

# Kindergarten to Grade 6 Physical Education and Wellness Resource

## 3-Month Wellness Projects Samples

Alberta Education Physical Education and Wellness Curriculum

Compiled and Built by Paul Morlett 2025 in conjunction with the APLC

# Why this Resource was built

- Working with elementary generalists who are delivering the WELLNESS KUSP's in the classroom, it became apparent that many teachers were struggling with how to scope and sequence the KUSPs.
- After building the Dialogue / Journaling Prompt Resource, this was the next requested resource to use as an idea generator, or to use as a full project base.
  - Dialogue and Journal Prompts:  
<https://drive.google.com/file/d/19t2E63eX0kJWtRD7papZbyEjqEg51xJL/view?usp=sharing>
- Use in conjunction with the WELLNESS SPs Summary Document:
  - Wellness SP's Summary:  
<https://drive.google.com/file/d/1p6y4ROgUsW0LqNEQfco6LgvGIWtNE7v-/view?usp=sharing>
  - Physical Education SPs Summary:  
<https://drive.google.com/file/d/1QdTKXOtPjWauhLhDPgJnNlQVoWi54HKF/view?usp=sharing>
- Wellness Summary Skills and Procedures for Assessment and Tracking - Is using the assessment tracking tool and organization framework.
- Three-month sample projects will be used to cover all Wellness KUSPs by grade. These were built to cover 10 weeks of classes, working from between 20 minutes and an hour a week. If you want to delve deeper, expand the tasks or add steps to the Phases
- Each Grade is set up to culminate in a project that can be shared with the school, families, parents, etc. Raising the stakes leads to better projects and deeper learning.
- The Reference and Resource Section is at the end of the document.
- Sample guide to inspire and help generate Ideas

## Using this Resource

This resource was put together using specific, vetted resources from around the country to create a sample project-based wellness scope and sequence by grade.

The phases in this document cover the KUSPs for each grade in the wellness component of the curriculum.

It intends to provide an idea on how to raise the stakes on the outcomes with a final project that uses things from each section. It can be done in a few lessons per phase and could be simplified or expanded upon.

This is NOT a definitive guide but a collection of activities and tasks from the country's groups invested in advancing the skills of children and youth. Some of the ideas are not built out, but starting points to prompt your exploration of how to cover the content with your students.

Read through your grade and see what comes up for you... Do you like the idea? Try it. Did another idea come up... Try it. Modify it. Use nothing, use it all... it is offered as a kick-off to get thinking about the life skills in the curriculum that are desperately needed for the next generations.

## Tips on talking about Nutrition (Revised with AHS Standards)

- Use a neutral tone and curiosity-based questions
- Avoid categorizing foods as "junk" or "bad."
- Emphasize the joy of sharing, exploring, and building skills
- Follow [Session 5 AHS guidance](#) re: safe language & modelling
- Use [Canada's Food Guide visual plate](#) as a teaching anchor
- Model curiosity: "I wonder what this fruit feels like inside?"
- AHS encourages educators to avoid asking students to explain what's in their lunch
- Avoid asking: "Is your snack healthy?" → Instead: "What do you notice about your snack?" Use: "Foods that give us energy to play/think/create"
- Acknowledge diverse food access, family food cultures, and student autonomy.
- All food-related lessons = exploration, not comparison
- Emphasize that there are many ways to eat well.
- Use descriptive language: crunchy, colourful, smooth—not "healthy/unhealthy"
- All students should feel proud of their food knowledge, not ashamed of what they bring or have access to
- Emphasize that food is cultural, social, and nourishing, not something to judge.
- Avoid "better than" conversations around food forms (e.g., frozen vs. fresh)
- Reassure students: "There are many ways to nourish your body."
- Focus on food curiosity and kitchen confidence
- Don't praise or critique lunch/snack content
- Emphasize food as part of identity, energy, connection, not image.
- Encourage leadership through kind, curious dialogue, not "nutrition correcting."

