult, you trust.

Name: _____ 6

True or False

Is the statement true or false?

1) Sexually explicit material is hard to find on the internet.	True	False
2) Sexually explicit material often portrays unhealthy relationships.	True	False
3) Explicit material often portrays gender stereotypes.	True	False
4) Sexually explicit material can cause confusion about sex.	True	False
5) Watching sexually explicit material is a good way to learn about healthy adult relationships.	True	False

PREVIEW

Summarize

the main idea of the reading and supporting details

Questions

Answer the questions below using evidence from the reading.

1) What are some of the negative effects of viewing sexually explicit material?

2) Respect is an important aspect of a healthy relationship. Why is having someone's respect important to you?

Name: _____ ♀

Activity - Media Analysis: Explicit Media

Objective What are we learning about?

Students will analyze the issue of exposure to explicit media by identifying key details using the 5W1H questions and reflect on how media content can influence thoughts, emotions, and behaviour.

Materials What will you need for the activity?

- Printed Media Analysis worksheet
- Pencil or pen
- Sample scenario/article/discussion about exposure to explicit media



Instructions How will you complete the activity?

1. Introduce the topic Exposure to Explicit Media through a short reading, discussion, or scenario.
2. Ask students to choose scenario of explicit content and discuss possible effects.
3. Provide each student with the Media Analysis worksheet.
4. Let students complete each circle using information from the scenario cards.
5. This worksheet helps you understand a media story by asking six important questions:

- Headline: Write the title of the topic in the middle.
- Who: Who is involved? (person, group, influencer, or audience)
- What: What happened online? (post, video, message, or event)
- When: When did it happen? (today, yesterday, or recently)
- Where: Where did it happen? (app, site, or platform)
- Why: Why did it happen? (views, trends, or sharing)
- How: How did it happen? (what spread or actions took place)

PREVIEW

© Super Simple Resources

Name: _____ 10

Scenario Cards | Cut out the topics below.

Scenario Descriptions
Viral Dance Trend A popular social media influencer posts a dance trend that includes suggestive movements. Many teens at school begin copying and posting their own versions. Some students feel uncomfortable but join in because "everyone is doing it."
Late-Night Pop-Up Ads While watching videos online, a student keeps seeing pop-up ads with explicit images. The ads appear on different websites, even when the student is searching for homework.
Gaming Platform During an online game, a stranger sends inappropriate messages through the chat feature. The student learns how to block the user or ignore the messages.
Shared Photo Without Consent A student sends a private photo to someone they trust. Later, they discover the photo was shared with others without permission. The image is now spreading around school.
"Mature" Movie Clip A short video clip from an 18+ movie is reposted on a social media app and shows explicit content. Students are sharing it in the hallways and watching it during lunch break.
Influencer Relationship Drama A famous content creator posts detailed videos about their breakup, including private messages and personal details. Teens at school debate who was "right" and start copying similar oversharing online.
Anonymous Question App Students are using an anonymous app where people can ask and answer questions. Some users begin asking explicit or personal questions about classmates.
Music Video Discussion A new music video becomes popular. It contains sexualized imagery and strong themes. Students are discussing it openly in class before the teacher arrives.
Fake Account Someone creates a fake account pretending to be a student at school. The account posts inappropriate jokes and explicit memes using that student's name.

PREVIEW

© Super Simple Resources
supersimpleresources.com

Name: _____ L1

Example Handout

Scenario: A Grade 9 student screenshots a private conversation where two classmates are joking about someone's appearance. The screenshot is shared in a larger group chat without permission. Soon, students from other classes start commenting and reacting.



Name: _____ 12

Media Analysis: Explicit Media



Name: _____ 13

Harmful Gender Stereotypes

What Are Harmful Gender Stereotypes?



Gender stereotypes are ideas about how men and women, or boys and girls, are supposed to act or behave. These ideas can be harmful, because they can limit people's choices and opportunities, and can lead to discrimination and inequality. For example, the stereotype that girls are not good at math and science can discourage girls from pursuing careers in those fields, even if they are interested and can excel.

Similarly, the stereotype that boys are not supposed to show emotion or be sensitive, can prevent boys from expressing their feelings, and can lead to unhealthy behaviors. It is important to recognize and challenge these stereotypes, so that everyone can have the freedom to be themselves and pursue their interests.

PREVIEW



What Do You Think?

When someone says they are going to the doctor, do you assume they are a male or a female? If they say nurse, do you assume they are going for a female?

What Is the Harm of Viewing Sexually Explicit Media?

Viewing explicit media, such as pornography, can contribute to the creation of harmful gender stereotypes. This is because explicit media often portrays unrealistic and unhealthy ideas about gender and relationships.

For example, pornography may portray men as always being dominant, and women as always being submissive, which can create the false impression that these are the only acceptable roles for men and women. This can lead to harmful attitudes and behaviors in real life, such as sexual coercion and abuse.

It is important for young people to be aware of the potential impact of explicit media on their attitudes and behaviors, and to think critically about the messages they are seeing. Caring adults should talk to young people about these issues and provide guidance and support.

Name _____ 14

True or False

Is the statement true or false

1) Gender stereotypes are ideas that define how people are expected to be	True	False
2) Stereotypes are helpful because they determine our identity.	True	False
3) Conforming to stereotypes can limit our possibilities.	True	False
4) Gender stereotypes provide a road map for how we should behave.	True	False
5) Stereotypes are harmless because we can reject them.	True	False

Making C

What are some gender stereotypical ideas that affect relationships? Is the stereotype harmful?

G	Is the stereotype harmful? Explain.
Females are n d sh home and look aft	Yes, it is harmful because it could limit possibilities for females to work outside the e. It could also lead to fathers being olved with their children, because it is a female role.

PREVIEW

© Super Simple Psych

Name: _____ 15

Activity - Gender Stereotype Jars

Objective What are we learning about?

Students will identify common beliefs about men and women and reflect on how gender stereotypes can influence thoughts, expectations, and behaviour.

Materials What will you need for the activity?

- 2 [illegible] lopes labelled MEN and
- Paper [illegible]
- Pens or [illegible]
- Chart paper [illegible] (optional) [illegible] cussion)



PREVIEW

Instructions How will you [illegible]e

1. Show students the two jars lab[illegible]EN a[illegible]
2. Ask students to think about things they [illegible]ear[illegible]bout men and women (appearance, jobs, personality, re[illegible]s).
3. Give each student several paper slips.
4. On each slip, students write one idea or belief about men [illegible]
5. Students drop their slips into the jar that matches their answer.
6. After all slips are collected, randomly read some answers from each jar.
7. Facilitate a discussion:
   - Are these beliefs always true?
   - How can stereotypes be harmful?
   - Can anyone do any job or role regardless of gender?

© Super Simple Psych

Name: _____ 16

Unrealistic Body Image

Explicit Media Promotes an Unrealistic or Idealized Body Image

Explicit media often shows characters with unrealistic or idealized body images, which can make people feel bad about their own bodies. These characters are often shown as very strong and muscular, or very skinny and [illegible], most people do not look like that.



It is important [illegible] the characters in games and movies [illegible] everyone is different and unique. We [illegible] healthy and happy, rather than trying to look [illegible]

PREVIEW

Negative Consequences of Viewing Explicit [illegible]

There can be negative consequences to viewing [illegible] characters with unrealistic or idealized body images. This can lead to [illegible] low self-esteem, which can lead to several other issues, including eating disorders, depression, and anxiety.

Additionally, it can create an unrealistic standard of beauty, and make it harder for people to accept their own bodies as they are. This could lead to negative self-talk and lack of self-care.

In extreme cases, it could lead to an unhealthy obsession with trying to change one's own body to conform to the idealized image shown in the media.



Name: _____ 17

True or False Is the statement true or false?

1) Playing video games does not affect how we think about body image.	True	False
2) Viewing explicit media can give us a distorted idea of body image.	True	False
3) Often superhero actors wear rubber suits with padded muscles.	True	False
4) Publicity photos for movies are often edited to create an idealized figure.	True	False
5) Comparing ourselves to media figures is harmless.	True	False

Direction [illegible] for healthy body image and *X* for unrealistic beliefs.

	[illegible] edited photos		Accepting body differences
	Appreciati[illegible] body		Thinking looks define your worth
	Wanting to look lik[illegible]		Choosing health over perfection
	Knowing media photos are edite[illegible]		[illegible] a fictional body
	Feeling pressure to change your body		[illegible] in your body

Questions Answer the questions below using evid[illegible]

1) Do you think characters we see in video games can change how [illegible] ourselves?

2) Name 3 movie heroes or heroines who have unrealistic or idealized body images.

PREVIEW

Name: _____ 18

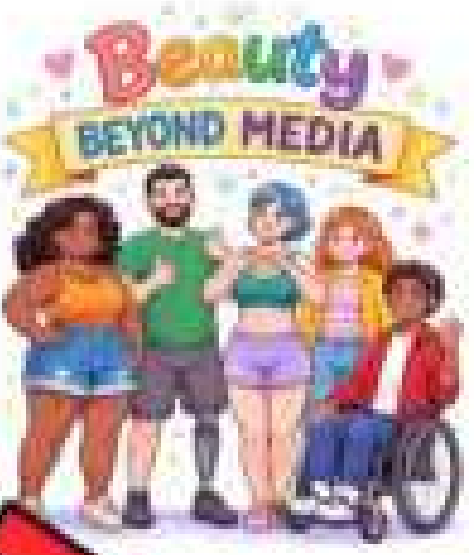
Activity - Beauty Beyond Media Poster

Objective What are we learning about?

Students will examine unrealistic beauty standards shown in media and create a poster that promotes body diversity, self-acceptance, and positive body image.

Materials What will you need for the activity?

- Paper, cardboard, or poster paper
- Crayons, colored pencils, or markers
- Magazines or printouts (
- Glue and scissors
- Pencil and eraser



PREVIEW

Instructions How will you complete the activity?

1. Begin with a short discussion about how media can show unrealistic or "perfect" body images.
2. Ask students to reflect on how real people have diverse body shapes, abilities, and features.
3. Explain that students will create a poster titled "Beauty Beyond Media."
4. In their poster, students should draw or paste images of diverse and realistic bodies. They should include positive messages about self-acceptance and show that beauty is not limited to media standards.
5. Encourage creativity through drawings, symbols, affirmations, or slogans.
6. After completing their posters, students present their work and explain the message behind their design.
7. Display posters around the classroom to promote body positivity.

© Super Simple Papers

Name _____ 19

Beauty Beyond Media Poster



Name: _____ 21

Unhealthy Relationship in Explicit Media

Unhealthy Relationships in Explicit Media
A relationship is a connection between two people. There can be healthy relationships and unhealthy relationships. We see relationships in video games, music videos, pornography, and in social media.

Unhealthy Relationships in Video Games
Video games can depict unhealthy relationships as being normal and expected. This is especially true for portrayals of romantic relationships. In many games, it is not uncommon for a person, in the relationship, treating the other person like an object or treating them like a human being.

This can lead people to believe that treating others this way is okay, and even normal. Video games with unhealthy relationships reinforces negative ideas about relationships.



Unhealthy Relationships in Pornography
Sometimes, the relationships in pornography can be unhealthy or unrealistic. For example, pornography shows people treating each other disrespectfully, or without consent.

This can give the wrong idea about what a healthy relationship looks like and can lead to harmful attitudes and behaviors. It is important to remember that pornography is not real life, and that the scenes are not real or healthy examples of relationships.

Unhealthy Relationships in Music Videos
Here are some examples of unhealthy behaviors or attitudes that may be shown in some music videos:

- Disrespect: Some music videos may show characters treating each other disrespectfully or without regard for their feelings or well-being.
- Lack of consent: Some music videos may portray situations where one character does not respect the boundaries or consent of another character.
- Controlling behavior: Some music videos may depict characters who try to control or dominate their relationships through manipulation or coercion.
- Unrealistic expectations: Some music videos may portray unrealistic or unhealthy expectations for relationships, such as the idea that one person should always be perfect or that relationships should be filled with drama and conflict.

PREVIEW

Name _____ 22

True or False Is the statement true or false?

1) All music videos show unhealthy relationships.	True	False
2) Some music videos show situations where one person does not give consent.	True	False
3) In some video games, a woman is often portrayed as helpless.	True	False
4) The actors in explicit media are portraying real relationships.	True	False
5) When youth see unhealthy relationships, they may think it is normal.	True	False

Questi ...ou saw unhealthy relationships in media. Write three ... would ask to better understand or think critically about ... ther...

1)	
2)	
3)	

PREVIEW

Questions Answer the questions below using ...

1) 1) What are some of the characteristics of unhealthy relati... py... ...e in video games or music videos?

2) If people are actors in music videos and pornography, how does that affect their relationship?

© Super Simple Projects ... supersimpleworksheets.com

Name: _____ 25

Relationships

Relationships

Relationships have many characteristics. Some relationships are healthy, and some are unhealthy.

Characteristics of a Healthy Relationships

A healthy [illegible]hip is one in which both partners feel a sense of respect and trust, and they ca[illegible]

Some [illegible] characteristics of a healthy relationship may include:

1) Respect: [illegible] treat one another with respect and appreciation, and value each other's [illegible] and [illegible]
2) Communication: Both [illegible] feel comfortable expressing their thoughts [illegible]gs openly and honestly with one another.
3) Trust: Both partners trust one another and can rely on each other for support.
4) Independence: Both partners maintain a sense of independence and individuality within the relationship.
5) Emotional support: Both partners can provide emotional supp[illegible]ing to one another during difficult times.
6) Boundaries: Both partners respect each other's boundaries and can communicate effectively about what is and is not acceptable behavior within the relationship.
7) Fairness: Both partners can compromise and work together to resolve conflicts in a fair and respectful manner.
8) Balance: Both partners can maintain a healthy balance between their personal lives and their relationship.
9) Loyalty: Both partners are loyal to one another and are committed to the success and happiness of the relationship.



PREVIEW

Name: _____ 26

True or False

Is the statement true or false?

1) In a healthy relationship both partners can maintain their identity.	True	False
2) In a healthy relationship one partner is dominant.	True	False
3) In a healthy relationship partners know what their partner is thinking.	True	False
4) In a healthy relationship you do not need to apologize to your partner.	True	False
5) In a healthy relationship partners are loyal to each other.	True	False

Draw

thy relationship and an unhealthy relationship.

Healthy		Unhealthy

PREVIEW

Questions

Answer the questions below using ev m th

1) Why are relationships in sexually explicit media unhealthy? Do th
practices outlined in the reading?

2) Explain what having independence and boundaries in a relationship means to you.

© Super Simple Reports

Name: _____ 27

Scenarios Read each scenario and circle whether it shows a Good or a Poor choice in a relationship.

#	Scenario Description	Good	Poor
1	Listening carefully when your partner is speaking	Good	Poor
2	Ignoring your partner's feelings during a disagreement	Good	Poor
3	Re[illegible]ing your partner's personal boundaries	Good	Poor
4	C[illegible] partner's phone without permission	Good	Poor
5	[illegible]g ca[illegible]ve misunderstandings	Good	Poor
6	Yellin[illegible] yo[illegible]er when angry	Good	Poor
7	Supporting [illegible] dreams	Good	Poor
8	Pressuring your pa[illegible]ey don't want	Good	Poor
9	Saying sorry when you hurt y[illegible]'s [illegible]s	Good	Poor
10	Forgiving your partner after a sincere [illegible]y	Good	Poor
11	Bringing up past issues in a current arg[illegible]	[illegible]d	Poor
12	Encouraging honesty and open communicatio[illegible]	[illegible]	Poor
13	Being jealous and controlling your partner's actions	[illegible]	[illegible]or
14	Spending time together while respecting independence	[illegible]	Poor
15	Manipulating your partner to get what you want	Good	Poor
16	Showing appreciation for your partner	Good	Poor
17	Respecting differences in opinions and interests	Good	Poor
18	Blaming your partner instead of solving problems together	Good	Poor
19	Standing up for yourself respectfully	Good	Poor
20	Celebrating each other's achievements	Good	Poor

PREVIEW

Name: _____ 32

Friendship

Friendship

Friendship is a special type of relationship that is characterized by mutual care, respect, and affection between two people.

Some qualities that are often present in strong and healthy friendships include:

1) Trust: Friends trust one another and can rely on each other for support and honesty.
2) Communication: Friends can communicate openly and honestly with one another and share their thoughts and feelings.
3) Respect: Friends show respect for one another's boundaries and opinions, and value each other's individuality.
4) Loyalty: Friends stand by each other in good times and bad.
5) Fun: Friends enjoy spending time together and engaging in activities that are fun and enjoyable for both parties.
6) Support: Friends offer emotional support and encouragement to one another and are there to help each other through difficult times.
7) Understanding: Friends can understand and empathize with each other's perspectives and experiences.
8) Acceptance: Friends accept you for who you are, and do not try to change you.
9) Forgiveness: Friends can forgive one another for mistakes and hurtful things, and work through conflicts in a healthy and constructive manner.

PREVIEW

Friendship Facts



- Friendships change throughout a lifetime, particularly at adolescence, when people have more freedom to choose their friends.
- Having friends from differing communities, diverse cultures, and experiences can increase awareness and acceptance of others.
- Having good friendships contributes to mental health and well-being.

Name: _____ 33

True or False

Is the statement true or false?

1) Friends are honest with you without being mean.	True	False
2) Friends always agree with you.	True	False
3) During adolescence we have more exposure to new friends.	True	False
4) You never have to apologize to a true friend.	True	False
5) Having [illegible]nds contributes to your positive mental health.	True	False

Ques[illegible]

[illegible] characteristics of a healthy friendship?

Multiple Choice

Circle the letter of the co[illegible]

1) A healthy friendship is built on:	
A. Respect and care	B. Competition only
2) Friends communicate by:	
A. Ignoring each other	B. Talking honestly
3) Loyalty in friendship means:	
A. Leaving when problems arise	B. Being there in good and bad times
4) Acceptance means friends:	
A. Try to change you	B. Accept you for who you are
5) Supportive friends:	
A. Help you during challenges	B. Laugh at your struggles

PREVIEW

Name: _____ 34

Activity – Recipe For Great Friendship

Objective What are we learning about?

Students will identify and reflect on the values, behaviours, and actions that build strong fri[illegible]ips by completing a friendship recipe worksheet.

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

- Printed wor[illegible]
- Pencil, crayons, [illegible]
- Markers (optional)



Instructions How will you complete the act[illegible]

1. Explain to students that friendships are like re[illegible] nee[illegible]ive "ingredients" such as respect, kindness, honesty, [illegible]
2. Give each student the *Recipe for Great Friendship* worksh[illegible]
3. Ask students to list friendship "ingredients" in the *Ingredients Needed* box (values, actions, or behaviours of a good friend).
4. Let students complete the *Directions* by writing how they show respect, help friends, and solve problems in friendships.
5. Encourage students to reflect honestly and use short sentences or drawings if needed.
6. After finishing, invite volunteers to share one friendship ingredient or tip with the class.

PREVIEW

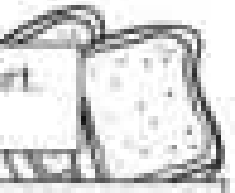
© Super Simple Resources

Name _____ 35

Recipe For Great Friendship



Just like cooking, friendships take the right ingredients and effort. Use this recipe to build strong, healthy friendships.



Ingredients Needed

Which ingredient is easiest for you? _____

Which ingredient do you need to work on? _____

Directions:

When a friend is upset, I will _____

I can show respect by _____

I [illegible]s grow when I _____

If there is a prob[illegible] _____

Friendship Tip

What can you do today to be a good friend — even when it's hard?

_____

_____

_____

_____

_____

_____



PREVIEW

© Super Simple Papers

Name: _____ 36

Unhealthy Relationships

Unhealthy Relationships

An unhealthy relationship is when two people are not treating each other well. This can happen in any kind of relationship, whether it is between friends, romantic partners, or family members. Unhealthy relationships may have some of the following characteristics:

- Lack of communication
- Physical or verbal abuse
- Unrealistic expectations or demands
- Lack of respect or boundaries
- Difficulty in resolving conflicts
- Yelling or being mean to each other
- Hitting or hurting each other
- Not listening or respecting each other's feelings
- Trying to control what the other person does
- Being jealous or possessive
- Not letting the other person have friends or do things they like



PREVIEW

What To Do If You Are In An Unhealthy Relationship

If you ever feel unsafe or uncomfortable in a relationship, talk to someone you trust, such as a parent, teacher, or counselor. They can help you understand what is happening and find ways to stay safe.

Remember that you deserve to be treated with kindness and respect, and that you do not have to put up with being hurt or treated badly. If someone is making you feel scared or uncomfortable, it is okay to say no and to walk away from the relationship. It is important to understand that it is not your fault if someone is being mean or hurtful to you. Remember, you are important, and you deserve to be treated well.

Name: _____ 37

Unhealthy Relationships

Connecting Place the words from the word list below in the column of the relationship they describe.

Yelling	Kindness	Pushing	Communication	Trust	Jealousy
Manipulation	Controlling	Respect	Support	Loyalty	Criticism
Abuse	Lack of Trust	Boundaries	Disrespect	Independence	Fun



Healthy Relationship	Unhealthy Relationship

True or False Is the statement true or false?

1) You should be forgiving if your friend hits you when they are upset.	True	False
2) You should be flattered if your friend is jealous when you talk to others.	True	False
3) You should not have to change your interests to please a friend.	True	False
4) In a healthy relationship two people enjoy being together.	True	False
5) You should talk to an adult if you are feeling bullied.	True	False

© Super Simple Reads

Name: _____ 39

Communication In A Relationship

Communication In A Relationship

Communication is how you talk and listen to the people you care about, like your friends and family or someone you are dating. It is important to be able to tell people what you think and feel, listen to what they have to say, and understand what they mean. Here are some ways to make sure you are talking and listening well:

- Listen: When someone is talking to you, give them your full attention. Do not [illegible] you are going to say next.
- Ask questions: [illegible] understand something, [illegible]
- Take turns: Do not [illegible] to finish before you speak.
- Be Clear: Being clear when expressing [illegible] thoughts and feelings can help to avoid confusion and misunderstandings.
- Be honest: Tell the truth and do not hide how you [illegible]
- Empathy: Being able to understand and share the feelings [illegible] can help to build trust and intimacy. Try to understand where the other person is coming from.
- Work together: If you have a problem, talk about it and try to find a solution together.
- Be flexible: Be open to changing your mind if you learn something new.
- Open-mindedness: Being willing to consider the perspectives and opinions of others can help to foster mutual understanding and respect.

Effective communication in a relationship requires open, honest, and respectful dialogue, and the ability to actively listen, empathize, and problem-solve. By using these skills, you will be able to talk and listen better, and understand people better. This can make your relationships stronger and happier with fewer misunderstandings.

PREVIEW



© Super Simple Reads

Name _____ 40

True or False

Is the statement true or false?

1) Clear communication leads to fewer misunderstandings.	True	False
2) Avoid telling people how you feel because it will lead to an argument.	True	False
3) If someone is talking, think about what you will say when they finish.	True	False
4) Repeating yourself over and over is part of good communication.	True	False
5) You can [illegible] problems by talking about them.	True	False

Sur[illegible] the different components of good communication.

Questions

Answer the questions below using [illegible]

1) Why is having empathy important when you are in a relationship?

2) Which 2 components of good communication do you think are hardest to do? Why?

PREVIEW

Name: _____ 41

Activity – Broken Telephone

Introduction What are we learning more about?

How important is communication in a relationship? How can bad communication lead to messages being misunderstood?

Here's an activity for students to learn about the importance of communication in a relationship: "Broken Telephone."

PREVIEW

Method How do we complete the activity?

1. Divide the class into groups of [illegible] students.
2. Have the first person in each group write a sentence about the importance of communication in relationships to the person next to them.
3. The second person whispers what they heard to the third person, and so on, until the message reaches the last person in the group.
4. The last person says the message out loud, and the group compares it to the original sentence.
5. Discuss as a group how the message changed as it was passed along and how miscommunication can impact relationships.
6. Try the activity again and change the order of the students. Have them make up their own sayings about things they have learned in health class.



Name: _____ 47

Dating Relationships

Dating Relationships

A healthy dating relationship is one where both people feel respected, trusted, and safe. It is important to communicate openly and honestly with each other, and to make sure that both people feel heard and understood.

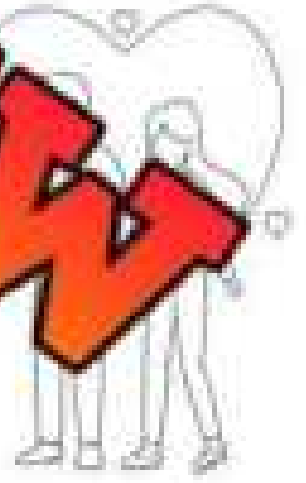
It is also important to set boundaries and make sure that both people are comfortable with what is happening in the relationship. It is not okay for someone to pressure or force the other person to do anything they do not want to do. Remember, it is okay to say no, and it is okay to speak out if something does not feel right. A healthy relationship is based on trust, respect, and open communication.