# Kindergarten: "Healthy, Happy Me!" – A Hands-On Kindergarten Wellness Journey

## Scope and Sequence: 3-Month Kindergarten Wellness Project

### Project Overview

This project will guide students through friendship, emotions, healthy eating, and making safe choices using interactive, sensory, and play-based learning. Students will explore animal metaphors, mindfulness, hands-on cooking, comic strips, and engaging activities. The final event will be the "Healthy, Happy Me Gallery Walk," where students share their learning through drawings, sculptures, and interactive wellness stations.

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## Phase 1: Understanding Ourselves & Our Feelings

### Step 1: "I Am Me!" (Week 1)

- Objective: Recognize how everyone is unique and special.
- Activities:
  - Animal Metaphor Activity: "Are you as brave as a lion? As gentle as a bunny?"—Students pick an animal that represents them.
  - Self-Portrait Collage: Students create an artwork of themselves with mixed media.
  - Think-Pair-Share: "What makes me special?"
  - Reflection Options:
    - Draw & label: "I am special because..."
    - Voice-record: "I feel happy when..."

### Step 2: What Does My Face Say? (Week 2)

- Objective: Explore different emotions and expressions.
- Activities:
  - Emotion Mirror Game: Students make faces in mirrors and guess emotions.
  - Emoji Art: Creating a feelings comic strip (e.g., "Happy me, Sad me").

- Role-Playing: Act out different emotions.
  - Reflection Options:
    - Draw a place that makes you feel peaceful.
    - Voice-record: "I feel calm when..."
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## Phase 2: Friendship, Boundaries, & Safety

### Step 3: How to Be a Great Friend (Week 3-4)

- Objective: Define and practice friendship skills.
- Activities:
  - Friendship Animal Storytelling: Using animal characters (e.g., "The Helpful Hedgehog").
  - Class Sharing Circle: "How do we show kindness?"
  - Friendship Handprints: Painting a friendship tree.
  - Reflection Options:
    - Draw a "Friendship Scene."
    - Voice-record: "A time I was a good friend."

### Step 4: My Bubble – Understanding Boundaries (Week 5)

- Objective: Recognize personal space and body boundaries.
- Activities:
  - Role-Play: "Too Close, Just Right" (students practice setting boundaries).
  - Bubble Space Game: Using hula hoops to show personal space.
  - Reflection Options:
    - Draw a picture of safe & respectful boundaries.
    - Voice-record: "I like when friends..."

### Step 5: The DOT B Pause – Taking a Mindful Breath (Week 6)

- Objective: Learn how to pause, breathe, and calm down.
- Activities:
  - The DOT B Stoplight Game: Students freeze, breathe, and relax.
  - Breathing with Feathers: Blow a feather to practice mindful breathing.
  - Create a "Calm Down Animal": Pick an animal that calms them (e.g., "I take deep breaths like a slow turtle").
  - Reflection Options:

- Draw a "Calm Down Safe Place."
  - Voice-record: "When I feel upset, I..."
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## Phase 3: Healthy Eating & Safe Choices

### Step 6: Food is Fuel! (Week 7)

- Objective: Explore how foods help us play, learn, and grow, without labeling them "good" or "bad".
- Activities:
  - Food Explorer Circle: Introduce a rainbow of foods using photos, real foods or toy models (grapes, rice, lentils, carrots, bannock, tofu, berries, etc)
  - Art Task: "What foods help me play?" → Draw or collage foods that give energy, strength, and fun (no writing required).
  - Drink Like a Hero: Explore why water helps our bodies and brains stay ready for action.
- Reflection
  - "Draw a food that helps me feel strong like a tiger".
  - "Voice record: I love eating \_\_\_ because it helps me..."

### Step 7: Lunchbox Creating – No Judgement Zone (Week 8)

- Objective: Use observation and curiosity to build empathy and literacy around food variety, not comparison.
- Activities:
  - Lunchbox Detective Sketch: Have students invent a magic pretend lunch using foods they enjoy.
    - NOTE: if you are at all concerned about what students have in their lunch or may not even have a lunch, have them make up a lunch to avoid the SES triggers, shame or guilt. really don't have any control over what is in their lunches.
  - Think-Pair-Share Prompt: "What's something in your lunch you like the colour or smell of?"
  - Design-A-Lunch: Using Food Guide visuals, students cut, draw or arrange a plate using 3 key groups (veggies/fruits, protein, whole grains).