PREVIEW

Signs of Trouble In A Dating Relationship

Sometimes a dating relationship that starts out great over time turns into an unhealthy relationship. Some signs that there might be trouble in a dating relationship include:

- One person trying to control or boss the other person around.
- One person being mean or hurtful to the other person.
- One person getting jealous or possessive of the other person.
- One person trying to pressure the other person into doing things, they do not want to do.
- One person not respecting the other person's boundaries.
- One person not being honest with the other person.
- One person making the other person feel bad about themselves.



If you or someone you know is experiencing any of these things, talk to a trusted adult, such as a parent, or teacher, or you could call a help line, like Kids Help Phone. They can help you figure out what to do and how to stay safe. Remember, everyone deserves to be treated with kindness and respect, and it is never okay for someone to make you feel bad or hurt you.

Name: _____ 48

True or False Is the statement true or false?

1) Dating relationships can start well and then become unhealthy.	True	False
2) When someone is possessive of you it means they really like you.	True	False
3) If you do not want to talk to someone you know about a relationship problem, you can call Kids Help Phone.	True	False
4) It is a problem if the person you are dating makes you feel bad.	True	False
5) You sho[illegible] what your boundaries are and maintain them.	True	False

Qu[illegible] three questions you have after reading the text

1)	
2)	
3)	

Questions Answer the questions below using [illegible] from [illegible]xt

1) What would you do if the person you were dating pressured you [illegible] your parents set?

2) What can you do if you are having difficulty in your dating relationship?

PREVIEW

Name: _____ 51

Marriage

Marriage

People may decide to get married for a variety of reasons, such as love, commitment, companionship, financial stability, social acceptance, and religious or cultural beliefs. Some people view marriage as a way to build a family, start a new chapter in their lives, or make a public declaration of their love and commitment to their partner.



The Cultural and Religious Importance of Marriage

Some cultures and religions place more importance on marriage than others. In many traditional cultures and religions, marriage is seen as a rite of passage that marks the transition towards adulthood and starting a family. In these cultures, marriages are often arranged by parents or elders and involve a formal agreement between two people and their families.

For example, in traditional Muslim cultures, marriage is part of a religious duty to form a family and raise upright children.

In some traditional Christian cultures, marriage is considered a sacrament and a way to create a family and continue the Christian tradition.

On the other hand, some cultures and religions place less importance on marriage and may not see it as a necessary step in life. The significance of marriage can vary within the same religion or culture, depending on the individual's beliefs. For example, not all Christians get married; some live common law with their partner.



Marriage Rates

The highest marriage rates occur in Mid-Asian countries where approximately 10 people per 1000 in population get married each year. Marriage rates are highest where women have fewer options for employment or education. In Canada, the marriage rate in 2019 was 3.9 marriages per 1000 people. In 2020 because of the pandemic and restrictions on gathering, the marriage rate in Canada fell to 2.6 per 1000 people.

PREVIEW

Name: _____ 52

True or False

Is the statement true or false?

1) Some people get married because in their culture it is expected.	True	False
2) Marriage rates in Canada are decreasing.	True	False
3) Some people get married because they are in love.	True	False
4) Marriage rates are highest in Europe.	True	False
5) In some [illegible] the purpose of getting married is to unite two families.	True	False

Comm[illegible]

[illegible] think marriage rates are lower in Canada than in Asia?

Questions

Answer the questions below using [illegible]

1) Why do people get married?

2) Why did marriage rates drop during the pandemic?

PREVIEW

Name: _____ 56

Changing or Ending Relationships

Changing or Ending Relationships

During puberty, your body and emotions change a lot. You might start to feel attracted to other people, and you may have different feelings about your friends. Some friendships might become stronger, and others might end. This is normal and a part of growing up.

Remember to be kind and respectful to others, even if you are not close friends anymore. It is normal to feel sad or upset, when relationships end. These feelings will pass with time.

PREVIEW

How Do You Move On When Relationships End?

When a relationship ends, you may have many feelings about it. To help, you can:

- Talk to someone you trust about what you are feeling.
- You can express your feelings through writing, or drawing.
- Remember that friendships change and it is okay to move on from a friendship that is not healthy or positive.
- Identify and build new friendships by trying new activities or clubs that interest you.
- Take care of yourself, by doing activities you enjoy, spending time with family, and getting enough rest.



Breaking Up Is Hard To Do

Ending a relationship can be difficult, especially if it is your first-time dating. The best way is to be honest and respectful. Explain that you are not feeling the same way about the relationship anymore, and that you think it is best for both of you to move on.

Be kind and considerate of the other person's feelings and give them space to process what you have told them. Do it in person or on the phone. Texting someone to break up is not respectful.

It is okay for feelings to change and relationships to end. You will find someone else. It is a learning process to find what you want in a relationship.

© Super Simple Report
super simplesheets.com

Name: _____ 57

True or False

Is the statement true or false?

1) First relationships usually last a life time.	True	False
2) It helps to talk to an adult you trust when a relationship ends.	True	False
3) Sometimes we make new friends because our interests change.	True	False
4) Changing friends can hurt our feelings but we will get over it in time.	True	False
5) You sho[illegible]ak up with someone by sending them a text.	True	False

Seque[illegible]

[illegible]steps 1-6 to show healthy ways to move on after a relati[illegible]ds. Answers may vary.

	Accep[illegible]ndsh[illegible]ionships can change
	Take care o[illegible]
	Express your emo[illegible]ab[illegible]r drawing
	Be respectful and give the ot[illegible]n sp[illegible]
	Talk to someone you trust about your fe[illegible]
	Try new activities or build new friendsh[illegible]

Questions

Answer the questions below using evidenc[illegible]t

1) What are some of the reasons you have new friends?

2) What should you do if you do not want to continue a relationship?

PREVIEW

Name: _____ 60

Consent

What is Consent?

Consent is when someone agrees to do something or allows something to happen. It is important to ask for and receive verbal consent before doing something that might affect someone else. This is especially true when it comes to physical intimacy or touching someone's body. If you ask and the person does not respond, consent has not been given. Consent is voluntary.



You have the right to say no to any physical touch or activity you do not want. You have the right for someone to touch you without your consent.

It is important to respect the boundaries and consent of others and to understand that just because someone has agreed to do something in the past does not mean they must do it again in the future. Consent should always be freely given and can be withdrawn at any time.

PREVIEW

Non-Consensual Behaviour

Your body belongs only to you. You should establish your own boundaries about your body, depending on what feels comfortable to you. For example, if you are comfortable with hugs or kisses from relatives and friends.

Pay attention to your own inner voice that tells you if you feel uncomfortable or unsafe. You can always tell a trusted adult if someone is doing something that makes you feel uncomfortable or unsafe.

Examples of When Consent Needs to be Given

- Physical touch: Asking for and receiving consent before touching someone's body including things like hugging, holding hands, or any other type of physical contact.
- Sexual activity: Both partners should feel comfortable and freely give their consent.
- Sharing personal information.
- Entering someone's home or personal space.
- Taking or using someone's possessions.

Name: _____ 61

True or False

Is the statement true or false?

1) Consent is an agreement between two people.	True	False
2) If you give consent once, it means you always consent to the same thing.	True	False
3) You have control of your own body.	True	False
4) If someone says they are a hugger, you have to let them hug you.	True	False
5) Obtain[illegible]t is a sign of respect.	True	False

Identify

[illegible]hat show consent.

❑ Asking bef[illegible]	❑ Checking if they're comfortable
❑ Respecting "no"	❑ Touching without asking
❑ Sharing info without per[illegible]	❑ [illegible]king a decision
❑ Listening to boundaries	❑ Ig[illegible]lings
❑ Pressuring someone	❑ [illegible]g sp[illegible]

PREVIEW

Questions

Answer the questions below using evi[illegible] the

1) Why should you ask for permission to give someone a hug?

2) What would you do if someone asks you to do something that makes you feel uncomfortable?

© Super Simple Readers

Name: _____ 62

Understanding Consent Through "I Feel" Statements

Objective What are we learning about?

To help students understand the importance of consent and personal boundaries by expressing feelings and thoughts respectfully using "I feel" statements.

Materials What do you need for the activity?

- Scenario
- Notebooks
- Pens/Pencils



Instructions How will you complete the activity?

1. Distribute a consent-related scenario card to each pair of students.
2. Have students take turns reading their scenario aloud to the
3. Each student responds to the scenario using an "I feel" statement to describe how they might feel in that situation.
4. Encourage partners to discuss why those feelings may occur and how consent and boundaries relate to the scenario.
5. Have each pair share their responses and discussion ideas with the class to promote understanding of consent and respectful behaviour.

PREVIEW

© Super Simple Resources

Name: _____ 63

Scenario Cards Cut out the topics below.

1. Someone hugs you without asking.	6. A friend pressures you to do something uncomfortable.
2. [illegible] your things [illegible].	7. A classmate sits very close to you without asking.
3. Someone shares your personal information with others.	8. [illegible] asks if it is okay [illegible] picture.
4. A classmate respects your boundaries.	9. A friend [illegible] you even after you ask them to stop.
5. Someone asks before holding your hand.	10. Someone asks before using your phone or belongings.

PREVIEW

Scenario Cards Cut out the topics below.

11. A relative forces you to hug them when you don't want to.	16. Someone checks your bag without permission.
12. A friend [illegible] when you [illegible].	17. A friend apologizes after crossing your boundary.
13. Someone spreads a secret you trusted them with.	18. Someone pressures you to [illegible] activity you don't
14. A classmate respects your personal space during group work.	19. A classmate [illegible] before tagging you in a photo online.
15. A friend keeps asking you to share something private.	20. A friend respects your decision even if they disagree.

PREVIEW

© Super Simple Resources

Name: _____ 65

The Me Too Movement

What is Me Too?

"Me too" is a phrase that is used to show support and understanding for someone who has experienced sexual harassment or assault. It is meant to show that the person is not alone and that others have had similar experiences.

Often, when a person was touched or asked to do something by someone who was in a position [illegible] over them, the person who was receiving these unwanted actions was made [illegible] ashamed or afraid to tell someone.

How Did the Me-Too Movement Begin?

The Me-Too movement started [illegible] people to share their [illegible] harassment and assault, and [illegible] widespread the problem is. It started when [illegible] a woman named, Tarana Burke began using the phrase "me too" to talk about her own experiences of sexual violence.



The movement gained a lot of attention on social [illegible] Alyssa Milano, an actress, tweeted hashtag Me-Too, to indicate she [illegible] and asked others to tweet Me-Too if they had also had this experien[illegible] people tweeted Me-Too, and since then, more people are speaking up abo[illegible] they suffered.

Why is the Me-Too Movement Important

The Me-Too movement is important because:

- it has helped to shed light on the widespread problem of sexual harassment.
- it has given a voice to people who have experienced these things.
- it helped to break the taboo around discussing these issues.
- it has helped to raise awareness about the importance of consent.

PREVIEW

Name: _____ 66

True or False Is the statement true or false?

1) The Me-Too Movement brings attention to the importance of consent.	True	False
2) When people are subject to unwanted touching they usually complain.	True	False
3) The victim of unwanted touching often feels ashamed.	True	False
4) Because so many people have spoken up, the stigma that was attached to people who were being sexually harassed, has been removed.	True	False
5) Sexual [illegible] is when someone asks if they can hug you.	True	False

Questions [illegible] three questions you have after reading the text

1)	
2)	
3)	

Questions Answer the questions below using [illegible]

1) Why do you think sexual assault and harassment often went unreported?

2) What has changed to make more people willing to speak up?

PREVIEW

Name: _____ 67

Journaling– Respect, Safety, and Support

When you write in your journal, there is no need to worry about spelling or perfect sentences. Use this space to reflect on your thoughts about respect, safety, consent, and supporting others.

If you are unsure what to write, you may use the questions below to guide your reflection. This journal is a safe place to think about how we can create respectful and supportive environments for everyone.

Journaling ...er the questions below to get your feelings down on paper.



1) H... ...e Me Too Move... ...make y...

2) Why is it important for people to speak up and be heard?

3) What can you do to show respect and support for ... ...r ...

4) What should someone do if they feel unsafe or uncomfortable?

PREVIEW

Mantras	I deserve respect	Speaking up is brave	Boundaries matter
	My voice matters	I choose kindness	I support others

Name: _____ 69

Puberty

Puberty is a Long Process

The transition from being a child to being an adult is a process that takes as many as 5 years. During this process, called puberty, boys and girls become sexually mature and once their reproductive organs develop and mature, they can have children.

Puberty starts when the first hormone signal from the hypothalamus is released at around age 8. The first hormones reach the pituitary gland which sends hormones to the ovaries for girls and the testes for boys.

During the first few years of puberty the changes are happening inside. Once you turn 12 or 13, you experience a growth spurt in height. Hormones are working throughout the body causing it to start developing.

PREVIEW

Physical Changes in Girls Include:

- Highest growth spurt begins at average of 3.9 inches per year
- A clear or white discharge from the vagina starts about 6 months before periods start.
- First signs of acne may appear on the face
- Voice change less noticeable than males
- Hips and thighs start to build up fat
- Breast development
- Pubic hair growth
- Hair under arms



Physical Changes in Boys Include:

- Height growth increases to between 2 and 3.2 inches per year
- Males begin to have ejaculations at night also called wet dreams
- Some breast tissue forms (usually goes away in 2 years)
- Penis gets longer as testicles grow bigger
- The voice begins to change
- Muscles get larger



Name: _____ 70

True or False Is the statement true or false?

1) Puberty usually starts when you are 12.	True	False
2) Hormones give the signal for your body to start developing.	True	False
3) Puberty is the same for everyone.	True	False
4) You will grow body hair during puberty.	True	False
5) You will [illegible] your biggest growth spurt since you were a baby during puberty.	True	False

Quest [illegible] stions below using evidence from the text.

1) What are 4 p[illegible]rgas [illegible]n during puberty?

2) How does puberty start?

PREVIEW

Fill in the Blanks Circle the missing word.

1)	Puberty is the stage when the body begins to _____.	stop	mature
2)	Hormones send messages in the _____.	school	body
3)	Growth spurts happen during _____.	puberty	childhood
4)	Acne may appear on the _____.	skin	hair
5)	Puberty includes physical and _____ changes.	emotional	weather

© Super Simple Papers

Name _____ 74

Changes During Puberty

Instructions Decide if each change happens to boys, girls, or both during puberty and put a checkmark (✓) in the correct column.

Changes	Boy	Girl	Both
Grow taller and notice rapid height changes			
Skin bec… due to hormonal changes			
Spo… on the face or body			
Hair st… gro…			
Hair begins gr… der			
Hair grows thicker o… ack			
Hair grows around the geni…			
Breasts begin to develop and chang…			
Hips gradually become wider or fuller			
Testicles begin producing sperm			
Penis grows longer and wider over time			
Testicles grow larger and fuller during puberty			
Body starts producing more sex hormones			
Ovaries begin releasing eggs each month			
Menstrual periods begin			
Vaginal discharge may occur before periods start			
Weight may increase as the body grows			
Voice becomes deeper and more mature			
Begin feeling physical attraction to other people			

PREVIEW

© Super Simple Resources

Name: _____ '15

Other Changes During Puberty

Everyone is Different

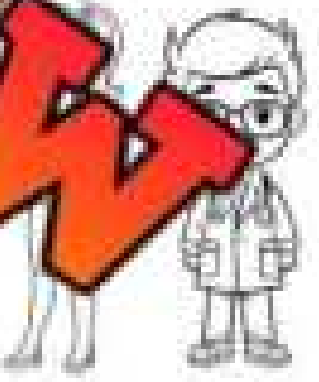
Puberty is an individual process, so it is important to remember that everyone is different. Puberty is a process everyone goes through. It will happen for everyone. When we are growing up, we want to fit in and be like our friends. You will have friends who start to change before you do, and you will have friends who start to change after you.

It can be awkward and embarrassing to be the first one, in your group of friends, to experience changes that happen during puberty. It can also be hard to be the last in the group. Remember to be kind and thoughtful to each other. Avoid teasing. Be the friend that you would want when you are experiencing the stress of change. Remember these changes are not in your control.

PREVIEW

Learning About Your Body

Exploring one's own body by touching, [illegible] masturbating, is something that many people do because it feels good. It is common, healthful and is one way of learning about your body.



Knowing What To Expect Can Make Change Easier

Getting questions answered with information from reliable sources will help you as you deal with the physical and emotional changes that will happen during puberty. Your parents, teacher, doctor or public health nurse are all people you can ask questions about puberty. Knowing what is happening to you and why you feel the way you do will make you feel more confident as you are growing up.



Questions You May Have About Physical Changes or Feelings

- Is how I am feeling normal?
- Why is my body different than everyone else's
- How do I tell someone I like them?

Name _____ 76

True or False

Is the statement true or false?

1) There is reliable information about puberty everywhere.	True	False
2) Knowing what to expect can make change easier to handle.	True	False
3) Being kind to your peers will help you feel better about puberty.	True	False
4) Everyone experiences puberty changes at the same age.	True	False
5) Your frie[illegible]are the best source of information about puberty.	True	False

Connect

[illegible]estions you have about puberty

1)	
2)	
3)	

PREVIEW

Questions

Answer the questions below using e[illegible]

1) Why do you think some people find it difficult to discuss puberty?

2) Why do you think it is important to learn about puberty?

© Super Simple Puppets

Name: _____ 77

Other Changes During Puberty

Where Do You Get Information About Puberty?



PREVIEW

How Reliable Are The Sources of Information?

Place the sources of information under the most appropriate column in the table below.

Most Reliable	Reliable	Least Reliable

© Super Simple Reports
super simplesheets.com

Name: _____ 79

Changes to Emotions During Puberty

Social and Emotional Change During Puberty
Puberty is a time when young people experience lots of changes to their bodies. The hormones that cause the physical changes during puberty also affect your moods and the way you feel.

Peers Become More Important
Often during this time young people want to be more independent. As children become [illegible] they usually begin spending more time with peers and less time with [illegible] it is natural to want to spend time with peers, it is important to maintain a strong connection to family as they can be an important support.

Young children usually play together doing activities, as they grow up teens spend more time [illegible] opinions and feelings. Peer groups of teenagers are more often [illegible] develop romantic feelings towards one of your peers.

Social and Emotional Changes
During puberty you may have some of these changes:

- Mood swings.
- Stronger feelings about wanting to be liked and [illegible]
- Sometimes feeling lonely and confused.
- More concerned about your appearance.
- Friendships become more important.
- Wanting more independence.
- Sexual thoughts and feelings.
- Interest in dating.
- Thinking about the future.



Not everyone experiences all these changes. The physical changes during puberty are individual and happen in their own time. The social and emotional changes are also unique to each person.

PREVIEW

Name: _____ 80

True or False Is the statement true or false?

1) Changes during puberty are all physical.	True	False
2) During puberty peers become more important.	True	False
3) The hormones that cause physical change also cause emotional change.	True	False
4) You do not need family support once you reach puberty.	True	False
5) Having [illegible]t in dating is a natural part of puberty.	True	False

Questi[illegible] [illegible]he social changes you may experience during puberty?

Direction Circle Yes if it shows an emotional [illegible] puberty and No if not.

1) Mood swings	[illegible]es	No
2) A student starts caring more about what friends think of [illegible]	[illegible]	No
3) A teen feels shy or self-conscious about their changing body.	[illegible]	No
4) Spending more time with friends	[illegible]es	No
5) A student feels lonely when they are not included in a group.	Yes	No
6) Wanting more independence	Yes	No
7) Feeling confused about emotions.	Yes	No
8) A teen develops a crush on a classmate.	Yes	No
9) A student starts thinking more about their future goals.	Yes	No
10) Never feeling emotional changes.	Yes	No

PREVIEW

Name _____ 81

Changes to Emotions During Puberty

Direction Write a short example of when you might feel each emotion during puberty.

Feeling/Emotion		I feel this way when...
	Excited	Mom told us that we were going on a special vacation!
		
		
	Sad	
	Upset	
	Surprised	
	Bored	
	Restless	
	Confused	
	Embarrassed	

PREVIEW

© Super Simple Papers

Name: _____ 82

Feeling Confident During Puberty

Improving Confidence During Puberty

Puberty can be a challenging time for many young people, and it is natural to feel self-conscious or unsure of oneself at times. Here are a few suggestions for ways that youth can increase their confidence during puberty:



1) Set and achieve small goals: Accomplishing tasks, no matter how small, can give you a sense of accomplishment and boost

2) Practice self-care: Taking care of your physical and emotional well-being can help you feel better about yourself. This might include getting enough sleep, eating a healthy diet, and engaging in activities you enjoy.

3) Find a hobby or activity that you enjoy: Engaging in something that you are passionate about can help you feel more confident and competent.

4) Seek out supportive relationships: Surrounding yourself with people who are positive and supportive can help boost your self-esteem.

5) Seek help when needed: If you are struggling with issues such as anxiety or depression, it is important to seek out help from a trusted adult or mental health professional.



6) Learn to accept compliments: When someone gives you a compliment, try to accept it graciously rather than brushing it off or downplaying it.

7) Practice positive self-talk: Pay attention to the thoughts you have about yourself and try to replace negative thoughts with more positive ones.

8) Dress in a way that makes you feel good: Wearing clothes that you feel comfortable and confident in can help boost your self-esteem.

PREVIEW

Name _____ 83

True or False

Is the statement true or false?

1) Self care means getting enough sleep and exercise and eating healthy.	True	False
2) There is nothing you can do to boost your confidence.	True	False
3) Setting goals sets you up to fail and feel insecure.	True	False
4) Socializing with people who are kind and like you boosts your confidence.	True	False
5) Often [illegible] compliments instead of accepting them.	True	False

Connecting

[illegible] self talk statements you can make to yourself to [illegible]? List them below.

Questions

Answer the questions below using [illegible]

1) How do you think surrounding yourself with positive peers boosts [illegible]?

2) Why does getting enough sleep, exercise and healthy food boost your confidence?

PREVIEW

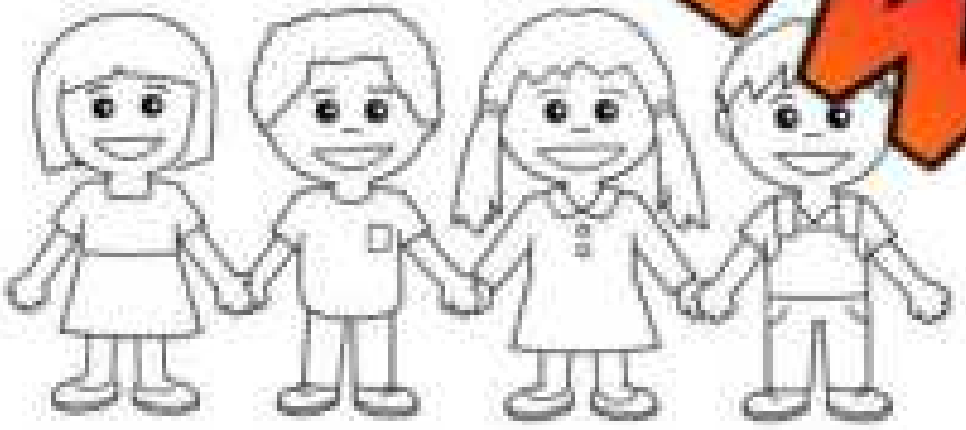
Name: _____ 86

Peer Support to Boost Confidence

Peer Support to Boost Confidence

Peers can be a great source of support during puberty, as they may be going through similar experiences and can relate to one another's challenges and concerns. Here are a few ways that peers can support each other during this time:

- Offer a listening ear. Let your friends know that you are there for them if they want to talk about their feelings or experiences during puberty.
- Be a supportive and non-judgmental ally. Try to be understanding and non-judgmental when friends are going through difficult times, or facing challenges related to puberty.
- Encourage healthy habits, such as eating healthy, getting enough sleep and exercise.
- Offer support and encouragement. If friends are feeling down or unsure of themselves, offer words of encouragement and remind them of their strengths and positive qualities.
- Be a good role model. Show your friends that it is okay to be themselves, and to embrace their own unique qualities, by being a good role model and being true to yourself.



- Help create a positive and inclusive environment, where everyone feels welcome and supported.
- Stand up to bullying and discrimination.

PREVIEW

Name: _____ 87

True or False

Is the statement true or false?

1) Peers are usually a bad influence on each other.	True	False
2) Having good friends, who have good values can boost your confidence.	True	False
3) By standing up to bullying and discrimination, you will help boost your friends' confidence.	True	False
4) Being a good role model for your friends, will help boost their confidence.	True	False
5) Being [illegible] to your friend will help boost their confidence.	True	False

Connecting

[illegible] ways you can exert positive peer pressure that [illegible] of friends have more confidence?

Questions

Answer the questions below using [illegible]

1) What are some of the ways peers can support peers?

2) Why is peer support during puberty especially important?

PREVIEW

Name: _____ 88

Activity: Peer Support Role Play

Objective What are we learning about?

Help students understand how peer support can boost confidence during puberty and practise showing supportive behaviours to friends.



Materials What will you need for the activity?

- Scenario cards describing peer support situations (encouragement, listening, inclusion, standing up for others)
- Simple props (optional: notebook, backpack, phone, etc.)
- Open space for role-play

Instructions How will you do that?

1. Prepare scenario cards showing situations where a student may need peer support (e.g., feeling insecure, being left out, observing body changes).
2. Begin with a short discussion about how friends can support one another and boost confidence during puberty.
3. Divide students into small groups and give each group one scenario card.
4. Allow groups time to read their scenario and plan a short role play showing both the problem and a supportive response.
5. Students perform their role play while classmates observe how peer support was shown.
6. After each performance, discuss what supportive behaviours were demonstrated and how they helped boost confidence.
7. Conclude with a reflection on how students can support friends and create a positive, inclusive environment.

PREVIEW

© Super Simple Resources

Name: _____ 89

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Feeling Left Out	During lunch, your friend sits quietly while others laugh and talk. Later, they tell you they feel left out and think no one likes them. They seem sad and unsure of themselves. What do you do?
Body Image Worries	friend says they don't like how they look because their body ing. They avoid joining activities and compare themselves s. They feel embarrassed and insecure. do?
Nervous About Puberty Changes	Your friend s hat th ous about puberty changes and worrie later e fun of them. They feel shy and don't anyone else. What do you do?
Fear of Speaking in Class	Your friend spends a lot of time on social me says everyone else looks happier and more confident than them. They feel insecure and start doubting themselves. What do you do?
Making a Mistake	Your friend made a mistake during group work and keeps saying they are "stupid." They feel embarrassed and stop participating. What do you do?

PREVIEW

© Super Simple Resources

Name: _____ 90

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Being Teased	Some classmates tease your friend about their voice or appearance. Your friend laughs it off but later admits they feel hurt and embarrassed. What do you do?
Trying Something New	friend wants to join a club but feels nervous and says they good at it. They need encouragement to
Bad Grade	Your friend received a low grade on a test and says they are not smart enough. They don't want to try again. What do you do?
First Day Anxiety	Your friend feels nervous about meeting new classmates and worries they won't make friends. They stay quiet and avoid joining conversations. What do you do?
Friendship Conflict	Your friend had an argument with another friend and feels upset and confused. They keep replaying the situation and blaming themselves. What do you do?

PREVIEW

© Super Simple Resources

Name: _____ 92

Hygiene During Puberty

Acne During Puberty

Acne is caused by overactive oil glands in the skin. A buildup of oil, dead skin cells and bacteria causes swelling and redness in the pores. During puberty, oil glands are stimulated by hormones. Acne often runs in families, so, if you have family members who have or had acne, you are more likely to have it.



How to [illegible] Breakouts

There [illegible] acne, but, keeping your skin very clean will help. Wash your face with soap and warm water, to remove [illegible] are to wash after exercise, because, [illegible]

Squeezing pimples [illegible] cause you are pushing the bacteria deep [illegible] ing your face too often can dry your skin and cause irritation to acne [illegible] it worse.



Oily Hair

The hormones that cause acne, also can cause excess [illegible] hair. Washing your hair everyday, or every other day, will help keep your hair from getting greasy.

Body Odour In Puberty

The sweat glands you have always had, become more active during puberty. During puberty, your sweat glands secrete additional chemicals, that have a stronger odour. You may notice your underarms, genitals, and feet may have an odour. You can help avoid having body odour by, showering or bathing everyday, and wearing clean clothing.

Cotton underwear and socks absorb sweat better than polyester. You can use products that help with underarm sweat. Deodorants cover the smell of underarm sweat. Antiperspirants stop or dry up sweat.

PREVIEW

Name: _____ 93

True or False Is the statement true or false?

1) Hormones are a cause of acne during puberty.	True	False
2) Acne sometimes runs in a family.	True	False
3) Washing your face can help control acne.	True	False
4) Smelly feet is a side effect of puberty.	True	False
5) Deodo[illegible]op sweat.	True	False

Direc[illegible] [illegible]) under Good Hygiene or Poor Hygiene.

Ac[illegible]	Good	Poor
Floss your teeth		
Take a bath or shower		
Wear the same clothes day after da[illegible]		
Wiping well after you use the toilet		
Wearing deodorant		
Letting people smell your body odour		
Washing your hands when they're dirty		

Question What can you do to reduce acne breakouts?

PREVIEW

Name: _____ 94

Assignment – Hygiene Product Advertisement

Create an advertisement for a hygiene product that you will sell to people dealing with changes to their bodies due to puberty. Your advertisement sold online and on various social media websites.

Outline Answer the questions to plan your advertisement.

1) What h[illegible]issue will your product help with?

2) Wha[illegible]your [illegible]scribe it.

3) What is the name of your product?

4) Who is your target audience? (Who are you sel[illegible] are [illegible]iting this ad for?) Think ~ age, hobbies or interests, gender

5) What type of advertisement would your audience respond well to? Humorous, serious, informative, feature a celebrity, sentimental, appeal to feelings

6) Think of a slogan you can put on your advertisement. This will be your headline.

PREVIEW

© Super Simple Projects

Name: _____ 95

Assignment – Hygiene Product Advertisement

Outline | Answer the questions to plan your advertisement

7) Advertisement copy – the main text that goes with the advertisement. The ad copy gives more information about the product. It might include:

- Price
- Why customers need it
- Why it is better than other similar products
- Where they can buy it
- Testimonials – reviews from users who have purchased the product

Price	
Why Customers Need It	
Why It Is Better Than The Others	
Where They Can Buy It	
Testimonials	

8) Write the advertisement copy below in paragraph form. You could use bullet form.

PREVIEW

Name: _____ 96

Assignment – Hygiene Product Advertisement

Outline Answer the questions to plan your advertisement.

9) Draw a rough copy of the advertisement below.

Name of Company: _____



Check it out at www._____.com

Headline: _____

Shop Now

© Super Simple Reports

Name: _____ 97

Self-Concept

Where Do We Get Our Self-Concept?

When we are children, we tend to describe ourselves just in terms of what we look like. As we move into puberty, and our teenage years, we can define ourselves by our values, thoughts and opinions.

A person's self-concept, mental health and well-being, can be affected by several internal, and external factors. Together, internal and external factors, shape who you are, and help to define who you are.



Internal factors are within yourself. They include:

- having self-esteem
- having a sense of identity
- having high expectations of yourself
- having a strong sense of cultural identity
- having the skills, you need to solve problems
- being able to arrive at and sustain a clear sense of who you are
- feeling that you have the right – and the ability – to make things better

External factors include:

- media
- peer pressure
- having a safe place to live
- having support from friends, family, and caring adults
- being involved in activities that make you feel proud of what you've accomplished

Often people interpret peer pressure as being a negative thing. However, if we choose our friends carefully, it can be the most positive influence in our life. If we choose friends who try to do their best, who are kind, and who try to be helpful, we are more likely to do the same.

PREVIEW

Name: _____ 98

True or False

Is the statement true or false?

1) Our self-concept is how others see us.	True	False
2) Our peers are a negative influence on us.	True	False
3) Being optimistic helps our well-being.	True	False
4) Having high expectations of ourselves sets us up for failure.	True	False
5)As we g[illegible]ur opinions are part of our self-concept.	True	False

Reflect

Wri[illegible]-concept statement that includes your values, thoughts and

Questions

Answer the questions below.

1) What would you like to accomplish in your life?

2) Describe a time that you were able to make things better.

PREVIEW

Name: _____ 99

True or False Read the statements to the class.

#	Statement	True or False
1	Self-concept is how you see and understand yourself.	True
2	Self-concept is only about physical appearance.	False
3	Cor[illegible]e can influence your self-concept.	True
4	Fa[illegible]ily can affect how you see yourself.	True
5	[illegible]ange[illegible]anges as you grow.	False
6	Positiv[illegible] ca[illegible]build a strong self-concept.	True
7	Media can in[illegible]about themselves.	True
8	Self-concept only [illegible]s opinions.	False
9	Trying new activities can improv[illegible]	True
10	Peer pressure can sometimes affect self[illegible]ept.	True
11	Self-concept has nothing to do with me[illegible]	False
12	Support from caring adults can strengthen self[illegible]	True
13	Comparing yourself to others can affect your self-conce[illegible]	
14	Self-concept cannot be improved.	False
15	Believing in your abilities helps build self-concept.	True
16	Culture and identity can influence self-concept.	True
17	Self-concept is the same for everyone.	False
18	Positive self-talk can support a healthy self-concept.	True
19	Feeling proud of achievements can strengthen self-concept.	True
20	Self-concept is not important during puberty.	False

PREVIEW

© Super Simple Resources

Name: _____ 100

The Seven Grandfather Teachings

The Seven Grandfather Teachings

The Seven Grandfather Teachings are a set of traditional values held by many Indigenous cultures in North America, including the Anishinaabe, Cree, and Ojibwe.



These teachings are often passed down from generation to generation and serve as a guide for living a good and meaningful life. They can be a guide for us in our relationships. In order to benefit from these teachings, you need to embrace all of them.

Here is a brief overview of each of the Seven Grandfather Teachings:

1) **Love**: This teaching emphasizes the importance of love, compassion, and kindness towards oneself, others, and all living things.
2) **Respect**: Showing respect for oneself, others, and the natural world. It involves treating others with kindness and valuing their opinions and feelings.
3) **Bravery**: Bravery means facing challenges and difficult situations with courage and determination. It also means standing up for what is right, even in the face of adversity.
4) **Honesty**: Being truthful and sincere in all your actions and words. It involves being honest with yourself and others and living in a way that is true to you.
5) **Humility**: Humility is about being humble and recognizing that we are all equal and part of something larger than ourselves. It involves being open to learning from others and acknowledging that we all have something to contribute.
6) **Wisdom**: Using good judgment and making thoughtful decisions. It involves learning from the past and using that knowledge to make positive choices in the present.
7) **Truth**: Truth is about living in accordance with the natural order of things and acting in a way that is in harmony with the world around us. It involves being true to ourselves.

These teachings can be a valuable guide for anyone looking to live a good and meaningful life, and they can be especially helpful for young people as they navigate the challenges and opportunities of growing up.

PREVIEW

Name: _____ 101

True or False

Is the statement true or false?

1) The Seven Grandfather Teachings are a guide to living a good life.	True	False
2) Respect means listening to people who have the same values as you.	True	False
3) The 7 teachings work together, the intent is to follow all of them.	True	False
4) These indigenous teachings are relevant to all people.	True	False
5) The tea[illegible]ly teach about how to treat other people.	True	False

Conne[illegible]

[illegible]f the Seven Grandfather Teachings and write why it is [illegible]yo[illegible]

Questions

Answer the questions below using e[illegible]

1) What are the Seven Grandfather Teachings?

2) Why were the Seven Grandfather Teachings created?

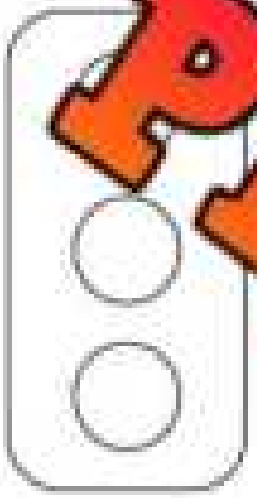
PREVIEW

Exit Cards

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

Name: _____

Colour the light that matches how you feel after today's lesson.



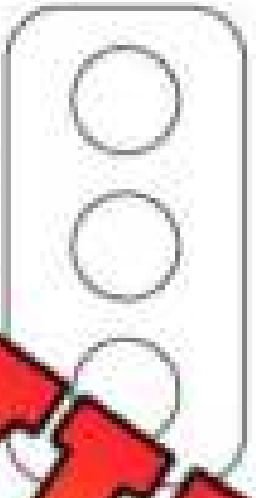
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



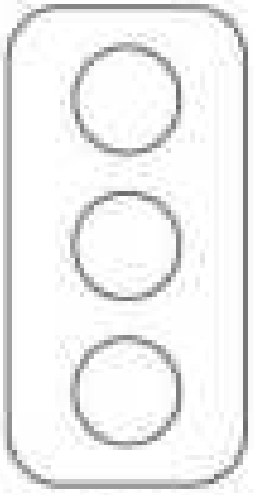
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.

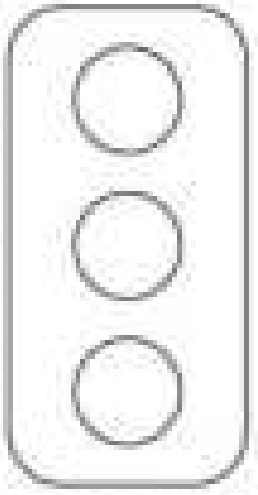


Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____



Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

PREVIEW

Name: _____ 104

Sexual Orientation

Sexual Orientation

Sexual orientation refers to which gender you are romantically and sexually attracted. It can be fluid, meaning it can change. Understanding your sexual orientation is an important part of developing your sense of self and your well-being.

People can be attracted to each other for different reasons. When it comes to sexual or[illegible] not everyone feels the same. All people and relationships are deser[illegible]

There are several [illegible]entations including:

Heterosexual - is [illegible] male is attracted to a female or female is attracted to a male.

Gay – is when a male is [illegible] female is attracted to a female

Lesbian - is when a female is [illegible]

Bisexual - is when a person is attracted [illegible] gender.

Pansexual – is when gender does not affect who [illegible] attracted to.

Asexual - is when someone is not attracted to [illegible]

PREVIEW



Discrimination and Bullying

Sometimes when a person is different in some way, they face discrimination.

Discrimination is when someone is treated unfairly because of one of their characteristics. This could be race, religion, disability, sexual orientation or any other difference.

If you see someone who is being discriminated against, you can use anti-bullying strategies including saying, "stop", taking the victim of discrimination away from the bully, and talking to a trusted adult. It is never right to tease someone for being different.

Name _____ 105

True or False

Is the statement true or false?

1) Your sexual orientation is which gender you are.	True	False
2) If you are straight you are heterosexual.	True	False
3) If you are a female attracted to a female, you are gay or lesbian.	True	False
4) We are all the same, as humans.	True	False
5) Your sexual orientation is personal and all orientations are valid.	True	False

Summarize

the main idea of the reading and supporting details.

Questions

Answer the questions below using

1) Have you ever heard or seen discrimination? How did it make you feel?

2) What could you have done?

PREVIEW

© Super Simple Reports

Name: _____ 109

Unit Test – Development and Health

Multiple Choice | Circle the best answer. Only choose 1 answer!

1) Viewing sexually explicit media can be harmful,

a) because it portrays unhealthy relationships.

b) because it shows harmful gender stereotypes.

c) because it portrays lack of consent.

d) All of the above.

2. The different types of relationships include:

a) healthy and unhealthy

b) family, friendships, romantic

c) healthy friendships

d) All of the above.

3. Our self-concept is:

a) How others see us.

b) How we see ourselves.

c) How much we like ourselves.

d) How much others like and accept us.

4. The Me-Too Movement:

a) is designed to include everyone.

b) is about everyone getting fit.

c) draws attention to sexual harassment.

d) an equal rights education movement.

5. People get married because:

a) they are in love.

b) they want to start a family.

c) of religious or cultural beliefs.

d) All of the above.

6. Puberty starts when hormones are sent from:

a) The ovaries or testes.

b) The hypothalamus to the pituitary gland.

c) The [illegible] gland.

d) All of the above.

7. During puberty you will experience:

a) Physical changes.

b) Social changes.

c) Emotional changes.

d) All of the above.

8. During Puberty you:

a) think about the future.

b) want to start dating.

c) Spend more time with peers.

d) All of the above.

9. Healthy relationships:

a) allow you to be your own person.

b) mean you work out together.

c) mean you and the other person spend all your free time.

d) are relationship where you and the other person do not have disagreements.

10. What are 3 things required for consent?

a) asking, respect, communication

b) communication, agreement, must be voluntary

c) coaxing, threatening, negotiating

d) Saying please, agreeing, telling your parent.

PREVIEW

© Super Simple Physics
supersimplephysics.com

Define What do the terms below mean?

Term	Definition - What does it mean?
Puberty	
Crush	

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

1) What are 3 characteristics [illegible] ?

2) What are 3 things you can do to make yourself feel more [illegible]

3) What are 3 social or emotional changes people experience in puberty ?

PREVIEW

Google Slides Lessons Preview

© Super Simple Sheets

Ontario Health Curriculum
Substance Use Addictions– Grade 6

3-Part Lesson Format

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





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

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



Ontario Health Curriculum
Substance Use Addictions– Grade 6



Ontario Health Curriculum
Substance Use Addictions- Grade 6



Workbook Preview

Grade 6 – Health Unit

Substance Use, Addictions, and Related Behaviours

	Curriculum Expectations	Pages
D1.2	Describe the range of effects associated with using cannabis, other drugs (e.g., prescription medications such as opioids; illicit opioids such as heroin, crack, cocaine, Ecstasy, crystal methamphetamine), and intoxicating	6 – 79
D2.4	drugs such as alcohol, tobacco, and cannabis, and addictive activities such as vaping, including the choice to abstain	

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





© Super Simple Resources
super simplesheets.com

Substance Use, Addictions, and Related Behaviours



© Super Simple Pages
super simplesheets.com

Name: _____ 6

Addiction

What is Addiction?

An addiction is when a person relies on a substance or behaviour such as gambling, even though, they may be causing harm to themselves and others. When a person is addicted to a substance or behaviour, they may find it difficult to stop using or engaging in that behavior, even if it is causing negative consequences in their life. Addiction is a disease that impacts how the brain works.

What [illegible] Effects of Addiction?

An addiction can have [illegible] on your brain and can lead to problems with:

- Memory – Prolonged use of drugs causes memory problems.
- Decision Making – [illegible] of drugs, people make poor decisions.
- Emotional Control – Using [illegible] system, which is responsible for processing our emotions.

It can also lead to mental health conditions such as depression and anxiety. Addiction also affects relationships and lifestyle. Addiction often leads to [illegible] and relationship breakdown.

How Big is the Problem in Canada

In Canada, about 21% of the population, which is approximately 6 million people, will experience an addiction at some point in their life.

The most common addictions in Canada are:

- Alcohol
- Cannabis
- Cocaine
- Gambling
- Methamphetamine
- Opioids and prescription drugs



PREVIEW

Name: _____ 7

True or False

Is the statement true or false?

1) Approximately 6 million people in Canada will have an addiction.	True	False
2) Addiction is a disease that affects how the brain works.	True	False
3) Addiction can affect our ability to control our emotions.	True	False
4) Addiction is not a serious problem in Canada.	True	False
5) You can have an addiction to a substance or to a behaviour.	True	False

Visualize

...u were picturing while you were reading. Explain the picture

PREVIEW

Questions

Answer the questions below using e...

1) Why is it important to learn about addiction?

2) What are the most common addictions in Canada?

© Super Simple Readers

Name: _____ 6

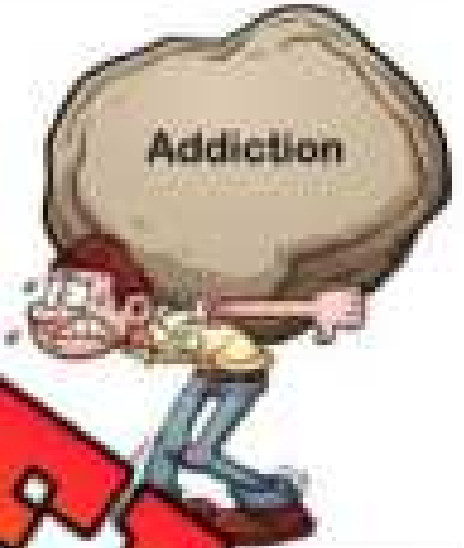
Activity - The Weight of Addiction

Objective What are we learning about?

Students will identify personal habits or addictions that may negatively affect their daily life and reflect on how these can become emotional, mental, or physical burdens.

Materials What do you need for the activity?

- Printed colouring sheet (student carrying a big rock)
- Pencil
- Crayons or coloured pencils
- Eraser



Instructions How will you complete the activity?

1. Look at the picture of the student carrying a heavy rock.
2. Think about habits, behaviours, or activities that people can become addicted to (e.g., excessive social media, gaming, junk food, gambling, vaping, etc.).
3. Inside the big rock, draw or write the things that you feel have become a burden in daily life: the habit, the feeling behind it, and possible consequences.
4. Around the student, you may add small drawings that show how these addictions affect school, family, sleep, or health.
5. Colour the picture neatly.
6. At the back of your paper, write 3–5 sentences explaining how these "burdens" can be managed or reduced.

PREVIEW

© Super Simple Papers

Name _____ 9



© Super Simple Readers

Name _____ 18



© Super Simple Reports

Name: _____ L1

Alcohol

Alcohol

Alcohol is a drug. Alcohol is a depressant that can slow down parts of the brain that affect thinking, behaviour, breathing and heart rate. The earlier you start drinking the more likely you are to have problems with alcohol later in life. Alcohol is produced by fermenting or distilling various, fruits, vegetables and grains.



How Does Alcohol Affect You

The effects depends on:

- Your
- How much
- How much and
- How long you have be
- The environment you are in
- How you expect the alcohol to ma
- Whether you have taken any other drugs
- Your age, weight and gender, (women are ge cohol)

PREVIEW

Problem Drinking versus Addiction

Problem drinking is 4 times more common than addiction to alcoho involves anything people do while drinking alcohol that causes a problem can include; drinking and driving and causing, traffic fatalities, becoming violent, engaging in high-risk behaviours and other embarrassing incidents because of impaired judgement.

Alcohol addiction is a physical dependence on alcohol. When someone is addicted to alcohol they:

- Have a higher tolerance, which means they need to drink more to get the same effects.
- They get withdrawal symptoms when they stop drinking alcohol regularly. Withdrawal symptoms can include, sleeplessness, nausea, tremors, seizures and delirium tremens, also known as the DT's, which if left untreated can be fatal.

Name: _____ 12

True or False Is the statement true or false?

1) Drinking alcohol can affect your brain.	True	False
2) Problem drinkers are all addicted to alcohol.	True	False
3) Men are more sensitive to the effects of alcohol than women.	True	False
4) When someone is addicted to alcohol, they have withdrawal symptoms when they stop drinking.	True	False
5) Alcohol [illegible] released.	True	False

Questi [illegible] questions you have after reading the text.

1)	
2)	
3)	

Questions Answer the questions below using evidence [illegible]

1) What is the difference between problem drinking and alcohol addiction?

2) Why is it dangerous to start drinking at a young age?

PREVIEW

© Super Simple Reading

Name: _____ 15

Underage Drinking

Underage Drinking

In Ontario you must be 19 years old to buy or drink alcohol. Research has shown that our brain is still developing until we are in our twenties. Our decision-making skills and problem-solving skills improve in our twenties, so delaying drinking alcohol until then makes sense. Drinking even a small amount of alcohol can affect your body. The more alcohol you drink, the stronger the effects. When you combine alcohol with using cannabis or drinking [illegible], your impairment increases.

PREVIEW

Short Term Effects of Drinking Alcohol

- Reduced co[illegible] dizz[illegible]
- Higher body tem[illegible]
- Slower reflexes
- Drowsiness
- Lowered inhibitions
- Slurred speech, blurry vision
- Problems making good decisions



If you become intoxicated, you may experience:

- Vomiting
- Loss of consciousness
- Alcohol poisoning

Long Term Effects of Drinking Alcohol

- Addiction
- Liver, heart, brain, pancreas damage
- Financial problems
- Family or relationship problems
- Emotional and mental health problems
- Loss of interest in school and activities that they used to enjoy.

Name: _____ 16

True or False Is the statement true or false?

1) The legal drinking age in Ontario is 18.	True	False
2) Combining alcohol use with other drugs increases impairment.	True	False
3) Drinking a small amount of alcohol has no effect.	True	False
4) Drinking can cause health problems and relationship problems.	True	False
5) Drinking [illegible] can lead to alcohol poisoning.	True	False

Sum [illegible] the main idea of the reading?

Questions Answer the questions below using [illegible]

1) What are the short-term effects of drinking alcohol?

2) What are the long-term effects of drinking alcohol?

PREVIEW

Name _____ 17

Underage Drinking

Direction Write **ST** if the effect is short-term and **LT** if the effect is long-term.

Underage drinking is harmful because your brain and body are still growing. Alcohol can affect your thinking, decision-making, and health both now and in the future. Choosing not to drink helps pro[illegible]your body, your goals, and your future.



1) A[illegible]		13) Family problems	
2) Slurred sp[illegible]		14) Slower reflexes	
3) Poor coordination		15) Mood changes (anger, [illegible]ness, overconfidence)	
4) Liver damage		16) [illegible]ned immune system	
5) Headache		[illegible]ncre[illegible] stroke	
6) Heart problems		18) [illegible]	
7) Vomiting		19) Brain damag[illegible]	
8) Reduced focus or concentration		20) Alcohol poisoning	
9) Poor decision-making		21) Chronic stomach problems	
10) Pancreas damage		22) Nausea	
11) Memory problems (blackouts)		23) Risk of high blood pressure	
12) Reduced life expectancy		24) Increased risk of substance abuse later in life	

PREVIEW

© Super Simple Resources

Exit Cards

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

Name: _____

Are these effects of underage drinking?

1) Reduced coordination and dizziness	Yes	No
2) Improved memory and focus	Yes	No
3) Slurred speech	Yes	No
4) Better decision-making skills	Yes	No
5) Risk of alcohol poisoning	Yes	No

Name: _____

Are these effects of underage drinking?

1) Reduced coordination and dizziness	Yes	No
2) Improved memory and focus	Yes	No
3) Slurred speech	Yes	No
4) Better decision-making skills	Yes	No
5) Risk of alcohol poisoning	Yes	No

Name: _____

Are these effects of underage drinking?

1) Reduced coordination and dizziness	Yes	No
2) Improved memory and focus	Yes	No
3) Slurred speech	Yes	No
4) Better decision-making skills	Yes	No
5) Risk of alcohol poisoning	Yes	No

Name: _____

Are these effects of underage drinking?

1) Reduced coordination and dizziness	Yes	No
2) Improved memory and focus	Yes	No
3) Slurred speech	Yes	No
4) Better decision-making skills	Yes	No
5) Risk of alcohol poisoning	Yes	No

PREVIEW

Name: _____ 19

What Are Illicit Drugs?

What is an Illicit Drug?

Illicit drugs are substances that are illegal to have, use, or sell in Canada. The Controlled Drugs and Substances Act (CDSA) lists the substances that are considered illicit drugs in Canada.



Some examples of illicit drugs in Canada include:

- Opioids: These are drugs that are made from opium and are highly addictive. Examples include heroin, morphine, and oxycodone.
- Stimulants: These are drugs that increase alertness, attention, and energy. Examples of these include cocaine, amphetamines, and methamphetamine.
- Depressants: Depressants are drugs that slow down the central nervous system and can cause drowsiness and relaxation. Illicit depressants include barbiturates, benzodiazepines, and [illegible] depressant.
- Hallucinogens: Hallucinogens are drugs that change our perception of what we see, hear, smell, and feel. They change a person's awareness of their surroundings. Examples of hallucinogens include LSD, psilocybin (magic mushrooms), and PCP.

PREVIEW

Most Used Illicit Drugs in Canada

Cannabis became legal in 2018 when the Cannabis Act became law. It is no longer considered an illicit drug. The most used illicit drugs in Canada are listed below:

- Cocaine: Cocaine is a stimulant drug that is often used recreationally. In 2018, an estimated 740,000 Canadians aged 15 and older had used cocaine in the previous year.
- Opioids: Opioids are a group of drugs that are derived from opium and are highly addictive. In 2018, an estimated 338,000 Canadians aged 15 and older had used them.
- Other stimulants: Other stimulants, such as amphetamines and methamphetamine, are also commonly used illicit drugs in Canada. In 2018, an estimated 300,000 Canadians aged 15 and older had used amphetamines in the previous year.

Name _____ 20

True or False

Is the statement true or false?

1) Cocaine is an illicit opioid	True	False
2) Alcohol is an illicit drug	True	False
3) Alcohol is a depressant	True	False
4) Hallucinogens change how a person senses the world around them	True	False
5) Stimula[illegible] down a person's system	True	False

Unsc[illegible]

[illegible] each set of jumbled letters.

Overdos[illegible]	O[illegible]	Addiction	Stimulants
Cocaine		Depressant	Heroin

SODPIOI		[illegible]CITILLI	
CENAIOC		[illegible]DE	
TNSLUMITAS		[illegible]EO[illegible]	
NRPETSDASE		[illegible]D[illegible]	

PREVIEW

Questions

Answer the questions below using evidence [illegible]

1) What are illicit drugs? Provide 3 examples.

2) What are some of the most used illicit drugs in Canada?

© Super Simple Physics

Name: _____ 21

Fact or Fiction – What Are Illicit Drugs?

Objective What are we learning about?

To help students understand what illicit drugs are, identify different types (opioids, stimulants, depressants, and hallucinogens), and recognize their effects on the body and...

Materials ...u need for the activity?

- A list of statements about illicit drugs
- A "Fact" sign and a "Fiction" sign
- Space in the classroom for students to move to either side



Instructions How will you complete the activity?

1. Your teacher will read statements about illicit drugs. Listen...
2. Think about whether the statement is true or false based on the reading.
3. If you think it is true, move to the Fact side of the room.
4. If you think it is false, move to the Fiction side of the room.
5. Stay on your chosen side while the correct answer is explained.
6. Return to your seat and get ready for the next statement.
7. Be respectful and participate actively.

PREVIEW

Name: _____ 22

Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	Illicit drugs are illegal to have, use, or sell in Canada.	Fact
2	The Controlled Drugs and Substances Act (CDSA) lists illegal drugs in Canada.	Fact
3	Illicit drugs are safe if used only once.	Fiction
4	[illegible] addictive drugs.	Fact
5	Stimulants [illegible] calm and sleepy.	Fiction
6	Opioids are not addictive.	Fiction
7	Stimulants increase [illegible]	Fact
8	Depressants slow down [illegible] system.	Fact
9	Hallucinogens improve your eyesight.	Fiction
10	Hallucinogens can change how a person sees or [illegible]	Fact
11	Depressants increase energy levels.	Fiction
12	Methamphetamine is a stimulant.	[illegible]
13	Illicit drugs do not affect the brain.	[illegible]iction
14	Some illicit drugs can damage the brain and body.	Fact
15	It is legal for children to use illicit drugs.	Fiction
16	Illicit drugs help improve school performance.	Fiction
17	Illicit drugs can affect decision-making.	Fact
18	Illicit drugs are only dangerous for adults.	Fiction
19	Using illicit drugs can lead to addiction.	Fact
20	Addiction only happens after many years of use.	Fiction

PREVIEW

© Super Simple Projects

Name: _____ 23

Cannabis

What is Cannabis?

Cannabis is the dried flowers, leaves, and oils of the cannabis plant. Other names for cannabis are marijuana, pot and weed. Some people use cannabis to get high, but cannabis also has medical uses such as relieving nausea and stimulating hunger in cancer patients. Some people think that because cannabis is a plant, it cannot be harmful. This is untrue as cannabis contains chemicals called cannabinoids. Cannabinoids include THC and CBD that affect the brain. Cannabis is both a stimulant and depressant.

PREVIEW

How is Cannabis Commonly Used?



Cannabis can be smoked, added to foods or beverages. It can be taken in drops or used in creams. People use cannabis in a vaping device. Vaping cannabis is also harmful because even though you are not inhaling smoke, you do inhale brain-altering chemicals.

Cannabis Changes How Your Brain Works

Cannabis affects the parts of your brain that control body coordination, memory, pleasure and judgment.

Short-Term Effects of Cannabis Use

- Loss of Coordination/slow reactions
- Increased hunger
- Anxiety, paranoia
- Faster heart rate

Long-Term Effects of Cannabis Use

- Problems with memory/learning skills
- Problems with breathing
- Cough or lung disease
- Severe nausea and vomiting

Cannabis and Addiction

If you use cannabis regularly your body can get used to how it feels and not feel normal unless you take it. Cannabis use is an addiction when it interferes with going to school, work or with relationships.

Name: _____ 2A

True or False — Is the statement true or false?

1) Cannabis changes how your brain works.	True	False
2) You can become addicted to cannabis.	True	False
3) Cannabis is a natural plant and has no harmful chemicals in it.	True	False
4) There are medical uses for cannabis, with a doctor's prescription.	True	False
5) Vaping c[illegible] is not harmful because there is no smoke to inhale.	True	False

Quest[illegible] — [illegible]estions below using evidence from the text.

1) What are so[illegible]re[illegible]ou can use cannabis?

2) What are some of the effects of using [illegible]nnabis?

PREVIEW

Fill in the Blanks — Write the missing word.

1)	Cannabis comes from the _____ plant.	cannabis	tobacco
2)	Cannabis contains chemicals called _____ that can affect the brain.	cannabinoids	vitamins
3)	THC and CBD are types of _____ found in cannabis.	minerals	cannabinoids
4)	Cannabis can affect memory, coordination, and _____.	judgment	height
5)	Using cannabis regularly can lead to _____.	addiction	growth

© Super Simple Science

Name: _____ 25

Activity – Cannabis Awareness Poster

Objective What are we learning about?

Students will understand what cannabis is, how it is used, and its short-term and long-term effects, and create an awareness poster that promotes healthy decision-making.

Materials What will you need for the activity?

- [illegible]
- Pa[illegible]
- Coloured [illegible]orkers
- Reference [illegible]bout



Instructions How will [illegible]ete [illegible]ity?

1. Review the information about c[illegible] incl[illegible] it is, how it is used, and its effects on the body and brain.
2. In the large box at the top of the page, [illegible] an [illegible]ter about cannabis. Your poster should include drawi[illegible]t[illegible] visuals that show the risks and effects of cannabis use[illegible]a[illegible]e and informative.
3. In the box labelled "What is cannabis?", write a short defini[illegible]wn words.
4. In the box labelled "How is it used?", list common ways cannabis is used.
5. In the "Short-Term Effects" box, write 3–4 short-term effects.
6. In the "Long-Term Effects" box, write 3–4 long-term effects.
7. In the last box, create a short slogan or awareness message that encourages healthy choices.
8. Review your work before submitting and make sure your information is accurate and complete.

PREVIEW

Name: _____ 2b

Cannabis Awareness – Create Your Poster



What is cannabis?

How is it used?

Short-Term Effects

Long-Term Effects

Create a short slogan or awareness message.

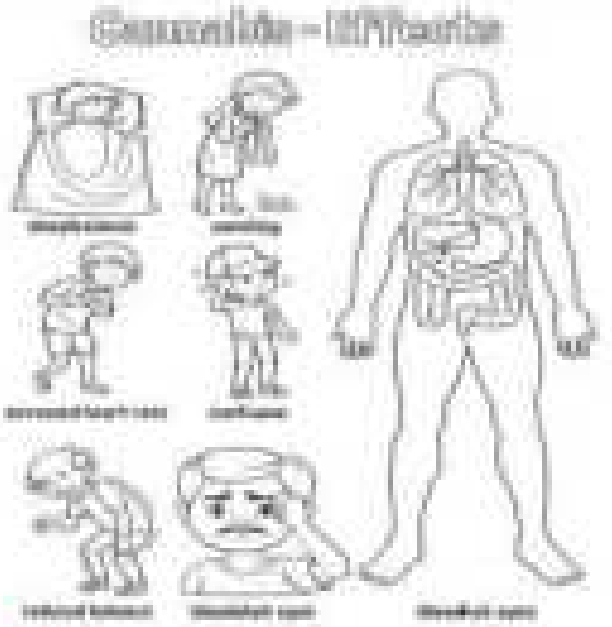
© Super Simple Reports

Name: _____ 27

Health Effects of Using Cannabis

Short Term Effects of Using Cannabis

- Relaxed/ increased sociability
- Feeling happy or euphoric
- Feelings of anxiety, fear, and panic
- Loss of coordination
- Delay[illegible]on time
- Dec[illegible]ation
- [illegible]



Long Term Eff[illegible] Abu

- Smoking cannab[illegible]
  It can cause problems [illegible] smoke has harmful chemicals that you ingest through the smoke.
- It affects mental health and will-b[illegible] can [illegible]y, depression, psychosis.
- It can lead to addiction which has negative [illegible]ce[illegible]e and relationships
- The effects of using cannabis are more seriou[illegible]s your brain continues to develop until you are in your 20's. Can[illegible]an [illegible]ur ability to learn. It can make it harder to concentrate and remember [illegible]ngs[illegible]der to make decisions. It can affect your ability to achieve in school.

PREVIEW

Why do People Try Cannabis?

- Peer Pressure
- Wanting to experiment
- Stress and coping
- Enjoyment and pleasure
- Family members who use cannabis or lack of supervision in the home
- Media – movies and videos that show partying
- Legalization leads to more permissive attitude towards use



© Super Simple Reports super simplereports.com

Name: _____ 28

True or False

Is the statement true or false?

1) Cannabis use has more serious affects for young people.	True	False
2) Cannabis smoke has harmful chemicals.	True	False
3) Cannabis has a negative effect on your mental health.	True	False
4) Cannabis is not addictive.	True	False
5) Cannab… negative impact on school achievement.	True	False

Ident…

…es that show the real effects of cannabis.

❑ Memory prob…	…esight	❑ Stronger muscles
❑ Increased hunger	…r	❑ Slower reaction time
❑ Faster reaction time	❑ Tali…	❑ Improved math skills
❑ Anxiety	❑ Addiction ri…	…ing problems

Questions

Answer the questions below using evidence…

1) Why do people try cannabis?

2) Does using cannabis affect your health? If so, how?

PREVIEW

Name: _____ 32

Cannabis and the Law

Legalization of Cannabis in Canada

In October of 2018 cannabis became legal for recreational use in Canada. Cannabis had been legal for medicinal use since 2001. The use and sale of cannabis is governed by the federal government much like the sale of alcohol and tobacco. In Ontario, people over the age of 19 can buy legal cannabis at a government or privately licensed store much like alcohol and tobacco. In addition to the age restriction, there are rules about home production and how much can be consumed.

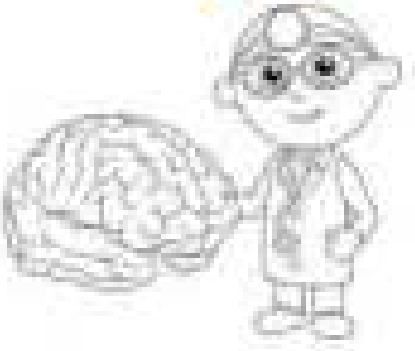
Cannabis Use in Canada

Cannabis is the most commonly used illegal substance after alcohol. Although you can buy cannabis legally if you are 19 years old, nearly 50% of the cannabis used in Canada is black market cannabis meaning it is produced and distributed illegally. This is mainly because black market cannabis is available to buy so it is cheaper.

How Does Cannabis Affect You?

Cannabis can have a range of effects on you, depending on a number of factors including:

- How much chemical is in what you take
- How you take cannabis – when you use cannabis in edibles it takes longer to feel the effects because it must go through your digestive system. Sometimes people who use edibles use more than they should because they eat the edible, think it has no effect, so they take another dose
- Your genetics
- Your medical history
- How often you use it
- The effects of cannabis increase if you take it with alcohol or other drugs
- Using cannabis as a teen can change how your brain grows because your brain is still growing and changing until you get into your 20's.



PREVIEW

Name: _____ 33

True or False — Is the statement true or false?

1) In Canada people over the age of 19 can buy cannabis from a legal store.	True	False
2) Many people in Canada still buy cannabis from illegal sources.	True	False
3) Cannabis affects everyone in the same way.	True	False
4) Cannabis, alcohol and tobacco are good for you since they are all legal in Canada.	True	False
5) Alcohol [illegible] used controlled substance in Canada.	True	False

Matc[illegible] statement to the correct category.

A	[illegible]	Health Effect	C	Risk or Consequence

	1) You must [illegible] buy cannabis in most provinces.
	2) Cannabis can af[illegible]
	3) Driving while high is ille[illegible]
	4) Regular use can lead to addiction[illegible]
	5) Buying cannabis from illegal source[illegible]

Questions — Answer the questions below using evide[illegible] fr[illegible]

1) When was cannabis use legalized in Canada? What are some of the rul[illegible]ted to cannabis sales and use?

2) What is the biggest danger of cannabis use?

PREVIEW

© Super Simple Physics

Name: _____ 34

Cannabis and the Law

Direction Read each sentence and choose the correct word from the word bank.

1)	In Ontario, you must be at least _____ years old to buy cannabis legally.
2)	Can[illegible]is became legal in Canada in the year _____.
3)	[illegible] cannabis in Canada is regulated by the _____.
4)	Buying [illegible] from [illegible]ed sellers is part of the _____.
5)	Cannabis can affect y[illegible] if used during adolescence.
6)	Edibles take longer to affect you because [illegible] go through your _____ system.
7)	Mixing cannabis with _____ can increase impairment and risks.
8)	Legal cannabis must be purchased from approved _____.
9)	In some provinces, the legal age to buy cannabis is _____ years old.
10)	Using cannabis regularly may lead to _____.

a	2015
b	brain
c	dependence
d	lungs
e	18
f	2018
g	digestive
h	19
i	tobacco
j	licensed stores
k	21
l	[illegible]
m	[illegible]ernment
n	illegal
o	private dealers
p	nervous
q	2020
r	black
s	provincial government

PREVIEW

© Super Simple Papers

Name: _____ 35

What Are Opioids?

What are Opioids?



Opioids are a group of drugs that are derived from poppy plants and are used to relieve pain. Opioids work by binding to opioid receptors in the brain, spinal cord, and other parts of the body to block the sensation of pain. Opioids are narcotics that make people numb and different. This is because they have psychoactive properties.

There are two types of opioids: natural opioids and synthetic opioids. Natural opioids are made from a substance that is taken from the poppy plant. Synthetic opioids are made in labs and are chemically similar to natural opioids.

PREVIEW

Natural Opioids

Morphine: Morphine is a natural opioid used to relieve moderate to severe pain. It is often used after surgery, during childbirth, and to manage pain in cancer patients. Heroin is made from morphine that has been chemically modified, making it semi-synthetic.

Codeine: Codeine is a milder opioid that is often used to relieve mild to moderate pain and to reduce coughing. It is commonly found in combination with other medications, such as acetaminophen or ibuprofen. It should still be taken with caution.

Synthetic Opioids

Fentanyl: Fentanyl is a powerful synthetic opioid that is used to relieve severe pain, such as the pain associated with cancer or surgery. It is up to 100 times more potent than morphine.

Oxycodone: Oxycodone is a synthetic opioid that is used to relieve moderate to severe pain. It is often used in combination with acetaminophen or ibuprofen.

Methadone: Methadone is a synthetic opioid that is used to treat opioid addiction. It is used to reduce withdrawal symptoms and to help people overcome their addiction to other opioids.

Name _____ 36

True or False Is the statement true or false?

1) Opioids can be made naturally or synthetically	True	False
2) A synthetic drug can be found in nature	True	False
3) Heroin is a semi-synthetic drug made from morphine	True	False
4) Methadone is used with people to treat their addiction to other opioids	True	False
5) Codeine is easy to take because it isn't as strong as morphine	True	False

Questions Answer the questions below using evidence from the text

1) What are opioids and how are they made?

2) What is the difference between natural and synthetic opioids?

Opinion All opioids are dangerous. However, which type do you think might be more dangerous – natural or synthetic? Explain your thinking.

PREVIEW

Name: _____ 39

Prescription Opioids

Legal Opioids

Opioids are medications that relieve pain. Opioids affect your mood and mental processes and can give you a feeling of euphoria or a "high". Legal opioids are prescribed by your doctor to treat pain from medical conditions. Legally prescribed opioids taken for a short period of time can be helpful. If you take them for a longer time, you may become dependent.

Illeg

Illegal opioids are [illegible] are made, shared or sold illegally.

Illegal opioids [illegible]

- Street drugs [illegible]
- Opioids given to you [illegible] health care provider
- Opioids that are taken from [illegible] prescription for them

It is illegal to have opioids without a pr[illegible]on or [illegible]m with someone, even if you give them away.

Short-term Effects

- Drowsiness
- Constipation
- Difficulty Breathing
- Headaches and Confusion

La[illegible]

- In[illegible]ance
- Addict[illegible]
- Liver Dam[illegible]
- Infertility in Wom[illegible]

PREVIEW

Substance Use Continuum



No Use

Beneficial Use

e.g. use under medical supervision

Non-Problematic

e.g. use without any physical or mental health impacts

Problematic Use

e.g. patterns and types of use that have a higher risk of physical and mental health impacts

Potentially Harmful

e.g. episodic use that can and may be factoring to harmful impacts

Substance Use Disorder

Name: _____ 40

True or False

Is the statement true or false?

1) Opioids are medicines that relieve pain.	True	False
2) Opioids that are not obtained by a prescription are illegal opioids.	True	False
3) Everyone who uses opioids has an addiction.	True	False
4) It is alright to give someone one of your painkillers if they need it.	True	False
5) Long te[illegible] opioids can lead to liver damage.	True	False

PREVIEW

Making [illegible]uction

[illegible] drugs the doctor prescribes for you lead to an addiction?

Questions

Answer the questions below using e[illegible]

1) What are the short-term side effects of opioid use?

2) What are the long-term side effects of opioid use?

Name: _____ 41

Legal or Illegal Write L if the use is LEGAL and I if the use is ILLEGAL.

#	Situations	Legal or Illegal
1	A doctor prescribes morphine to a patient after surgery for severe pain.	Legal
2	A student takes oxycodone that was prescribed to their parent.	Illegal
3	A ca[illegible] patient uses fentanyl patches prescribed by a doctor.	Legal
4	So[illegible]s heroin from a street dealer.	Illegal
5	[illegible] doctor's instructions when taking codeine for	Legal
6	A perso[illegible] without a prescription.	Illegal
7	A patient ta[illegible] than prescribed because the pain feels wor[illegible]	Illegal
8	A pharmacy dispense[illegible] prescription.	Legal
9	Someone mixes prescription opi[illegible] recreational use.	Illegal
10	A recovering patient takes methadone under[illegible] in a clinic.	Legal
11	A patient shares leftover prescription pain [illegible]	Illegal
12	A hospital gives fentanyl to a patient during surger[illegible]	Legal
13	A person continues using opioids after the prescription has e[illegible] without consulting a doctor.	Illegal
14	A pharmacist refuses to give opioids without a prescription.	Legal
15	Someone crushes prescription pills to inject them for a stronger effect.	Illegal
16	A patient stores prescribed opioids safely at home.	Legal
17	A teenager buys oxycodone online without a prescription.	Illegal
18	A patient uses opioids exactly as directed by their healthcare provider.	Legal
19	A person steals prescription opioids from a family member.	Illegal
20	A clinic provides supervised methadone treatment for addiction recovery.	Legal

PREVIEW

© Super Simple Psych

Name: _____ 43

Fentanyl

What is Fentanyl?

Fentanyl is a prescription medication that is 100 times stronger than morphine. It is usually prescribed for people suffering from severe pain. It is manufactured under strict guidelines and should only be used under medical supervision.

Illegal Fe

Some[illegally] produced fentanyl patches are sold illegally to young people. Fentanyl is als[produced] [in] Canada and is smuggled in from other countries. Illegally produced fent[anyl] is dangerous because it is hard to know how strong the dose is. As little as the size [of] grains of salt is a lethal dose. Illegally produced fentanyl is found in counterfeit pills [that look like] real drugs including, heroin, cocaine and ecstasy. A person buying illegal drugs may not know they are using fentanyl.

PREVIEW



Opioid Crisis in Canada

In Canada there were 7560 opioid related deaths in 2021. This is approximately 21 deaths per day. 94% of these deaths are the result of accidental overdose. Young people between the ages of 15 to 24 are the fastest growing population requiring hospital care from opioid overdose. The number of opioid deaths is growing because street drugs are tainted with fentanyl.

Prescription Opioid Misuse

Prescription opioid misuse is taking prescription opioids without having a prescription. It is the 4th most used drug among Ontario teens behind, alcohol, cannabis and e-cigarettes. 59% of students who said they misused prescription opioids said they took them from someone living in their home.

Name: _____ 44

True or False Is the statement true or false?

1) Fentanyl is not a prescription opioid, it is a street drug.	True	False
2) Misuse of prescription opioids is not common.	True	False
3) Fentanyl is 100 times more potent than morphine.	True	False
4) In Canada, 21 people die each day of opioid overdose.	True	False
5) A dose of fentanyl the size of 2 grains of salt can be fatal.	True	False

Question Why is fentanyl a dangerous drug?

Cause and Effect Write C if it shows a cause and E if it shows an effect of fentanyl or opioid misuse.

	A person takes a pill without knowing it contains fentanyl.		A very small dose enters the body.
	The person's breathing becomes very slow.		The heart and breathing slow down.
	Someone misuses prescription opioids.		The person turns blue or purple at the lips.
	The person cannot be woken up.		Opioids affect the part of the brain that controls breathing.
	Fentanyl is mixed into street drugs.		An overdose happens.

PREVIEW

© Super Simple Reports

Name: _____ 45

Activity – Fentanyl Awareness Jeopardy

Objective What are we learning about?

To understand what fentanyl is, its legal medical use, and the dangers of illegal fentanyl and opioid misuse.

Materials What will you need for the activity?

- [illegible] Question Board
- [illegible]
- Marker or [illegible]
- Scoreboard [illegible]
- Timer (30 seconds per [illegible]



Instructions How will you [illegible]

1. Put students into groups of 3-4.
2. Show the Fentanyl Jeopardy Question [illegible]
3. Explain that questions are worth 1, 2, 3, or 4 po[illegible]
4. Groups take turns choosing a question.
5. The teacher reads the question aloud.
6. Groups discuss quietly and give one final answer.
7. They have 30 seconds to respond.
8. Correct answers earn points. Incorrect answers receive clarification.
9. Continue until all questions are answered.
10. The group with the highest score wins.
11. End with one safety takeaway about fentanyl.

PREVIEW

© Super Simple Resources

Name: _____ 46

Jeopardy | Use the jeopardy questions below.

1 Point	2 Points	3 Points	4 Points
What is fentanyl? **Answer:** A strong prescription opioid.	Why is illegally produced fentanyl dangerous? **Answer:** The dose is unknown and can be lethal.	Why are young people ages 15–24 at higher risk? **Answer:** They are a fast-growing group affected by overdoses.	What is the difference between legal and illegal fentanyl use? **Answer:** Legal is prescribed; illegal is not.
How [illegible] is fentanyl than morphine? **Answer:** About 100 times stronger.	[illegible] can happen if someone takes [illegible] accidental overdose.	Why might someone not know they are taking fentanyl? **Answer:** It is mixed to counterfeit pills other drugs.	Why is illegal fentanyl more dangerous? **Answer:** The dose is unknown.
Is fentanyl legal when prescribed by a doctor? **Answer:** Yes.	What does prescription misuse mean? **Answer:** Taking opioids without a prescription.	[illegible] takes [illegible] causes [illegible] common [illegible] **Answer:** [illegible] drug [illegible] with [illegible]	Why can a tiny amount of fentanyl be deadly? **Answer:** It is very [illegible] strong.
What is one example of a legal fentanyl form? **Answer:** Fentanyl patch.	Where do many teens get misused prescription opioids? **Answer:** From someone at home.	What is the main cause of opioid-related deaths? **Answer:** Accidental overdose.	[illegible] [illegible] serious [illegible] problem? **Answer:** It causes overdose and death.
What should fentanyl always be used under? **Answer:** Medical supervision.	What is often mixed with illegal fentanyl? **Answer:** Other street drugs like heroin or cocaine.	Why must fentanyl be manufactured under strict guidelines? **Answer:** Because small amounts can be lethal.	How can prescription misuse be prevented? **Answer:** Only take your own prescription.

PREVIEW

© Super Simple Resources
supersimpleresources.com

Name: _____ 47

Opioids – Withdrawal Symptoms

What Are Withdrawal Symptoms?

Withdrawal symptoms means someone is physically dependent to a drug. Their body now needs the drug to feel normal. When a person becomes physically dependent to a substance, their body changes to the presence of the drug and adjusts its own chemistry to compensate for its effects.

If the drug is suddenly removed or the intake is significantly reduced, the body may have difficulty returning to its normal state, which can lead to withdrawal symptoms.

Opioid Withdrawal

Opioid withdrawal symptoms can occur when someone has been using opioids for a long period of time, or even if they have been using them for a short time if the drug was taken in large doses. Opioid withdrawal symptoms can vary in intensity and duration, but they can be uncomfortable and sometimes severe. Some symptoms of opioid withdrawal include:

- ✓ Nausea and vomiting
- ✓ Diarrhea
- ✓ Abdominal cramps
- ✓ Sweating and chills
- ✓ Agitation and anxiety
- ✓ Muscle aches and pains
- ✓ Rapid heart rate and high blood pressure
- ✓ Insomnia – not able to sleep
- ✓ Yawning



It is important to note that opioid withdrawal is not life-threatening, but it can be uncomfortable and distressing. Methadone is an opioid that is commonly given to opioid addicts to replace other opioids, like heroin or oxytocin. When addicts switch to methadone, they don't feel withdrawal symptoms as they are still using an opioid. When they stop using methadone, there are no withdrawal symptoms.

PREVIEW

Name _____ 48

True or False Is the statement true or false?

1) Once addicting to opioids, it is easy to stop taking them	True	False
2) When opioids are taken, your body can become dependent on them	True	False
3) An opioid addict needs opioids to feel normal	True	False
4) There are a lot of withdrawal symptoms from stopping methadone	True	False
5) You can't become dependent on opioids unless you take them for a long time	True	False

Explain ...symptoms do you think would be the worst?

Questions Answer the questions below using ev...

1) What are withdrawal symptoms? Why do addicts feel them?

2) Why is it important to not ever get addicted to opioids?

PREVIEW

Name: _____ 51

What Are Stimulants?

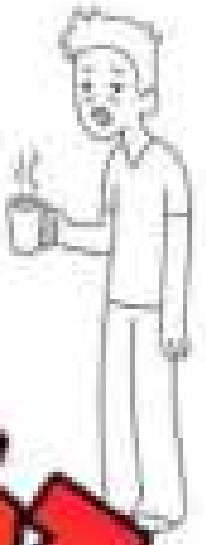
What are Stimulants?

Stimulants are a class of drugs that increase alertness, attention, and energy. They work by increasing the activity of certain neurotransmitters in the brain, such as dopamine and norepinephrine, which can produce feelings of alertness, focus, and pleasure.

Stimulants are commonly used to treat conditions such as attention deficit hyperactivity disorder (ADHD) and narcolepsy, and they can also be used recreationally for their mood-enhancing and energizing effects.

However, stimulants can also have negative consequences when used recreationally or in large doses. They can cause side effects such as increased heart rate, high blood pressure, anxiety, and can also lead to addiction and other mental health problems.

Caffeine is a stimulant. It is the most widely used psychoactive substance. A psychoactive substance is a substance that changes how our brain works. Caffeine can be found in coffee, tea, and soft drinks.



Ecstasy (MDMA) is a commonly used stimulant. It is usually in pill form. It increases the sensations people feel on the

Examples of stimulants include:

Amphetamines: Amphetamines are a group of drugs that are used to treat ADHD and narcolepsy. They can also be used recreationally for their mood-enhancing and energizing effects. Examples of amphetamines include Adderall and Ritalin.

Cocaine: Cocaine is a powerful stimulant that is often used recreationally for its euphoric and energizing effects. It is a highly addictive drug and can have serious negative consequences when misused or taken in large doses.

Methamphetamine: Methamphetamine is a stimulant drug that is often used recreationally for its mood-enhancing and energizing effects. Ecstasy (MDMA) is made of part methamphetamine and part mescaline, which is a hallucinogen.

PREVIEW

Name: _____ 52

True or False Is the statement true or false?

1) Caffeine is a stimulant	True	False
2) Stimulants increase alertness, attention and energy	True	False
3) Caffeine is only found in coffee	True	False
4) Cocaine is a depressant	True	False
5) Ecstasy is primarily a stimulant with part hallucinogen	True	False

Helpful or Harmful Helpful shows a *helpful medical use* of stimulants and Harm if it shows *illegal or harmful use*.

1) A doctor prescribes medication for someone with ADHD focus.	
2) Someone takes pills to stay awake.	
3) A patient uses medication for [illegible]	
4) A person uses cocaine at a party.	
5) A student drinks too many energy drinks to [illegible]	

Questions Answer the questions below using evidence [illegible]

1) What are stimulants? How do they make you feel?

2) Why would doctors prescribe stimulants? How do they help some people?

PREVIEW

Name: _____ 53

Scenario: Liam has been feeling overwhelmed with schoolwork and basketball practice. He has not been sleeping well and feels exhausted during the day. One afternoon, an older student tells him they have a pill that helps people feel more awake and focused. The student says, "It's no big deal. It just gives you energy and helps you concentrate."

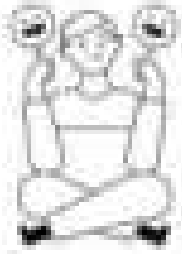
Liam knows the pill is a stimulant drug and is not prescribed to him, but he is worried about falling behind in school and letting his team down.



Triggering Event (What caused the person to use a stimulant?)

Negative / Ri hts (s happen before or during use?)





Emotional Resp at e u?)

Physical Symptoms (How does the body react?)





Behavioural Response (What actions happen next?)

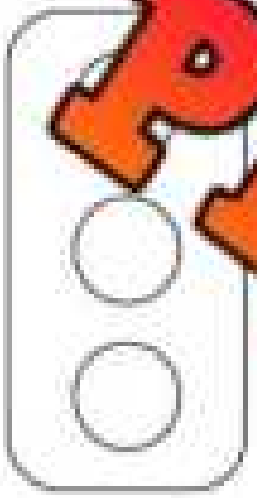
PREVIEW

Exit Cards

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

Name: _____

Colour the light that matches how you feel after today's lesson.



Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



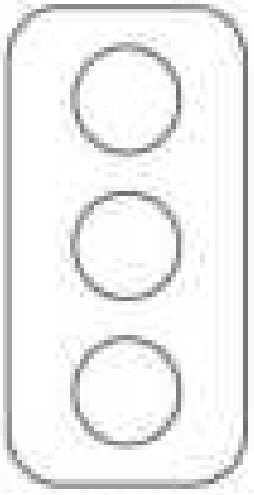
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.

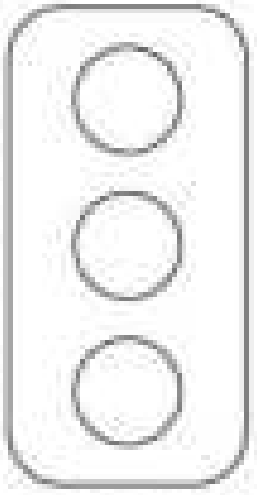


Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____



Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

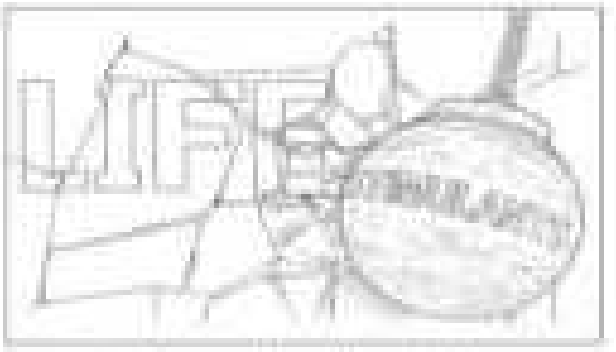
PREVIEW

Name: _____ 55

Negative Effects of Using Stimulants

Negative Effects of Using Stimulants

Stimulants are a class of drugs that increase alertness, attention, and energy by increasing the activity of certain neurotransmitters in the brain. While they can have beneficial effects when used [illegible] by a healthcare provider, stimul[illegible] negative consequences when used recreationally or in large dose[illegible]



PREVIEW

Some of the n[illegible]s of [illegible]timulants include:

- **Increased heart [illegible]**: Stimulants can cause an increase in heart rate and blood pressu[illegible] the cardiovascular system and increase the risk of heart attack or [illegible]
- **Agitation and anxiety**: Stimulants ca[illegible]se fee[illegible]n and anxiety, which can lead to behavior that is reckless or danger[illegible]
- **Insomnia**: Stimulants can interfere with sleep and [illegible]mnia, [illegible]can lead to fatigue and other problems.
- **Addiction**: Stimulants are addictive. Long-term use can lead to [illegible]dence. This means addicts will struggle to quit as they feel withdrawal symp[illegible]
- **Mental health problems**: Stimulant use can exacerbate existing mental health problems or cause new ones to develop, such as paranoia, psychosis, and depression.

It is important to be aware of the risks associated with stimulant use and to avoid using them recreationally. According to the Canadian Centre on Substance Use and Addiction (CCSA), there were an estimated 12,000 hospitalizations in Canada in 2018 related to stimulant use. This includes hospitalizations for conditions such as acute intoxication, overdose, and mental and behavioral disorders related to stimulant use.

Name _____ 56

True or False Is the statement true or false?

1) Stimulants can increase your heart rate and blood pressure	True	False
2) Anxious people will feel even more anxiety when using stimulants	True	False
3) Stimulants are not addictive	True	False
4) Stimulants can help people sleep	True	False
5) You can [illegible]e hospitalized after using stimulants, even after one use	True	False

Ques [illegible] three questions you have after reading the text

1)	
2)	
3)	

Questions Answer the questions below using e[illegible]

1) Why should you never take a stimulant without a prescription?

2) Is it okay to take a friend's prescription stimulant?

PREVIEW

Name: _____ 97

Choosing Safe Decisions – Stimulant Awareness

The choices we make about substances can have a major impact on our health and well-being. It is important to understand how stimulants affect the body and mind.

Action Plan

Learn about the negative effects of stimulant use. Complete the chart below by identifying different stimulants and their possible harmful effects. Consider how these effects impact physical health, mental health, and behaviour.

Stimulant	Short-Term Effects	Long-Term / Serious Risks
Caffeine		
Cocaine		
Meth-amphetamine		
MDMA (Ecstasy)		
Prescription stimulants (misused)		

PREVIEW

Name: _____ 62

What are Depressants?

What are Depressants?



Depressants are a class of drugs that work by slowing down the activity of the central nervous system. They are also known as sedatives or tranquilizers and are often used to treat anxiety, in[illegible], and other conditions that involve increased [illegible] arousal or tension.

[illegible] increasing the activity of neurotransmitters in the brain that have a [illegible] effect, such as GABA (gamma-aminobutyric acid). This leads to a reduction in anxiety and [illegible] relaxation and calm.

Depressant dr[illegible] be [illegible]jected, or inhaled, and the effects typically begin within a few minut[illegible] after [illegible] duration of the effects can vary depending on the specific drug [illegible]

It is important to note that depres[illegible]gs ca[illegible]ve consequences when used recreationally or in large doses. They can [illegible] e[illegible]h as drowsiness, dizziness, and impaired judgment, and they can [illegible] other mental health problems.

PREVIEW

Examples of Depressants

Some common types of depressant drugs include:

- Benzodiazepines: Benzodiazepines are a type of prescription medication that is commonly used to treat anxiety and insomnia. Examples include Valium and Xanax.
- Barbiturates: Barbiturates are a type of prescription medication that is used to treat anxiety, insomnia, and epilepsy. They are generally less commonly used than benzodiazepines due to their potential for abuse and overdose.
- Alcohol: Alcohol is a legal depressant that is widely used. However, excessive alcohol use can lead to addiction and other negative consequences.

Name _____ 63

True or False

Is the statement true or false?

1) Alcohol is a depressant	True	False
2) Depressants can cause drowsiness, dizziness, and impaired judgment	True	False
3) Depressants can be used to make people more alert	True	False
4) Depressants can help people with insomnia	True	False
5) Examples of depressants include Valium and Xanax	True	False

Visual

were picturing while you were reading. Explain the picture.

Questions

Answer the questions below using ev

1) What are depressants? What do they do to the body?

2) Why do people use depressants?

PREVIEW

© Super Simple Physics

Name: _____ 64

Activity – Which Type of Drug?

Identify Circle which type of drug it is. Some drugs may be two types.

1) Cocaine	Stimulant	Depressant	Hallucinogen	Opioid
2) Alcohol	Stimulant	Depressant	Hallucinogen	Opioid
3) Cann	Stimulant	Depressant	Hallucinogen	Opioid
4) Hero	Stimulant	Depressant	Hallucinogen	Opioid
5) Mushrooms	Stimulant	Depressant	Hallucinogen	Opioid
6) LSD (Acid)	Stimulant	Depressant	Hallucinogen	Opioid
7) Crack	Stimulant	Depressant	Hallucinogen	Opioid
8) Fentanyl	Stimulant	Depressant	Hallucinogen	Opioid
9) Ecstasy	Stimulant	Depressant	Hallucinogen	Opioid
10) OxyContin	Stimulant	Depressant	Hallucinogen	Opioid
11) Crystal Meth	Stimulant	Depressant	Hallucinogen	Opioid
12) Peyote	Stimulant	Depressant	Hallucinogen	Opioid
13) Percocet	Stimulant	Depressant	Hallucinogen	Opioid
14) Ketamine	Stimulant	Depressant	Hallucinogen	Opioid
15) Angel Dust	Stimulant	Depressant	Hallucinogen	Opioid

PREVIEW

© Super Simple Physics

Name: _____ 69

Intoxicating Substances

Intoxicating Substances

Intoxicating substances are substances that can alter a person's mental state, typically by affecting the brain. Examples of intoxicating substances include alcohol, drugs such as marijuana and opioids, and some medications. Inhalants are another type of intoxicating substance. Inhalants include:

- Gasoline
- Paint
- Glue
- Acetone
- Hair spray
- Lighter fluid
- Felt tipped markers



PREVIEW

Most inhalants have a legitimate use and are readily available in stores. Most of these products are highly flammable and combined with fumes, even a cigarette can cause burns.

Effects of Using Inhalants

Sniffing glue or gasoline, is also called huffing, and can have dangerous effects on the body. These substances can cause dizziness, nausea, and headaches. They can impair a person's ability to think and make decisions. Inhaling these substances can also damage the heart, lungs, and central nervous system. Prolonged use can lead to addiction and can even be fatal. Some people sniff inhalants from a plastic bag. Sometimes they pass out with the bag still over their face and end up suffocating.

Sudden Sniffing Death

Sudden Sniffing Death (SSD) happens when the heart stops beating after someone uses an inhalant. Inhalants stop the heart from getting oxygen. Without oxygen the heart beats unevenly and sometimes stops. Any inhalant can cause SSD, but it happens most often with butane, propane and aerosols.

Name: _____ /10

True or False Is the statement true or false?

1) Some household products can be dangerous if inhaled.	True	False
2) Inhalants are safe since you can buy them legally.	True	False
3) Inhalants can cause damage to your organs.	True	False
4) Sniffing glue is harmless.	True	False
5) Huffing [illegible] addictive.	True	False

Que [illegible] three questions you have after reading the text

1)	
2)	
3)	

Questions Answer the questions below using e[illegible]

1) What are the side effects caused by using inhalants?

2) What is SSD?

PREVIEW

Name: _____ 73

Vaping

What is Vaping

Vaping is otherwise known as electronic cigarettes or e-cigarettes. Vapes use a battery, a heating element and a liquid containing cartridge to create a vapour that is inhaled. There are different types. Some are disposable some are reusable. Some vapes look like a cigarette and some look like a flash drive. Initially marketed as a safer alternative to smoking, [illegible]ettes, do not contain tobacco, but they often contain nicotine; the addictive [illegible] tobacco.

[illegible]ve and can harm brain development. Because of the nicotine in e-cigarettes [illegible]cted to them very quickly. Vaping may lead young people to smo[illegible] and [illegible]. Vape devices appeal to youth because of colourful packaging [illegible]s. In Ontario you must be 19 years old to purchase products contain[illegible]

PREVIEW

Effects of Nicotine

When smoked nicotine is absorbed through the lu[illegible] in[illegible]bloodstream. It can take as little as 10 seconds to reach your brain. Nico[illegible]



- Feel good, energized and calm
- It increases your blood pressure and heart rate
- Decreases body temperature
- Alters brain waves and relaxes muscles
- It causes coughing, dizziness and dry irritated throat
- It causes nausea, weakness, stomach cramps and headache
- It paralyses cilia in the lungs, that clean dirt and germs out of the lungs, causing more colds, flu, bronchitis and other diseases

Chronic exposure to nicotine affects brain development in people under 25. This can permanently, negatively affect a person's thinking, reasoning, and behaviour, including memory and attention. Electronic cigarettes can contain heavy metals, including, nickel, tin and lead, that can cause damage to your lungs.

Name: _____ 74

True or False

Is the statement true or false?

1) Vaping is harmless.	True	False
2) Fruit and candy flavoured vaping products are marketed to youth.	True	False
3) Most vaping products contain nicotine.	True	False
4) Vaping is not addictive.	True	False
5) Vaping [illegible] brain develop because it makes you alert.	True	False

Making [illegible]ection

[illegible] do you think manufacturers add nicotine to e-cigarettes?

PREVIEW

Questions

Answer the questions below using [illegible]

1) What are some of the effects of using nicotine?

2) Why is ingesting nicotine so harmful for young people?

© Super Simple Reports

Name: _____ /5

Make The Healthy Choice

Read each situation carefully. Decide if the action is a Healthy Choice or an Unhealthy Choice. If it is a healthy choice explain why. If its not healthy explain what the person should do to make a safer decision.

Scenario	Healthy or Unhealthy?	Explanation
A student tries vaping because [illegible] friends say it is cool.		
Som[illegible] refuse[illegible] and chooses [illegible]		
A teen vapes to de[illegible] stress instead of talking [illegible] a trusted adult.		
A student encourages friends to stay vape-free.		
Someone hides their vaping habit from their family.		
A friend offers a vape, and the student confidently says no.		
A teen believes vaping is harmless without learning the facts.		
A student joins sports to avoid peer pressure.		

PREVIEW

© Super Simple Resources
super simplesheets.com

Name: _____ 76

Drug Overdose

Drug Overdose

Opioid misuse is very dangerous and can even be deadly. Misuse of opioids is common among young people. The risk of overdose is high. Fentanyl is a very dangerous drug because it is so strong that even a few grains can kill. Fentanyl is also dangerous because it is often [illegible] in street drugs. It is hard to tell if a powder or pill has fentanyl in it because [illegible] see it or taste it. Often people think they are buying heroin and they do not [illegible] very small dose of fentanyl can kill you.

PREVIEW

What are the [illegible] of Overdose

Opioids slow down [illegible] controls breathing.

Signs of an overdose include:

- The person cannot be woke
- Their breathing is slow or has stopp
- They are making snoring or gurgling sounds
- Their body is limp
- Their fingernails and lips turn blue or purple
- Their pupils are tiny, or eyes are rolled back



If you see someone you think may have overdosed call 911 and use a naloxone kit.

What is Naloxone?

Naloxone is a medication that can temporarily stop or reverse an opioid overdose. If it is given quickly after an overdose, the person will begin to breathe again. The effects of naloxone are shorter lasting than the effect of opioids, so in the case of an overdose, the person still needs to go to the hospital. Naloxone gives the person the time needed to get treatment.

Name: _____ 77

True or False

Is the statement true or false?

1) Opioid misuse can lead to death from an overdose.	True	False
2) You cannot taste or see fentanyl in street drugs.	True	False
3) Naloxone is a cure for overdose.	True	False
4) Opioid use affects the part of the brain that controls breathing.	True	False
5) Taking o[illegible] people's prescription opioids is not dangerous.	True	False

Healt[illegible]

[illegible] health risks of a drug overdose.

1	
2	
3	
4	
5	

PREVIEW

Questions

Answer the questions below using evide[illegible]

1) Why is fentanyl so dangerous?

2) What are the symptoms of a drug overdose?

Name: _____ 78

Activity: Overdose Awareness Circle

Objective What are we learning about?

Students will identify the signs of an opioid overdose and practise responding appropriately in a safe and responsible way.

Materials What will you need for the activity?

- [illegible]
- Pen or pencil
- Drug Overdose Information Sheet
- Whiteboard (optional)



Instructions How will you complete the activity?

1. Ask students to sit in a circle so everyone can see one another. Explain that the goal of the activity is to increase awareness about opioid overdose signs and safe responses.
2. Give each student one small slip of paper. Ask them to write one sign of an opioid overdose from the lesson (for example: slow breathing, won't wake up, blue lips, tiny pupils, limp body, gurgling sounds).
3. Once everyone has finished writing, collect all the slips of paper and shuffle them.
4. Redistribute one slip of paper to each student. Each student will read the sign silently and think about what action should be taken if they see that sign.
5. Go around the circle. Each student reads the sign aloud and states one correct response (for example: call 911, use naloxone, stay with the person, do not leave them alone).
6. End the activity with a short discussion about why recognizing overdose signs quickly can save a life and why naloxone is important in emergency situations.

PREVIEW

Exit Cards

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

Name: _____

Check the actions that help keep someone safe during a possible drug overdose.

	Call 911 immediately
	Use a naloxone kit if available
	Stay with the person until help arrives
	Check if the person is breathing
	Leave the person alone to sleep it off

Name: _____

Check the actions that help keep someone safe during a possible drug overdose.

	Call 911 immediately
	Use a naloxone kit if available
	Stay with the person until help arrives
	Check if the person is breathing
	Leave the person alone to sleep it off

Name: _____

Check the actions that help keep someone safe during a possible drug overdose.

	Call 911 immediately
	Use a naloxone kit if available
	Stay with the person until help arrives
	Check if the person is breathing
	Leave the person alone to sleep it off

Name: _____

Check the actions that help keep someone safe during a possible drug overdose.

	Call 911 immediately
	Use a naloxone kit if available
	Stay with the person until help arrives
	Check if the person is breathing
	Leave the person alone to sleep it off

PREVIEW

Name: _____ 80

Peer Pressure

What is a Peer

A peer is a person who is close to you in age. Your peers have similar interests and experiences to yours.

What is Peer Pressure

Peer pressure is the feeling that you must do the same thing as people who are your peers, so that they like and include you in their group. Peer pressure can be negative or positive. Positive peer pressure is when you have friends who want to do well in school, who study for tests and have their homework done. In order to fit in, you may feel pressure to study more and make sure you have your homework done, so you will fit in with your friends. You create positive peer pressure by always doing what you know is right.

Negative Peer Pressure

Negative peer pressure is when you feel pressure to do something you know does not feel right, either because it is dangerous, or is damaging your or others. Examples of negative peer pressure are pressure to:



- bully others
- try cigarettes or vaping
- skip school
- steal
- try alcohol



How to Avoid Peer Pressure

1. Know what is right. Respect your family values and do the right thing. Pay attention to what your gut is telling you, and trust your feelings by saying no.
2. Be selective about your friendships. Choose friends with shared values.
3. Be confident in yourself. When you say no, mean it.
4. Plan ahead, think about what you will say and do if you are being pressured.
5. Get support from a trusted adult.

PREVIEW

Name _____ 81

True or False

Is the statement true or false?

1) Peer pressure can be negative or positive.	True	False
2) You can avoid peer pressure by choosing friends with shared values.	True	False
3) A peer is someone similar to you in age and experiences.	True	False
4) Negative peer pressure is when someone tries to influence you to do something that makes you feel uncomfortable.	True	False
5) Negative peer pressure is a normal part of growing up so there is nothing wrong with it.	True	False

Making Connections

Describe a time you experienced either positive or negative peer pressure.

Questions

Write 2 examples of rules or values your family has, that you would experience peer pressure to break. How would you handle the peer pressure?

3) _____

4) _____

PREVIEW

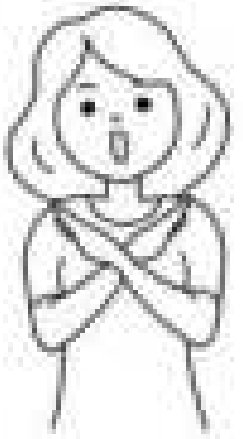
Name: _____ 8A

Refusal Skills

Overcoming Peer Pressure

Peer pressure is very common between the ages of 12 and 19 years of age. Youth give in to peer pressure because they want to fit in, they want to be liked, or they worry they will be bullied, if they do not go along with their peers. Some youth give in to peer pressure because they are curious about the activity they are being pressured to do, even when they feel the activity is wrong.

It is [illegible] come peer pressure, so it helps to be prepared for [illegible] when you feel pressure. We can all practice refusal skills, so we are [illegible] to peer pressure.



Refusal Skills

Refusal skills are things [illegible] they will not be swayed by peer pressure. [illegible] avoid risky behaviours. If you are dealing with [illegible]

1. Say, "No thanks."
2. Give a reason not to do it that gets you away from the [illegible] "I have to go home." or blame your parents, say "I'll be grounded [illegible] do
3. Walk away. You do not need to stay and listen to someone [illegible] to do something that is not right for you. Say no and walk away.
4. Change the subject. You can say, "let's go play video games instead" [illegible] get a snack, I'm hungry."
5. Use humour. You can say, "I need all my brain cells." or "No thanks that stuff will stunt my growth and give me yellow teeth."
6. Be a broken record, keep saying no until you can think of another way to get away.
7. Cold shoulder or ignore. Turn away and talk to someone else, as if you have not heard the suggestion.
8. Avoid going to places at times when you know there will be peer pressure.
9. Surround yourself with friends who make good choices.

PREVIEW

Name _____ 85

True or False Is the statement true or false?

1) If you are being pressured by peers there is nothing you can do.	True	False
2) If you want to keep your friends you should give in to peer pressure.	True	False
3) When a situation is making us uncomfortable we should walk away.	True	False
4) We should practice refusal skills to avoid giving in to peer pressure.	True	False
5) It is a g[illegible] to blame your parents for you not doing something risky.	True	False

Activ[illegible] [illegible]eer pressure situations

1)	
2)	
3)	

Skills For each of the 3 situations above use [illegible]

1)	
2)	
3)	

PREVIEW

Name: _____ 86

Activity – Using Different Refusal Skills

When you are asked to do something you don't want to do, it is helpful to have a response ready. Write responses for each scenario below using the different refusal methods.

Scenario A friend asks you if you want to try marijuana tonight

Make a	
Mak	
Change the Subject	
Give a Reason (Fact or Statistic)	
Say No Firmly	

Scenario A friend hands you a cigarette

Make a Joke	
Make an Excuse	
Change the Subject	
Give a Reason (Fact or Statistic)	
Say No Firmly	

PREVIEW

Name _____ 87

Activity – Using Different Refusal Skills

Scenario	A friend says, "try this vape, everyone is doing it"
Make a Joke	
Make an [illegible]	
[illegible]	
Give a Reason (Fact or Statistic)	
Say No Firmly	

Scenario	A friend takes two beers fro[illegible] and hand you one
Make a Joke	
Make an Excuse	
Change the Subject	
Give a Reason (Fact or Statistic)	
Say No Firmly	

PREVIEW

© Super Simple Psych

Name: _____ 88

Influences Affecting Substance Use

Social Influences that Affect Substance Use

What are some of the things that influence the choices you make? For most of us, family, friends, teachers and the media all affect our choices. Being aware of how you are influenced can help you make better choices.

Media

We all se[illegible] shows and movies, where all the fun revol[illegible] alcohol or using drugs. People who ar[illegible]king [illegible]d as having more fun, being more outgoing [illegible]. The [illegible]sons listen to often makes smoki[illegible]ali[illegible]s seem cool. The negative consequenc[illegible] with [illegible]alth issues, relationship breakdown[illegible] be shown in the same way.



Stress Relief

Often people who are stressed, drink alcohol or use [illegible]. When people use drugs and alcohol, their decision-making ability is [illegible] additional problems instead of relief.

Curiosity

It is natural for youth to be curious about drugs and other substances. They may be curious about the effects of drugs, how they are used, and why people use them. It is important for youth to understand the effects of taking drugs so they can make informed decisions about whether they will try them. If you are curious but want to avoid drugs, try:

- ❑ Talking to a trusted adult who can answer questions you may have about drugs
- ❑ Finding a hobby that will give you an alternative to trying drugs
- ❑ Surround yourself with people who do not use drugs and who aren't interested in them
- ❑ Learn more about the effects of drugs so that you stay away from them

PREVIEW

Name: _____ 89

True or False Is the statement true or false?

1) It is wrong to be curious about trying drugs.	True	False
2) The media is always a positive influence.	True	False
3) Sometimes activities are presented in the media without showing negative consequences.	True	False
4) Drinking alcohol is a great way to relieve stress.	True	False
5) Underage drinking is a serious health risk.	True	False

Connect some of the places you see advertising everyday.

Questions Answer the questions below using information from the text.

1) What are the forms of media that have the most influence over you? Give an example.

2) What can you do if you are curious about trying drugs?

PREVIEW

Name: _____ 90

Activity – Your Future Self

The decisions you make when you are young will affect who you will be when you are older. Using drugs as a teen has the following effects:

- **Addiction** – you could become addicted, making it possible that you continue to use the drug into adulthood
- **School problems** – you may not get the education you need to find a career
- **Health issues** – you are damaging your organs when using drugs, which could affect how you live as an adult
- **Legal** – using illegal drugs could land you in legal trouble, like prison or [illegible]. Finding a job with a criminal record is difficult
- **Mental health** – using drugs can change the way your brain works, with the potential [illegible] disorders that you will deal with forever
- **Family problems** – parents/family members may not support your addiction. This can lead to family [illegible] be cut-off from the family

PREVIEW

Reflect Think about who you [illegible] might affect you getting there.

1) List some careers below that you might want to [illegible] older.

2) Can you have a criminal record if you are doing this job?

3) Do you need to have an education to do this job? If so, how might doing drugs affect your education?

Name: _____ 91

Reflect Think about who you want to be and how drugs might affect you getting there

4) How else could using drugs as a youth affect your ability to get the job you want?

5) Do[illegible] family when you are older?

6) How could using drugs [illegible] a family when you are older?

7) Where do you want to live when you are older? House, condo, ap[illegible]

8) How could using drugs affect your ability to live there when you are older?

PREVIEW

Name: _____ 95

Unit Test – Substances Use and Addiction

Multiple Choice | Circle the best answer. Only choose 1 answer!

1) Addiction affects:	2. You can be addicted to:
a) 10% of the population	a) A behaviour
b) 14% of the population	b) Alcohol
c) 21% of the population	c) Drugs
d) 25% of the population	d) All of the above.
3. In [illegible] overdose caused:	4. Most teens who misuse prescription opioids:
a) 5 deaths per day	a) Bought them from a friend.
b) 9 deaths per day	b) Took them from a family member.
c) 21 deaths per day	c) Bought them from a drug dealer.
d) 26 deaths per day	d) [illegible] prescribed opioids by their doctor.
5. Peer pressure can be:	6. Vaping can include:
a) Hard to resist.	a) Hair [illegible] acetone
b) Positive or negative.	b) [illegible] but
c) An influence to start you vaping.	c) [illegible] fluid
d)All of the above.	d) All of [illegible]
7. Naloxone is a substance that:	8. Legal Opioids:
a) Can cause overdose with just a small amount.	a) Codeine, crack, or [illegible]
b) Can temporarily stop an opioid overdose.	b) Obtained by a prescription.
c) Is a street drug.	c) Pain medications that do not cause overdose.
d) Is lethal if taken with other drugs.	d) Not part of the opioid drug problem.
9. Refusal skills include:	10. Vaping is:
a) Saying thank you politely.	a) Safe because it has no nicotine.
b) Saying no and meaning it.	b) Available in fruit flavours that are good for kids.
c) Responding to invitations.	c) Additive because of nicotine content.
d) All of the above.	d) A healthy choice.

PREVIEW

© Super Simple Physio
supersimplephysio.com

Define What do the terms below mean?

Term	Definition – What does it mean?
Opioid	
Addictio	
Vaping	

PREVIEW

Short Answer Answer t… …ch question is worth 3 marks

1) What are withdrawal symptoms? Why do people … them

2) Why is fentanyl such a dangerous drug ?

3) What are the four types of drugs?

© Super Simple Physics

Long Answer Answer the questions below – Each question is worth 5 marks

1) How does the media influence choices to drink or take drugs?

2) If someone offers you a drug, what [illegible] way to [illegible]? List 5 refusal skills you could try.

PREVIEW

Google Slides Lessons Preview

© Super Simple Sheets

Ontario Health Curriculum

Personal Safety & Injury Prevention– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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





Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Ontario Health Curriculum

Personal Safety & Injury Prevention– Grade 6



Ontario Health Curriculum

Personal Safety & Injury Prevention– Grade 6



Workbook Preview

Grade 6 – Health Unit

Personal Safety and Injury Prevention

	Curriculum Expectations	Pages
D1.1	Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves	7 - 27
D2.3	social media sites, online games)	
D3.2	Recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, running errands for a senior relative or neighbour, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food, responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying, abuse)	91 - 111

Preview of 70 pages from this product that contains 154 pages total.

NAME: _____

Personal Safety and Injury Prevention



PREVIEW

© Super Simple Papers super simplesheets.com

Name: _____ 7

Diversity

Diversity

Diversity is a group that has different qualities. Diversity in pets would include, dogs, cats, fish and lizards. We have diversity in plants in the park, because we have trees, shrubs, grass and flowers. When we talk about diversity in people, they could be different because of skin co[illegible]ge, abilities, religion, sexual orientation or their race.

Dive[illegible] our world interesting. Imagine if there was only one kind of dog and one [illegible] would get a bit boring. It is because of diversity that we have differen[illegible]ds of [illegible]e the world without pizza. Because people are diverse, we have differen[illegible]sp[illegible]e are all individuals, not like identical paper cut outs.



PREVIEW

Why Is It Beneficial To Have Diversity In The Classroom?

- Students become more empathetic - Having diverse cultures in [illegible] prevent students from developing prejudices later in life. It enables t[illegible] empathize with people different from themselves.
- Students become more open-minded - Exposure to different cultural backgrounds and opinions encourages them to be more open-minded.
- Students feel more confident and safer, with cultural differences later in life.
- Students are better prepared for a diverse world and later a diverse workplace.
- Students gain a more complete understanding of a subject when they explore it with different people, who bring different perspectives and ideas. Students learn to use their own strengths to contribute to discussions.

Name: _____ 8

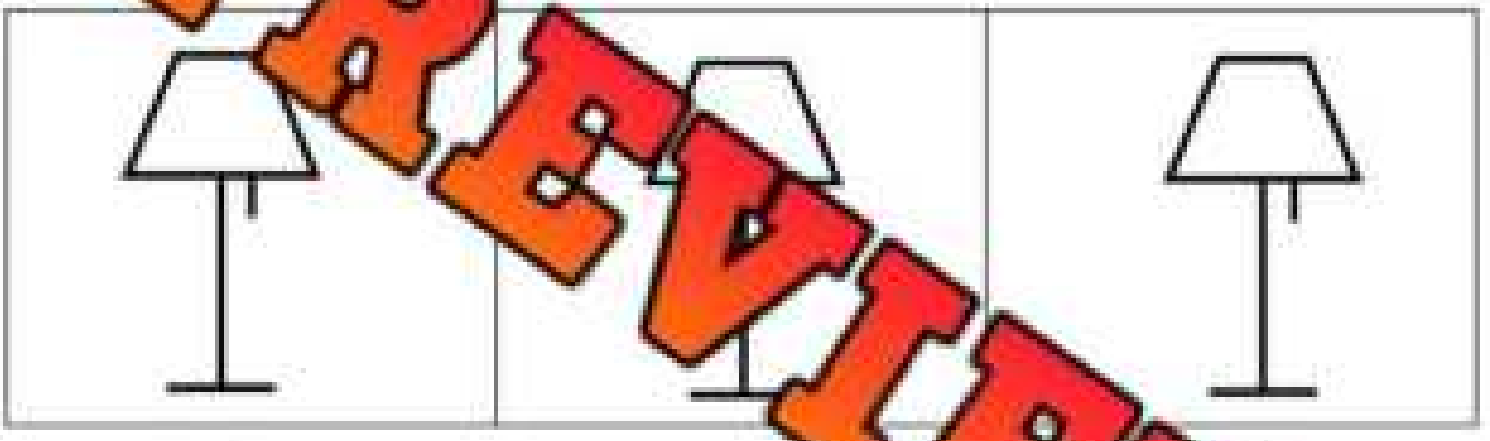
True or False

Is the statement true or false?

1) Diversity means there is variety.	True	False
2) Being part of a diverse group can make you more empathetic.	True	False
3) Having diversity in school leads to more misunderstandings.	True	False
4) Being exposed to diversity helps us develop prejudice.	True	False
5) Diversity produces new perspectives and ideas.	True	False

Draw

...e these three identical objects different from each other?



Questions

Answer the questions below using ev... m ...

1) Name 5 different types of restaurants that serve food from other ...

2) Look at the person sitting nearest you and list five ways in which you are different from each other.

PREVIEW

Name: _____ 9

Three Words Game: Diversity

Objective What are we learning about?

Students will demonstrate understanding of diversity by orally giving examples related to differences, similarities, culture, and inclusion after randomly selecting and answering a question card.

Materials What do you need for the activity?

- Printed Three Words Game question cards
- Bowl / box / jar

Instructions How will you complete the activity?

1. Cut out the question cards from the Three Words Game worksheet.
2. Place all cards inside a bowl or container.
3. One student at a time picks a card from the bowl.
4. The student reads the prompt aloud and names three answers related to diversity.
5. Classmates may add more examples or give supportive feedback.
6. Continue until several students have participated or all cards are used.
7. End with a short discussion about what students learned about diversity.

PREVIEW



© Super Simple Resources

Name: _____ ID: _____

Three Words Game: Diversity

1. Name 3 things that make people different.	7. Name 3 ways people look different.	13. Name 3 things all people need.
2. Name 3 [illegible] know.	8. Name 3 abilities people may have.	14. Name 3 ways to respect diversity.
3. Name 3 languages people speak.	9. Name 3 [illegible] people enjoy.	15. Name 3 things classmates can share.
4. Name 3 traditions celebrated around the world.	10. Name 3 countries you know.	16. Name 3 similarities
5. Name 3 things that make you unique.	11. Name 3 festivals from different cultures.	17. Name 3 benefits of diversity.
6. Name 3 foods from different cultures.	12. Name 3 things you can learn from others.	18. Name 3 ways to be inclusive.

PREVIEW

© Super Simple Resources

Name: _____ 11

Inclusion

Definition of Inclusion

Inclusion is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.



What Is Inclusion and Why Inclusion Is Important?

Inclusion means to include everybody. It is respecting diversity and [illegible] classroom it is about responding to the needs of every individual making sure every student feels supported to achieve and succeed. When students feel welcome and included, they feel more self confident, they enjoy school, and they have better mental health.

Fairness

Some people are short. Some people are tall. In our classroom, we decided, we did not want to include, tall people? The students who are tall cannot do anything to change those characteristics. How would you feel if you were excluded because of something you cannot change?

Who Are We Including?

When we talk about inclusion, we are talking about anyone who has [illegible] most of the group. We could be talking about any of the following differences:

- **Gender**
- **Sexual Orientation** – To be inclusive, we need to remember, there are lots of different kinds of families, and read stories where different families are represented so everyone feels included.
- **Abilities** – Students with physical or learning disabilities are included.
- **Race and Ethnicity** – This could be someone who speaks a different language, has a different skin colour or different culture.
- **Religion** – Students with different religious beliefs, celebrate different holidays.

PREVIEW

Name: _____ 12

True or False Is the statement true or false?

1) Inclusion is when we are welcoming to all differences.	True	False
2) Inclusion is about fairness.	True	False
3) Inclusion is just about race.	True	False
4) If we are inclusive everyone feels accepted.	True	False
5) Every s…els supported in an inclusive classroom.	True	False

Quest… …ng included feel like? Give an example.

Direction Write what difference is being resp… (Age, Gender, Skin Colour, Disability, Religion)

Scenario	…ce
1) A school installs a ramp so students using wheelchairs can enter easily.	
2) Boys and girls are both encouraged to join the basketball team.	
3) Students with different skin colours are treated fairly in class activities.	
4) A school celebrates holidays from different religions.	
5) A library provides books suitable for different age groups.	
6) Boys and girls can both be class leaders.	
7) A student is given extra time to complete a test when needed.	

PREVIEW

Name: _____ L3

Activity: My Inclusive World

Objective What are we learning about?

Students will demonstrate understanding of inclusion by illustrating how people can feel safe, supported, valued, and accepted in their classroom and community.

Materials What do we need for the activity?

- Inclusion drawing [illegible] (child hugging circle image)
- Pencil / crayons / coloured pencils
- Eraser
- (Optional) word bank about inclusion



Instructions How will you complete the activity?

1. Review the inclusion passage and discuss what it means to include everyone.
2. Look at the picture of the child hugging the circle (world/classroom).
3. Inside the circle, draw people, symbols, or actions that show inclusion.
4. Think about different abilities, cultures, genders, or interests being welcomed.
5. Colour your drawing and add small details that show kindness and fairness.
6. Share your drawing with a partner and explain how it represents inclusion.

PREVIEW

Name: _____ 14



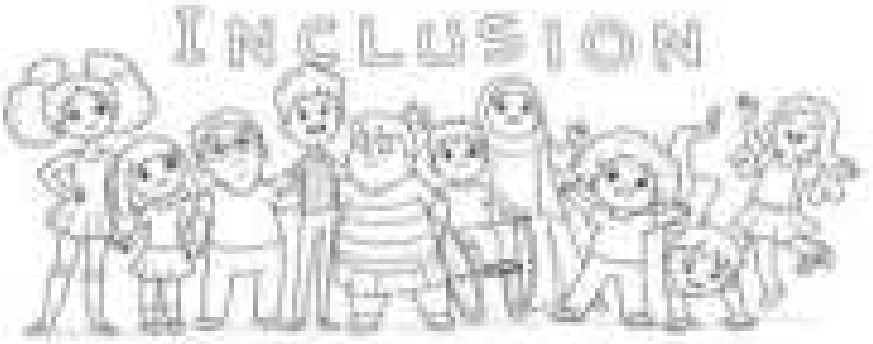
© Super Simple Reports

Name: _____ 15

Privilege

Inclusion

For us to understand inclusion we need to understand the impact of being different in some way.



Privilege

What [illegible] when we talk about inclusion? **Privilege** means you will not experience some [illegible] because they do not affect you. There are some people in the world, who must walk [illegible] to get the drinking water their family needs, each day. That is an example of privilege. You do not be affected by not having drinking water, because you can turn your [illegible] and have

Privilege, when we talk about [illegible] mean that you do not work for what you have. It simply means that you have [illegible] that you did not need to earn. Most people are privileged in at least one way.

Privilege is not earned. It is something you often [illegible] at birth. For example:

- Gender
- How much money your family has
- Your race
- Your abilities, or absence of disability

Some privilege are there because of our attitudes to difference. These could include:

- Our sexual identity
- Our religion

If we belong to a religion that automatically gets holidays off, that is privilege.

When we understand privilege, it will help us think about inclusion in terms of fairness. Privilege can be hard to admit and even harder to talk about, but it is important to understand our own privilege so we can give a voice to those less privileged.

PREVIEW

Name: _____ 16

True or False

Is the statement true or false?

1) Privilege can help us think about fairness.	True	False
2) We earn our privilege by working hard.	True	False
3) We could have privilege because of our race or our religion.	True	False
4) Privilege can be the result of people's attitudes to difference.	True	False
5) There a[illegible] of types of privilege because people have lots of different characteri[illegible]	True	False

PREVIEW

Maki[illegible]nectio

What does this remind you of in your life?

Questions

Answer the questions belo[illegible]

1) What does privilege mean? Write an example of someone who has [illegible]

2) What is gender privilege? Is gender privilege fair?

© Super Simple Resources

Name: _____ 20

Equity vs. Equality

How Can we Be More Inclusive?

Equity vs Equality

In order to use your own privilege for good, you must be aware, listen and speak up, when you see someone is being excluded. Focus on equity instead of equality so that everyone is given what they need to be successful. We are all different, and our needs are different. To be fair, people have what they need in the classroom, that may mean some students need an education assistant, some need a hearing device. It doesn't mean that everyone gets what they need to be successful, not everyone gets the same thing.



EQUITY

Welcoming Classrooms

We can make our classrooms welcoming to everybody.

- Making sure everyone learns everyone's name and how to pronounce it correctly. If we do not know how to say someone's name, we may leave them out because we are embarrassed that we do not know their name or how to say it.
- If you see someone who is alone, speak to them, ask them to join you.
- If someone asks if they can play with your group, say yes.
- Read books and use materials that have diversity in the people they represent, so that every student sees themselves in some material and does not feel excluded.
- Make classrooms accessible to all students. Remove physical barriers that make it harder for some students to get around. Keep the area around your seat tidy.
- Get to know all the students in the class, work in different groups so that you get to know each other.
- Be kind to each other.

PREVIEW

Name: _____ 21

True or False Is the statement true or false?

1) Equality is more fair than equity.	True	False
2) Providing what people need instead of providing the same thing to everyone is more fair.	True	False
3) Getting to know our classmates will help everyone feel included.	True	False
4) People with unusual names should get used to them being mispronounced.	True	False
5) If you have a group of best friends it is okay to exclude others.	True	False

Visualize Create a poster with a message that celebrates diversity and welcomes every student to the culture.

Questions Answer the questions below using evidence from

1) Name a time when you were included. How did it make you feel?

2) What is the difference between equity and equality?

PREVIEW

Name: _____ 22

Getting To Know You Bingo

Getting to Know You Bingo

Instructions:

1. Pass out Bingo sheets to each student and everyone will need a pen.
2. Students will have 10 minutes to find at least one student to write their name in each square.
3. Each p[illegible] write their name on your sheet in one category.
4. St[illegible] talk to each other to get your sheet completed.
5. When [illegible] filled in call BINGO.

PREVIEW

B			G	O
Plays a sport: _____	Favourite Colour is orange: _____	[illegible] _____	Likes to cook: _____	Likes pineapple on their pizza: _____
Likes vegetables: _____	Is born in July: _____	Likes Science class: _____	[illegible] chocolate: _____	[illegible] gone on a [illegible] _____
Has blonde hair: _____	Likes to read: _____	Is an only child: _____	Likes to play games: _____	Is a good swimmer: _____
Has more than 3 pets: _____	First name starts with S: _____	Has visited another province: _____	Loves cats: _____	Has been out of Canada: _____

Name: _____ 23

Welcome To Our School

Welcome to Our School Brochure

When new students come to your school, how could you make them feel welcome? Design a brochure you could give each new student to introduce them to your school.

- Use the chart below to give information about your school.
- Some headings have been given. Add additional headings and information you would be useful to have about your school.
- Add pictures that would be helpful.



PREVIEW

School Name	
School Address	
Principal	
Start Time	
Lunch	
Dismissal	
School Staff (If the staff speaks another language, put it in brackets after their name)	

Name: _____ 2A

Welcome To Our School

Welcome Message	
School C	
Special Events	
School Mascot	
School Colours	
School Motto or Slogan	
What Makes Our School Special	

PREVIEW

Name: _____ 25

Why Be Inclusive?

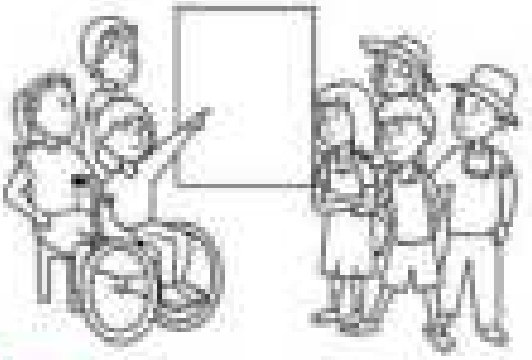
Inclusion and Mental Health and Well-Being

When students feel included and welcome at school, they feel:

- More self confident
- They have higher self-esteem
- They e[illegible]chool more and are motivated to do their best

Wh[illegible]rooms are inclusive, classmates supp[illegible] that everyone has someth[illegible] valu[illegible]

Students [illegible] abo[illegible]her and from each other, when e[illegible] to share their experiences. [illegible] recognize that what makes each of us [illegible]ave in common, and our different perspectives are valuable and [illegible] us le[illegible] other.



Benefits of Inclusion

An inclusive classroom benefits **all** students through:

- Greater opportunity for friendships
- Increased social network
- More respect for others
- Shared learning opportunities
- Increased safety by reducing isolation
- Higher academic expectations
- Access to a wider range of school resources
- Increased collaboration and participation
- A more welcoming, positive school environment
- Readiness for inclusion outside of school



PREVIEW

Name: _____ 26

True or False Is the statement true or false?

1) An inclusive classroom helps build self-esteem and self confidence.	True	False
2) Inclusive classrooms will lead to students having more prejudices.	True	False
3) An inclusive classroom is safer for everyone.	True	False
4) When people are different from us, we will not learn anything from them.	True	False
5) When st[illegible]are included, they enjoy school more.	True	False

Fill in [illegible]he missing word.

1)	When stud[illegible] school more.	included	isolated
2)	Inclusive classroom[illegible]nts [illegible] _____	conflicts	friendships
3)	When students feel welcom[illegible]ey [illegible]	self-esteem	stress
4)	Inclusion increases _____ for other[illegible]	respect	competition
5)	An inclusive classroom benefits _____ stu[illegible]		all

Questions Answer the questions below using evidence [illegible]th

1) How does being included benefit student learning?

_____

_____

_____

2) What do you think the most important benefit of inclusion is? Why?

_____

_____

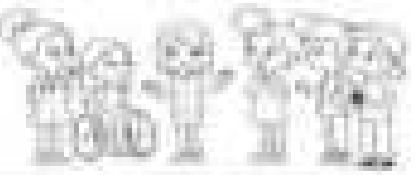
_____

PREVIEW

© Super Simple Papers

Name: _____ 27

Is it Inclusive?



Decide | Is it inclusive (Yes or No)?

1. A student invites a new classmate to join their group activity.	Yes	No
2. Classmates help a student using a wheelchair participate in a game.	Yes	No
3. A grou[illegible] when someone struggles to read aloud.	Yes	No
4. Stud[illegible]ctfully when a classmate shares their culture.	Yes	No
5. A [illegible]oose[illegible]close friends for group work.	Yes	No
6. A teacher [illegible]ry[illegible]hare ideas during discussion.	Yes	No
7. Students ignore[illegible]m[illegible]s different language.	Yes	No
8. A class celebrates holi[illegible]iffe[illegible]s.	Yes	No
9. A group makes fun of someone's acc[illegible]	Yes	No
10. Students help a shy classmate parti[illegible]ate in a[illegible]	Yes	No
11. A student excludes others because they lo[illegible]	Yes	No
12. Classmates take turns so everyone can play during[illegible]	Yes	No
13. A student refuses to work with someone because of differ[illegible]ces.	[illegible]	No
14. Students encourage each other and celebrate achievements.	[illegible]es	No
15. A group welcomes a new student and shows them around the school.	Yes	No
16. Students patiently help a classmate who needs extra time to finish work.	Yes	No
17. A group refuses to let someone join because they think the student is "different."	Yes	No
18. Classmates learn and use the correct pronunciation of a student's name.	Yes	No
19. Students leave someone out of a game without explaining why.	Yes	No
20. A class creates rules that make sure everyone feels safe and respected.	Yes	No

PREVIEW

© Super Simple Resources

Name: _____ 37

Developing Self-Awareness

Skills To Develop Self Awareness



Self-reflect - When something happens, think about it, see what you did right and what you need to improve, then, next time you will do better.

Recognize your strengths and where you need to improve - What are you good at, what are you not so good at. When you know your strengths, you can be encouraged to be afraid to try something new, because you have the confidence you can succeed. When there is a skill needed that you do not have, you have the confidence to ask for help. Self-awareness can help you be more successful.

Manage Your Emotions - Understanding your emotions is very important for your well-being. Your emotions are your body's way of communicating with you about what is going on. Take notice of your feelings, because people who are aware of what they are feeling, and who can name their feelings, can calm themselves down when they are upset. It is important to communicate how you feel, so that others understand you. It feels good to know you are in control.



Consider Others - When you are good at recognizing your own emotions, managing them and communicating them, you can help others do the same. When you develop self awareness, you will be able to recognize when the people around you are feeling off, and you will be able to respond in a way that is helpful.

Take Constructive Feedback - There will always be people who are critical of you. You cannot control what other people think and say, but, if someone offers you constructive feedback, you should consider it. Others can help you see things from a new perspective. When you are open to receiving feedback and learning from it, you have a chance to grow into a better self-aware person.

PREVIEW

Name: _____ 38

True or False Is the statement true or false?

1) Being able to name our emotions is part of learning self-awareness.	True	False
2) Looking in the mirror helps us develop self-awareness.	True	False
3) We can help others when we are self-aware.	True	False
4) We should listen to everyone who criticizes us.	True	False
5) Knowing the emotions we are feeling can help us manage our emotions.	True	False

Connecting Think of something in the past that upset you. How did you react? What could you have done differently so that you would have been calmer?

Draw and Write Draw 3 situations that show self-awareness. Draw what is happening and write one sentence explaining how you are showing self-awareness.

PREVIEW

Name: _____ 39

Activity: Developing Self- Awareness Role Play

Objective What are we learning about?

Help students understand how self-reflection, recognizing strengths, managing emotions, considering others, and accepting feedback can improve self-awareness and decision-making.



Materials What will you need for the activity?

- Scenario cards (self-awareness situations (emotions, feedback, strengths, ... others)
- Simple prop (notebook, school bag, etc.)
- Open space for ...

Instructions How will you ...

1. Prepare scenario cards showing situations ... can practise self-awareness (e.g., receiving feedback, feeling ... a friend, managing anger).
2. Begin with a short discussion about self-awareness ... understanding emotions and strengths helps personal growth.
3. Divide students into small groups and give each group one ... scenario card.
4. Allow groups time to read their scenario and plan a short role play showing the problem and a self-aware response.
5. Students perform their role play while classmates observe how characters show self-awareness.
6. After each performance, discuss which self-awareness skill was demonstrated (reflection, emotion control, empathy, feedback).
7. Conclude with a reflection on how students can use self-awareness skills in real-life situations.

PREVIEW

© Super Simple Papers

Name: _____ 40

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Self-Reflection During Group Work	During group work, you notice you keep interrupting teammates and talking over their ideas. A classmate looks frustrated and the discussion slows down. You suddenly realize your behaviour may be affecting the group. You feel embarrassed and unsure how to respond. What do you do?
Recognizing Emotions	receive your test results and feel disappointed with your e. start thinking negative thoughts about yourself and lo tion to participate in class. Later, you realize your affecting your focus and confidence. You these feelings and improve next time. What do you do?
Accepting Constructive Feedback	Your teacher roject and suggests areas to improve. At fi e and think your work was good enough r realize the feedback could help you s. You feel unsure how to respond posi o?
Recognizing Your Strengths	A classmate struggles with an assignment y rstand well. You hesitate to offer help because you d your own ability. Then you remember this topic is one of your strengths. You begin to think about how sharing your skills might help both of you learn. What do you do?
Considering Others' Feelings	You notice a friend seems quiet and distracted during class activities. They say they are fine, but their behaviour suggests something is wrong. You feel concerned and wonder whether to ask or give them space. You want to respond in a way that shows empathy and understanding. What do you do?

PREVIEW

© Super Simple Resources
supersimpleresources.com

Name: _____ 41

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Managing Nervous Feelings	You are about to present in front of the class and notice your hands shaking and your heart beating fast. You start thinking you might forget your lines or make mistakes. You realize your nervousness is affecting your confidence and focus. You pause and consider how to calm yourself before presenting. What do you do?
Learning From a Mistake	accidentally give incorrect information during a class and later realize your mistake. You feel and worry others may judge you. After derstand mistakes are part of learning and king about how to respond in a . What do you do?
Balancing Emotions and Decisions	A friend invit and play games after school. You fee excited because an important test is co your emotions are pulling you in diffe your decision may affect your goals. You at matters most. What do you do?
Understanding Your Challenges	You notice that completing homework o difficult for you lately. You often feel distract frustrated, which affects your confidence. After thinking about your habits, you realize there may be specific challenges causing this difficulty. You start considering what changes could help you improve. What do you do?
Practicing Self-Confidence	You hesitate to join a class activity because you worry you are not good enough. However, you remember past situations where you succeeded after trying. You begin reflecting on your strengths and how they can help you participate. You feel unsure but motivated to challenge your self-doubt. What do you do?

PREVIEW

© Super Simple Psych

Name: _____ 42

Self Management Skills

Self Management Skills

Self-management is your ability to regulate your feelings, thoughts, and actions. Self-management is also being able to set and work toward goals, both personal and academic. This requires that you motivate yourself to achieve your goals.

There are [illegible] self management skills including:

1. Relat[illegible]ills which include:
   - [illegible]essure
   - [illegible]mmu[illegible]rly
   - Act[illegible]
   - Dealing [illegible]nfli[illegible]
   - Asking For Hel[illegible]ded
2. Time Management
3. Self-Motivation
4. Stress Management



PREVIEW

You Are A Work In Progress

Self-management skills are skills we continue to develop [illegible]. Self-management skills are skills we use in school, in our relationships, [illegible]. Self management skills start with self-awareness. First, we must understand our emotions and why we feel what we do. Then, we can start to control our emotions and because our emotions are under our control, we will be able to control our actions.

Being able to control our thoughts, feelings and actions helps in our relationships because we can say how we are feeling and, what we want to happen, instead of getting angry, and yelling at someone who has upset us. Self-management means we can talk through our differences instead of resorting to physical fighting.

Self-management means we are in control of ourselves. We can think, plan, and motivate ourselves to complete tasks that will lead towards us reaching our goals.

Name: _____ 43

True or False

Is the statement true or false?

1) Self-management is learning to control your emotions.	True	False
2) Self-management means you can motivate yourself.	True	False
3) Self-management is something you learn at one time.	True	False
4) Asking for help is a self-management skill.	True	False
5) Time travel is a self-management skill.	True	False

Visualizir

and explain one of your future goals.

PREVIEW

Questions

Answer the questions below using evid fr

1) Why are self-management skills important?

2) What strategies do you use when you feel overwhelmed?

© Super Simple Papers

Name: _____ 44

Activity: My Self-Management Skills Action Plan

Objective What are we learning about?

Students will develop self-management by identifying skills they want to improve, habits they want to build, and personal goals, while creating simple action plans to regulate their thoughts, emotions, and behaviour.

Materials What will you need for the activity?

- [illegible] worksheet
- Pencil / pen
- Crayons / [illegible] (optional)
- Eraser



Instructions How will you complete the activity?

1. Read the Self-Management Skills passage and discuss how managing thoughts, feelings, and actions helps achieve goals.
2. Think about self-management skills you want to improve, such as communication, time management, self-motivation, stress control, or self-control.
3. Write these skills in the first box and reflect on why they are important for your growth.
4. In the second box, list habits you want to develop that will help you stay organized, focused, and responsible.
5. In the third box, identify things you want to be better at, including managing emotions, making decisions, or completing tasks.
6. For each section, complete the Action Plan by writing steps you will take to practice and improve.
7. Share your ideas with a partner or class and reflect on how self-management can help you succeed in school and life.

PREVIEW

© Super Simple Resources

Name: _____ 45

Self Management Skills



Think about skills you want to improve, habits you want to build, and goals that will help you manage your thoughts, feelings, and actions. List them below and plan how you will achieve them.

Self-Management skills I want to improve		Action Plan
Habits I want to develop		Action Plan
Things I want to be better at		Action Plan

PREVIEW

© Super Simple Resources

Name: _____ 47

Controlling Your Emotions

Self Management

Self-management is **the ability to control emotions and behaviors sparked by those emotions**. For example, a person showing self-management can calm down, not yell or act out, in moments of anger or frustration.

Controlling Emotions

There are times when life can overwhelm us. In a busy classroom with many personalities and [illegible] to get done, it is understandable that sometimes we get frustrated, disappointed or angry. When we are having these feelings, there are strategies, we can use to calm ourselves down. These strategies include:

- Taking a few deep breaths
- Drop your shoulders
- Counting to ten before we react to [illegible]
- Use a fidget spinner or stress ball

When you are not at school there are times when you can [illegible] emotions under control. You can try:

- Listening to calming music
- Getting out in nature
- Doing some physical activity
- Playing with a pet
- Writing in your journal
- Talking to a trusted friend or adult
- Have something to eat or drink
- Chew gum
- Watch funny videos



Remembering what makes us feel calmer and doing this, when we are overwhelmed by our emotions, is part of self-management.

PREVIEW

Name: _____ 48

True or False Is the statement true or false?

1) Self management skills help us control our emotions.	True	False
2) It is unusual to feel overwhelmed by emotions.	True	False
3) Distracting ourselves by doing something else helps us calm down.	True	False
4) When we are upset it is best to just yell or cry to get our emotions out.	True	False
5) Taking [illegible]eep breaths can help us feel calmer.	True	False

Conne [illegible]e you felt upset and overwhelmed how did you handle it?

Problem Solving If this situation happened, how [illegible] you [illegible]ook for strategies you could use

1	You studied hard for a test but received a lower mark [illegible]u
2	You are chosen last for a team during gym class.
3	Someone says something unkind about you online or in a group chat.
4	You make a mistake in front of the class and feel embarrassed.

PREVIEW

Name: _____ 49

Controlling Your Emotions

Direction Draw a line between the columns to match the feeling with the appropriate situation. Then, write one appropriate way to express that feeling in the given space.

	Your friend tells you that they are going on a vacation this summer, but your family is not.	
	Your teacher gave you an assignment, and you are not sure what you need to do first.	
	d thunder and	
	have t laughing cannot s laughing.	
	You see something that reminds you of a loved one who has passed away.	
	Your parent has told you that you will get to go out for ice cream after dinner.	
	You ask to go outside and play but your parent tells you that you have to stay home today.	

PREVIEW

© Super Simple Resources

Name: _____ 50

Time Management Skills

Responsibilities

We all have responsibilities at home and at school. Being responsible means, you complete those tasks without someone having to remind you. If you do not complete your tasks there are consequences.



Time Management Skills

It seems [illegible] the busier we get. We have after school clubs and sports, as well [illegible] of being a contributing member of your family. Tasks take time to complete and [illegible] time-management skills, in order to be able to complete everything we [illegible]. There are ways to get organized so that you can always get your [illegible] for yourself.

Here are some ways to [illegible]

- Make a list of the things you [illegible] will guarantee that you will not forget to do something important. [illegible] a list and crossing the things off that you have completed will give [illegible] ishment.
- Prioritize tasks by considering which tasks a [illegible] e feeding your pets have serious consequences if you forget.
- Do tasks that are most urgent first.
- Schedule your tasks, thinking about which have to be done ever[illegible] tasks, like taking out the garbage have to be done once a week.
- Do you have tasks that you need to do with someone else?

If so you will need to consider when they can do the work.

- It is a good idea to do the tasks you do not like doing first, to get them out of the way. Much like eating your vegetables before you eat your dessert.
- As you are making your list and building your schedule always add time for yourself. You need time to relax, socialize with friends and enjoy yourself. Without time for yourself you will feel frustrated and overwhelmed.

PREVIEW

Name: _____ 51

Organizing What are some of the things you are responsible for doing? List the tasks in the boxes below.

Daily	2-6 times per week	Weekly

Questions ...ze th... ...ntered above in order of importance

True or False Is the statement true or false?

1) Making a list takes time and will not help us get our work finished.	True	False
2) It is okay if I don't write things down because my Mom will remind me.	True	False
3) It is a good idea to do the things we don't like doing first.	True	False
4) You do not need to schedule time for yourself because you get all left over time.	True	False
5) Completing your to do list gives you a sense of accomplishment.	True	False

PREVIEW

© Super Simple Resources super simpleschools.com

Name: _____ 52

Activity: How Much Time Do You Have?

Objective What are we learning about?

Students will analyze how they spend their time in a 24-hour day and reflect on their time management habits to identify areas for improvement and balance.

Materials What will you need for the activity?

- [illegible] Have?" worksheet
- Colo[illegible]
- Pencil
- Eraser



Instructions How will you [illegible]

1. Distribute the worksheet to each student.
2. Ask students to think about a typical weekday and [illegible] they usually do each hour.
3. Assign a different colour to represent each activity (e.g., [illegible] = sleep, yellow = eating, green = clubs, orange = homework, [illegible] time).
4. Write the meaning of each colour in the color key box at the bottom of the worksheet.
5. For every hour on the clock, colour the section to represent what activity they are doing during that hour.
6. Once the clock is completed, have students observe which activities take the most time and which take the least.
7. Facilitate a reflection discussion about whether their time use is balanced and what changes they might make to improve their time management.

PREVIEW

© Super Simple Papers
supersimplefamily.com

Name: _____ 33

How Much Time Do You Have?



PREVIEW

Red		Blue	
Yellow		Green	
Orange		Brown	

© Super Simple Papers

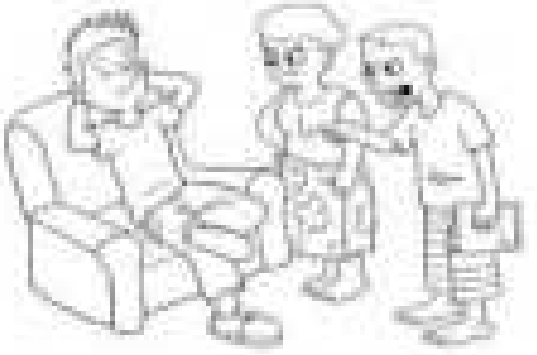
Name: _____ 58

Relationship Skills

Relationship Skills

Relationship skills give the ability to establish and maintain healthy and supportive relationships, with diverse individuals and groups. Relationship skills include:

- Avoiding peer pressure
- Communicating clearly
- Active
- Dealing peacefully
- Asking for help when you need it



Why Are Relationship Skills Important?

We interact with lots of different people in our lives. Some of our relationships are close, like with our family members. Other relationships are important because we see the people involved almost every day, like our classmates. We have close relationships with our friends, and when these can break down, our feelings are hurt. By learning relationship skills, we can learn how to manage conflict that will always come up, when we interact with other people. Think about how you can use these to have less fights with your siblings and friends.

What Are the Characteristics of Friendship

We meet lots of people in our life and hopefully some of these people become friends. Think about what you want in a friend. That list could include:

- You enjoy spending time together.
- You are happy when you are together.
- You look after each other.
- You forgive each other.
- You talk to and listen to each other.
- You respect each others' differences.



When we work on our relationship skills, we learn to be a better friend, and have more positive and healthy relationships.

PREVIEW

Name: _____ 59

True or False Is the statement true or false?

1) When you cannot resolve a problem asking for help is a good solution.	True	False
2) Relationship skills can help us have less conflict with our friends.	True	False
3) When you disagree with a friend, it is best to keep repeating your point of view because they will eventually give in.	True	False
4) Telling s[illegible]one how you feel can help resolve a conflict.	True	False
5) Listeni[illegible]ope else's point of view is a waste of time.	True	False

PREVIEW

Making C[illegible]ction [illegible]ription of the relationship you have with your best friend.

Questions Answer the questions below using evi[illegible]r

1) What are the strengthens of your friendship with your best friend?

2) What do you disagree about most often? How do the settle the disagreement?

Name: _____ 60

Green Flag or Red Flag: Relationship Skills

Objective What are we learning about?

Students will learn to differentiate between signs of healthy relationships (Green Flags) and signs of unhealthy relationships (Red Flags), such as manipulation, control, or disrespect.

Materials What will you need for the activity?

- [illegible] scenarios
- [illegible] "Needs Improvement" cards (or thumbs [illegible]
- Chart paper [illegible]



Instructions How [illegible] activity?

1. Explain to students that they will [illegible] positive relationship skills and behaviours that may [illegible] relationships.
2. Give each student two response cards [illegible] "Needs Improvement" for [illegible] conflict or hurt feelings.
3. Read one relationship scenario at a time, including examples [illegible] peer pressure, solving conflict, or listening to a friend.
4. After each scenario is read, students raise the card that best describes the behaviour shown.
5. Discuss each answer as a class by asking what relationship skill is being used, whether it shows active listening, respect, or peaceful conflict resolution, and how the behaviour could be improved.
6. Continue the process until all scenarios have been discussed.
7. Conclude the activity by asking students to write one relationship skill they want to strengthen and how they will practise it during the week.

PREVIEW

Name: _____ 61

Green or Red Flag Read the statements to the class.

#	Statement	Green Flag	Red Flag
1	A friend listens carefully without interrupting.	✓	
2	A friend spreads rumours about you.		✓
3	Someone apologizes sincerely after making a mistake.	✓	
4	Someone pressures you to break rules.		✓
5	[illegible] talk through a disagreement.	✓	
6	A classmate [illegible] you try to speak.		✓
7	A student asks for help when they're confused.	✓	
8	A friend makes fun of [illegible]		✓
9	A friend respects your opinion even [illegible]	✓	
10	Someone gets angry and refuses to listen.		✓
11	Someone encourages you to do your best in [illegible]		
12	A student blames others for their own mistakes.		✓
13	A classmate keeps your personal story private.		
14	A friend constantly interrupts you.		✓
15	A friend gives you space when you need time alone.	✓	
16	Someone tries to control who you talk to.		✓
17	Someone accepts "no" as an answer without arguing.	✓	
18	A friend refuses to apologize after hurting you.		✓
19	A friend forgives you after a misunderstanding.	✓	
20	A student shares your secrets without permission.		✓

PREVIEW

© Super Simple Resources

Name: _____ 62

Peer Pressure Refusal Skills

What is Peer Pressure

Peer pressure is the feeling that you must do the same thing as people who are your peers, so they will like, and include you in their group. Peer pressure can be negative or positive. An example of positive peer pressure is when you have friends who want to do well in school who always study for tests and have their homework done.

In order to fit in, you may feel you have to study harder and make sure you have your homework done so you will fit in with your friends. You can create positive peer pressure by always doing what you know is right.

PREVIEW

Negative Peer Pressure

Negative peer pressure is the feeling you have to do something you know does not feel right, either because it is dangerous or harmful to yourself or others. Examples of negative peer pressure are pressure to:

- Bully others
- Try cigarettes, vaping, or alcohol
- Skip school
- Steal



Refusal Skills How to Avoid Peer Pressure

1) Know what is right. Respect your family values and do the right thing. Pay attention to what your gut is telling you and trust your feelings by saying no and walking away.
2) Be selective about your friendships. Choose friends with shared values.
3) Plan ahead. Think about what you will say and do if you are being pressured.
4) Get support from a trusted adult.
5) Avoid going to places at times when you know there will be peer pressure.
6) Change the subject. You can say, "let's go get a snack I'm hungry."
7) Walk away. You do not need to stay and listen to someone trying to convince you to do something that is not right for you. Say no and walk away.
8) Ignore. Turn away and talk to someone else as if you have not heard the suggestion.

© Super Simple Reports
super simplesheets.com

Name: _____ 63

True or False Is the statement true or false?

1) If you are being pressured by peers there is nothing you can do.	True	False
2) If you want to keep your friends you should give in to peer pressure.	True	False
3) When a situation is making you uncomfortable you should walk away.	True	False
4) You should practice refusal skills to avoid giving in to peer pressure.	True	False
5) The best way to avoid peer pressure is to choose friends who share your values.	True	False

Questions ...e peer pressure situations

1)	
2)	
3)	

Questions For each of the 3 situations above ... skill.

1)	
2)	
3)	

PREVIEW

© Super Simple Resources

Name: _____ 64

How Long Would You Give In?

1	2	3	4	5	6	7	8	9	10
Say no quickly		Hesitate a little		Struggle to say no		Might give in		Probably give in	

	1) A friend dares you to skip one class "just for fun."
	2) Your friends pressure you to try vaping "just once."
	3) [illegible] laughs at someone and encourages you to join in.
	4) [illegible] won't be invited if you don't break [illegible].
	5) Som[illegible] you [illegible] a party.
	6) A friend p[illegible] homework.
	7) Your classmates [illegible] something risky.
	8) A friend tells you to lie to yo[illegible]nts.
	9) A group pushes you to post somethi[illegible] on
	10) Someone pressures you to steal a s[illegible] "because no one will notice."
	11) A friend insists you keep a harmful secret.
	12) Your group pressures you to bully someone to "fit in."
	13) Friends mock you for wanting to study instead of hang out.
	14) Someone pressures you to sneak out at night.
	15) A friend says you're "boring" if you don't join them.
	16) Someone tells you to ignore a student who is being bullied.
	17) A friend pushes you to break your own values to avoid being called "soft."
	18) A group says you won't be part of their team unless you follow their rules.

This is not a test — there are no right or wrong answers. Be honest. Read each scenario and choose a number from 1–10 that shows how likely you would give in.





PREVIEW

© Super Simple Resources

Name: _____ 65

Communication Skills

Communication Skills

Communication skills, include talking and listening. They also include, body language when we are speaking, for instance, making eye contact. Communication skills are important in our relationships, our schoolwork and later in our employment.

Assertiveness

Assertiveness is one of the communication skills. Being assertive means, you can stand up for yourself and others rights in a calm and positive way without being aggressive or becoming upset. People who are assertive always respect the thoughts, feelings and beliefs of others. In order to be assertive, the speaker must be self-confident.

Passive

Some people's speaking style is more passive. They may say, "I don't know", when you ask them what they would like to do. They rarely ask questions and express many opinions. Often people who are passive feel resentful inside. They feel others take advantage of their passive nature. They often want others to give them more of a chance to speak.



Aggressive

Other people speak up very boldly. They often dominate the conversation and leave others feeling left out or disrespected. People who are aggressive often have difficulty keeping friends because the people they interact with feel dominated and realize the aggressive person always gets their way.

Assertiveness is "Just Right" Communication

When we are assertive, we are not too shy and not too pushy. We show that we are confident and have respect for ourselves and others. You can learn to be assertive.

PREVIEW

Name: _____ 66

Questions Answer the questions below using evidence from the text

1) What are the negative consequences of having a passive communication style?

2) What are the negative consequences of having an aggressive communication style?

PREVIEW

Role Play It is a friend's birthday, and you have a cake to celebrate. Three of you are making the choice. One has an aggressive communication style, one has an assertive style, and one has a passive style. Below, write what each person might say as they are deciding what kind of cake to buy.

Aggressive	Assertive	Passive

True or False Is the statement true or false?

1) Communication skills are your style of talking.	True	False
2) Assertive people stand up for themselves and others.	True	False
3) Aggressive people have great leadership qualities.	True	False
4) Passive people do not have any opinions.	True	False
5) Assertiveness is "just right" communication.	True	False

© Super Simple Papers super simplepapers.com

Name: _____ 74

Listening Skills

Listening Skills

Listening is one of the most important parts of communicating. Have you ever been waiting to get some help or instructions on how to start something, you got bored and suddenly realized the person was talking and you had missed the first part of what they said? You [illegible]t. Then, you have to ask the person to repeat themselves. The person who mu[illegible] they said, may feel disrespected because you have wasted their time [illegible]n all develop.

PREVIEW

Why Is Being A[illegible]er Important?

Being a good listen[illegible]

- Shows the person sp[illegible]you [illegible]point view because you are taking [illegible]m
- Helps build relationships.
- When we listen well to instructions, we mak[illegible] mistakes, we get our work done more quickl[illegible]
- We have fewer misunderstandings.



Body Language

As much as 65% of a person's communication is unspoken communication[illegible]ples of non-verbal communication are:

- Smiling if someone is talking to you about pleasant things and looking concerned, when they are talking about a problem.
- Having your arms folded across your chest, indicates you are not agreeing with what the other person is saying.
- Leaning toward the person talking indicates you interested in what they are saying.
- Making eye contact says you are paying attention.



Name: _____ '15

Questions Answer the questions below using evidence from the text

1) What can you do to show a speaker you are interested and listening?

2) Is listen[illegible]important as talking when we are communicating? Why or why not?

PREVIEW

Connecting Draw 3 [illegible]body [illegible]that show the speaker you do not agree or are not int[illegible]ying

True or False Is the statement true or false?

1) Listening attentively is a way to show respect for the speaker.	True	False
2) Body language is not a part of listening skills.	True	False
3) We have less misunderstandings if we listen attentively.	True	False
4) If you have good hearing you are a good listener.	True	False
5) Being a good listener helps us do more accurate work.	True	False

© Super Simple Pages www.supersimplesheets.com

Name: _____ 76

Activity: Listen and Draw

Objective What are we learning about?

To strengthen active listening, comprehension, and attention to detail by accurately following a multi-step spoken directions to create a detailed drawing.

Materials What do you need for the activity?

- Blank sheet of paper
- Pencil
- Coloured pencils or markers



Instructions How will you complete the activity?

1. Each student should have a blank sheet of paper and a pencil only. Students must sit where they cannot see anyone else's paper.
2. The teacher will read the drawing instructions one time only. Students may not ask for repetition or clarification.
3. Students must carefully listen and draw exactly what they hear, paying attention to size, placement, spacing, and details.
4. When all directions have been given, students will have 5 additional minutes to finalize and colour their drawings.
5. Once finished, students will hold up their drawings. The class will compare similarities and differences.
6. End with a short discussion about which directions were easy or difficult to follow and why listening carefully matters.

PREVIEW

© Super Simple Resources
supersimplelibrary.com

Name: _____ 77

Drawing Instructions

1. Draw a large rectangle in the center of your paper, leaving about one inch of space around all four sides. This will be the frame of your scene.

2. Inside the rectangle, draw a straight horizontal line about one-third of the way up from the bottom. This line will separate the ground from the sky.

3. Start at the bottom center of the rectangle, draw a curved pathway that moves slightly to the left and ends near the middle of the page. The path should be about [illegible] wide.

4. On the right side of the path, draw a wooden park bench. The bench should have four legs, a seat, and a backrest. It should face forward.

5. Behind the bench, draw [illegible] tree closer to the right edge should be taller than the other. Give each tree a visible trunk and a rounded canopy.

6. On the left side of the pathway, draw a [illegible] toward the bench. The student should be wearing a backpack and [illegible] the backpack clearly visible.

7. In the sky, draw the sun in the upper left [illegible] Th[illegible] have at least ten rays.

8. Add three clouds in the upper right area of the sky. [illegible] different size.

9. Draw a trash can near the bench and a small sign beside the path. The sign should be a rectangle on top of a thin post.

10. Add at least five small details to make the park realistic. Examples include birds in the sky, grass texture, flowers along the path, shadows under objects, or distant buildings.

11. If colouring is allowed, colour the sky light blue, the path light brown or gray, the trees green and brown, and the bench a natural wood color.

12. At the bottom of your paper, outside the frame, write a 3–4 sentence paragraph describing what is happening in your scene.

PREVIEW

© Super Simple Papers
supersimplepapers.com

Name: _____ 78



Name: _____ 79

Active Listening

Active Listening

Active listening is a communication skill. When we communicate, we talk, and we listen. Most of us, would rather be talking than listening. Have you ever been talking to your friend, about what they did on the weekend? They start to tell you and almost immediately, your mind wanders because you are thinking about what you did on the weekend. You cannot wait to tell them. When they stop talking, you realize you have only heard half of what they said, but that is okay, because now you can tell your story.

The problem with not listening to your friend, is that your friend could tell you were not listening and realize, because you did not ask about the disagreement they had with their parents.

Hearing and Listening

Hearing is a passive sense. Sound waves enter your ears and you hear. Listening is an active process. Listening is when you pay attention to what you are hearing, and you try to understand it. Active listening is focusing on a speaker saying so that you understand what the speaker is telling you and why.



Active Listening and Body Language

When you are active listening, it is important that the person speaking can see that you are listening. You can show you are listening through body language. You can:

- Maintain eye contact
- Attentive listeners tend to lean slightly forward and to the side
- Smile as a way of agreeing with the message
- Mirroring of the speaker's expression shows sympathy or empathy in emotional situations
- Do not fidget, look at the clock or your phone or doodle
- Crossing your arms indicates you are not open to what is being said



PREVIEW

Name: _____ 60

True or False

Is the statement true or false?

1) When communicating, talking is more important than listening.	True	False
2) Hearing is an active process of sound coming into your ears.	True	False
3) Listening is a passive process.	True	False
4) Body language is an important part of listening.	True	False
5) Misunde[illegible]ings happen when we do not listen.	True	False

Direct[illegible]

[illegible]ows active listening and an ✗ if it does not.

Look at the sp[illegible]		[illegible]out your reply.		Repeat what you heard.	
Interrupt the speaker.		[illegible] you[illegible]d		Laugh at mistakes.	
Ask questions.		Nod wh[illegible]ng.		Walk away.	
Lean forward to show interest.		Check your pho[illegible]		[illegible]ion.	

PREVIEW

Questions

Answer the questions below using evidence[illegible]

1) What can you do to show your friend you are listening to them?

2) What is active listening?

Name: _____ 84

Components of Active Listening

Active Listening

You can learn to be an active listener. Learning to be an active listener takes practice but has many benefits. Students who are active listeners tend to be good communicators and problem solvers, they work quickly and have fewer misunderstandings. Active listeners also make better friends.



Components of Active Listening

There are five components of active listening including:

1) Establishing Rapport and Demonstrating Concern

When you are starting a conversation, you need to have rapport with the other person. Rapport is a close and harmonious relationship, in which people concerned understand each other's feelings and communicate well. When you have rapport with someone you have empathy. To establish rapport with someone by:

- Focusing on the person who is speaking to you, and not think about your response
- Showing by tone of voice, facial expression and body language that you want to be helpful

2) Asking Open Ended Questions to Make the Conversation Deeper

Asking open ended questions encourages the speaker to further explain and let you know you are listening. For example: "How do you feel about that?"

3) Repeating Back to the Speaker What Was Said-Paraphrasing

In your own words repeat back what you heard the speaker say. Reflect the feelings that the speaker is expressing. For example, "So it sounds like you are sad because things are changing." Use minimal responses like uh-huh to let the person know you are listening.

4) Do Not Show Judgment

Do not judge what the speaker is saying. Do not offer advice or dismiss what the speaker is saying. When we contradict the speaker, they will not feel understood.

5) Explore Options if The Conversation is About a Problem

Help the speaker explore what options they have to solve their problem.

PREVIEW

Name: _____ 85

True or False

Is the statement true or false?

1) Listening attentively is a way to show respect for the speaker.	True	False
2) Body language is part of listening skills.	True	False
3) We have less misunderstandings if we listen attentively.	True	False
4) Paraphrasing what the speaker said and repeating it back to them shows you are lis	True	False
5) Ask op questions to let the speaker expand the conversation.	True	False

PREVIEW

Connecting

W having someone listen to you made you feel better

Questions

Answer the questions below using e

1) How can you establish rapport with someone?

2) Why is it important not to contradict someone when they tell you how they are feeling?

Name: _____ 86

True or False Decide whether the statement is True or False.

#	Statement	T or F
1	Active listening helps reduce misunderstandings.	True
2	Establishing rapport helps people feel understood and comfortable.	True
3	When actively listening, you should focus only on what you want to say next.	False
4	Sh[illegible] body language is part of active listening.	True
5	[illegible] repeating exactly the same words the speaker [illegible]	False
6	Open-[illegible] longer and clearer responses.	True
7	Giving advice [illegible] of active listening.	False
8	Interrupting the speak[illegible]	False
9	Active listeners avoid judging the [illegible] talking.	True
10	You should dismiss a speaker's feelings if [illegible]	False
11	Maintaining eye contact can show that you [illegible]	True
12	Nodding or saying "uh-huh" can show you are listen[illegible]	True
13	Crossing your arms and looking away shows strong listening.	False
14	Active listening requires practice and effort.	True
15	Active listening only involves hearing sounds clearly.	False
16	It is okay to judge the speaker while they are talking.	False
17	Paraphrasing helps clarify what the speaker meant.	True
18	Active listening means solving the problem for the speaker right away.	False
19	Good active listeners are often better problem solvers.	True
20	Asking yes-or-no questions is always better than open-ended questions in active listening.	False

PREVIEW

© Super Simple Resources

Name: _____ 91

Preparing Food Safely

Preparing Food Safely

There are a few rules to keep in mind to make sure you do not have an accident or contaminate the food you are eating.

Safety Rules in the Kitchen

- Always ask for permission before you start and ask for help if you are using the stove.
- Pull long hair into a ponytail. This keeps hair out of your food and prevents it from getting caught in blades.
- Roll up loose sleeves to prevent them catching fire near the stove.
- Wash your hands with warm soapy water for 20 seconds or for as long as it takes for you to sing Happy Birthday.
- Wash the counters and cutting boards before and after, so you are sure they are clean.
- Be careful with sharp knives. Always carry sharp tools up by the handle.
- Wash your hands after handling food that usually needs cooking.
- Cover your mouth and nose when you cough or sneeze. Wash your hands afterwards.
- Use potholders when you touch hot pans, baking sheets and dishes.
- Use microwave safe cookware in the microwave. Never put anything metal including tinfoil into the microwave.
- Turn pot handles towards the back of the stove so you will not knock them.
- When you are done cooking turn off the stove and any other appliances.
- Clean countertops and any dishes you have used.



Safe Food Handling

- Wash fruits and vegetables before you eat them.
- Store raw meat on a plate tightly wrapped at the bottom of the fridge so no meat drippings can fall through the shelf and contaminate food stored under the raw meat.
- Use a food thermometer to test if meats are cooked to a temperature that kills bacteria.
- Cold food should be refrigerated within 2 hours of shopping or cooking.

PREVIEW

Name: _____ 92

True or False

Is the statement true or false?

1) Use a dish towel to get a pan out of the oven.	True	False
2) Ask an adult for help when using the stove.	True	False
3) There is a risk of getting a cut or a burn when preparing food.	True	False
4) Leftovers covered with tinfoil can be heated in the microwave.	True	False
5) Wash yo[illegible]s before and after preparing food.	True	False

Visual

[illegible] enjoy and can prepare and write the steps for preparing it [illegible]



PREVIEW

Questions

Answer the question below using evidence from the text

Since bacteria cannot be seen without a microscope, what can you do to make sure bacteria does not get onto your food?

© Super Simple Reports

Name: _____ 93

Food Safety Tutorial Planning

Objective What are we learning about?

To understand and apply proper food safety and hygiene practices by planning a step-by-step tutorial that demonstrates safe food preparation in the kitchen.

Materials What will you need for the activity?

- Planning worksheet
- Pencil
- Food-safe material (optional)
- Example for support)



PREVIEW

Instructions How w ity?

1. Read the worksheet carefully a preparing food safely. Think about why kitchen safety
2. Complete the Introduction Ideas sectio safety means, why it prevents accidents and contaminati learn from your tutorial.
3. In the Safety Rules to Highlight section, list at least safety rules you will demonstrate in your video.
4. Fill in the Equipment and Materials section by listing the tools, appliances, and safety items needed to show proper food preparation.
5. Complete the Preparation Before Filming section by listing five things you should do before starting your demonstration to ensure safety and cleanliness.
6. Review your plan to make sure it clearly explains safe food handling and proper kitchen behaviour.
7. Be prepared to share your tutorial plan with a partner or small group and explain why each safety step is important.

© Super Simple Resources

Name: _____ 9A

Food Safety Tutorial Planning

Use the template below to help you plan a short tutorial about preparing food safely. You should plan a video that explains step by step how to prepare food while following proper kitchen safety and hygiene rules.

Introduction Ideas (How will you introduce food safety and explain why it is important?)	
Explain what food safety me	
Describe fatov prev and fo contamination	
State what viewe will learn in your tutorial.	

Safety Rules to Highlig ich les will you demonstrate?)	
List the safety rules you will show in your video	1) 2) 3) 4) 5)

Equipment and Materials (What tools or items will you need to dem preparation?)

Preparation Before Filming (What should you do before starting your demonstration?)	1) 2) 3) 4) 5)

PREVIEW

© Super Simple Resources

Name: _____ 96

Food Poisoning

Health Risks in The Kitchen

Being able to prepare your own snacks and simple meals is fun. There are a few rules to keep in mind to make sure you do not have an accident or contaminate the food you are eating.



There are 2 types of health and safety risks you could have in the kitchen.

1. You could have an accident such as a burn or a cut.
2. You could eat food that is contaminated with bacteria.

PREVIEW

Food Poisoning

Food poisoning is when you eat food that contains germs such as bad bacteria. The symptoms of food poisoning are:



- Nausea
- Stomach cramps
- Diarrhea and fever.

Bacteria are all around us so mild cases of food poisoning are common. Foods from animals including, meat, poultry, eggs, milk and fish are the most common causes of food poisoning. Raw foods and unwashed vegetables also can have germs that cause food poisoning. Romaine lettuce and spinach are grown in soil and can become contaminated with animal feces from farms. This leads to bacteria contamination. That is why it is very important to wash raw vegetables very well before eating them.

When we are preparing food in the kitchen it is important to avoid cross contamination. Cross contamination occurs when we set a package of raw meat down on the counter. Some liquid from the meat drips out of the packaging onto the counter. We move the meat out of the way and put a head of lettuce on the counter. It picks up the liquid from the meat. This results in bacteria from the meat getting onto the lettuce.

Cooking kills most bacteria in foods, if you cook the food to the correct inside temperature. When you eat vegetables raw you do not destroy the bacteria, that is why washing your food is so important.

Name: _____ 97

True or False Is the statement true or false?

1) It is okay to eat chicken that is pink inside.	True	False
2) Bacteria in our food can cause food poisoning.	True	False
3) Vegetables do not have bacteria on them.	True	False
4) Food poisoning symptoms are upset stomach, joint pain and anemia.	True	False
5) If food [illegible] touch the floor for more than 5 seconds it is safe to eat.	True	False

Mat… Connecti… …the ways you participate in meat and snack preparation. Do… …eries away for instance?

PREVIEW

Multiple Choice Circle the letter of the correct …

1) Food poisoning is caused by:	A. Eating food with harmful bacteria	B. Eati… …much candy
2) Which is a symptom of food poisoning?	A. Stomach cramps	B. Broken arm
3) Cross contamination happens when:	A. Food cools	B. Germs spread
4) Raw meat should be stored:	A. At the bottom of the fridge	B. On the top shelf without cover
5) Cooking food properly:	A. Makes bacteria grow	B. Kills most bacteria

© Super Simple Reports

Name: _____ 98

Think Circle if the item is a safe or unsafe food practice.

Safe food practices help prevent food poisoning by stopping germs from spreading. Washing hands, cooking food properly, and storing food in the refrigerator keep food safe to eat.
Unsafe food practices allow bacteria to grow and spread. Not washing hands, eating undercooked food, or leaving food out too long can make people sick.

Touchin[illegible] chicken, then ma[illegible]ndwich witho[illegible]nds.	Food left outside in the sun for hours.	Using the same knife for raw meat and salad without washing it
Safe / [illegible]	Safe / Unsafe	Safe / Unsafe
Storing raw [illegible] bottom she[illegible] refrigerator	[illegible] milk out of the [illegible] several hours	Washing fruits and vegetables before eating them
Safe / unsafe	Safe / [illegible]	Safe / Unsafe
Cooking meat until it reaches the proper internal temperature	Touch[illegible] meat, then [illegible]ching b[illegible] without wash[illegible]s	Cleaning kitchen counters before preparing food
Safe / unsafe	Safe / [illegible]	[illegible] / Unsafe
Eating expired yogurt.	Using a dented, leaking can.	C[illegible]e
Safe / unsafe	Safe / Unsafe	Safe / Unsafe
Throwing away mouldy food.	Not reheating leftovers properly	Keeping hair tied back while cooking
Safe / unsafe	Safe / Unsafe	Safe / Unsafe
Refreezing melted ice cream.	Tasting food that smells bad.	Reheating food until steaming hot.
Safe / unsafe	Safe / Unsafe	Safe / Unsafe

PREVIEW

Name: _____ 99

Staying Home Alone

Staying Home Alone

At some point there will be a time when your parents believe it is safe to have you stay home alone for a short period of time. It may be that you are playing a game or watching your favourite show and they have to run out to do an errand. You do not want to go. Are you ready to stay home alone?

Ontario [illegible] and Family Services Act states that a child under the age of 16 may not be left [illegible] making provision for his or her supervision and care that is reasonable [illegible] circumstances."



What are The Circumstances that Are Considered?

There are several things that are considered including:

- Do you feel comfortable [illegible] home alone?
- Are you ready for the responsibility [illegible] yourself?
- Have you demonstrated that you can follow [illegible]
- Do you understand the risks in your home?
- Have you made a safety plan and rules with your [illegible] understand them?

Are You Ready?

There are several things you need to know before you should stay [illegible]

- Do you know how to use the phone.
- Do you know when to call 911 and your address to give the dispatcher?
- Do you know how to reach your parents.
- Do you know what to do if:
  - ✓ The smoke alarm goes off
  - ✓ There is a power outage
  - ✓ Someone comes to the door.
  - ✓ Someone calls for your parents.
  - ✓ There is a tornado or other severe weather.



PREVIEW

Name: _____ 100

True or False Is the statement true or false?

1) It is okay to stay home alone as long as the doors are locked.	True	False
2) There are laws related to children staying home alone.	True	False
3) Knowing the risks in your home before being left alone is important.	True	False
4) If you are usually tempted to break rules it is not a good idea to stay home alone.	True	False
5) If your [illegible] rings your doorbell while you are home alone call 911.	True	False

Ques[illegible] [illegible]ree questions you have after reading the text

1)	
2)	
3)	

Questions Answer the questions below using evi[illegible]

1) What kind of safety risks are in your home?

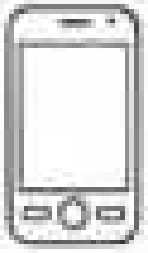
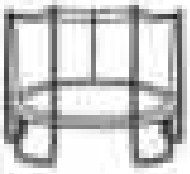
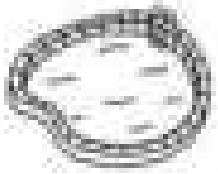
2) What are 3 things you need to know before staying home alone?

PREVIEW

Name: _____ 101

Risk Assessment

Think What hazards are in your house? Answer the questions below. Why is it a risk? What could happen?

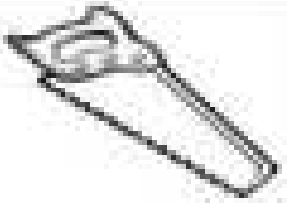
	Does your house have locks on every exterior door? Is there a security system? If so you know how to use it?	
	have pets that can be you ry to get is a	
	Do you If not do you hav home? Do you know when and call 911?	
	Do you have a trampoline? Would you use it if you were alone?	
	Do you have a swimming pool, or do you live on the water?	
	Are medications kept in a secure location?	

PREVIEW

© Super Simple Resources
www.simplesheets.com

Name: _____ 102

Risk Assessment

	Are sharp tools and power tools stored securely	
	Is alcohol kept stored safely?	
	Do you have smoke alarms in your house? Do they work?	
	Are chemicals stored safely?	
	Are there weapons in the house? Are they locked up?	

PREVIEW

Think Are there any other hazards in your home, not mentioned above?

© Super Simple Resources
www.simplesheets.com

Name: _____ 113

Unit Test – Personal Safety

Multiple Choice /10

1. Equity is a) The same as equality b) When everyone gets what they need. c) When yo[illegible] able to get into a building. d) All of th[illegible]	2. Our behaviours come from: a) Our values b) Our attitudes c) Our beliefs d) All of the above
3. Sel[illegible] help us: a) Tell when yo[illegible] b) Calm our em[illegible] c) Lash out when we [illegible] d) All of the above	4. Negative Peer Pressure is when someone, your age, tries to get you to: a) Vape b) Smoke [illegible] Drink alcohol [illegible] the above
5. Which communication style is [illegible] a) Passive b) Assertive c) Aggressive d) All of the above	[illegible]ion skills are: a) Im[illegible]ding relationships. [illegible] talk[illegible]ning. c) H[illegible]ndings. d) All of th[illegible]
7. Refusal skills are: a) A way to avoid peer pressure. b) A way to say no when you do not want to do something. c) Are something you can practice. d) All of the above	8. When you are preg[illegible]uld a)Wash your hands b) Wash the floor in case you drop something c) Remember the 5 second rule. d) All of the above.
9. Symptoms of food poisoning include: a) Nerve pain and headache. b) Nausea, diarrhea. c) Nausea, cramps and joint pain. d) All of the above.	10. Before you babysit you should: a) Get emergency contact numbers. b) Take a babysitting course c) Find out if the children have allergies. d) All of the above

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
Self-awareness	
Self-Management	
Ac[illegible]	

PREVIEW

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

1) What are 3 refusal skills?

2)What is the difference between equity and equality?

3) What are 6 potential risks in the home, that need to be considered before someone stays home alone?

Long Answer Answer the questions below – Each question is worth 5 marks

1) List 5 things you can do to calm yourself.

2) What is active listening? What do you [illegible] active listener?

PREVIEW