#### Teaching Notes:

- Do NOT analyze "healthy" vs "not healthy"
- Frame as exploration and imagination, not evaluation

## Step 8: Let's Cook Together! (Week 9)

- Objective: Experience the joy of making and sharing food in a community.
  - Activities:
    - Simple Snack Prep: Students make fruit kebabs, cracker-and-cheese towers, veggie faces, or mini whole-grain sandwiches.
    - Taste the Rainbow: Try 1 new food in a no-pressure environment ("just a look or smell is okay!").
    - My Snack Art: Draw the snack they made or decorate a plate using magazine cutouts.
  - Reflection:
    - "I helped make \_\_\_ and I liked \_\_\_." (spoken or drawn)
    - What food group was your snack part of?
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## Final Project: "Healthy, Happy Me Gallery Walk"

### Step 9: My Happy & Safe Poster (Week 10)

- Objective: Create a visual representation of wellness.
- Activities:
  - Students create posters about friendship, feelings, and healthy eating.
  - Class Sharing Circle: "What was my favourite part of the project?"
  - Reflection Options:
    - Draw or make a comic strip: "How I stay safe & happy."
    - Voice-record: "What did I learn about taking care of myself?"

### Step 10: "Healthy, Happy Me Gallery Walk" (Week 11-12)

- Objective: Share learning through an interactive, sensory-based event.
- Activities:
  - Friendship Station: Role-playing kind interactions.
  - Feelings & Calm Corner: Breathing practice, emotion mirrors.
  - Healthy Eating Station: My Dream Lunch Plate (drawn/collaged, not based on real lunch), Food Explorer Station – guess, sort, or talk about different food items using real or toy props, Snack Sharing Table (with educator-led food prep)
  - Safe Choices Station: Sorting safe/unsafe scenarios.
  - Reflection Options:
    - Tell a friend or voice-record: "What was my favourite part?"

- Draw & share: "One thing I will keep doing to stay healthy."
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## Project Completion

By the end of the 3-month project, students will:

- Recognize their emotions & learn calming strategies using DOT B mindfulness.
- Practice kindness, friendship, and boundaries through stories & role-play.
- Explore healthy eating through lunchbox analysis and hands-on cooking.
- Celebrate their learning with a "Healthy, Happy Me Gallery Walk."

# Grade 1: "Healthy, Happy Me!" – A Hands-On Grade 1 Wellness Journey

## Scope and Sequence: 3-Month Grade 1 Wellness Project

### Project Overview

This project will guide students through self-awareness, safety, nutrition, relationships, and growth using engaging, age-appropriate activities. Students will participate in class sharing circles, movement games, sensory play, and creative storytelling. The final event will be the "Our Healthy, Happy Classroom Celebration", where students present their learning through art, songs, and interactive wellness stations.

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## Phase 1: Understanding Ourselves & Our Community

### Step 1: What Makes Me Special? (Week 1)

- Objective: Recognize how everyone is unique and valued.
- Activities:
  - Class Sharing Circle: "What makes me special?"
  - Self-Portrait Art: Students draw themselves and add words describing their strengths.
  - Movement Game: "Find a Friend Who..." (students find classmates with common traits).
  - Reflection Options:
    - Draw & label: "What makes me special?"
    - Voice-record or tell a friend: "I like myself because..."

### Step 2: What Can I Do? (Week 2)

- Objective: Describe personal strengths and abilities.
- Activities:
  - "I Can!" Chart: Students write/draw things they can do well.
  - Role-Play: Acting out different abilities (e.g., jumping, singing, helping a friend).
  - First Nations, Inuit & Métis Perspective: Read a story about personal gifts.

- Reflection Options:
    - Draw & share: "One thing I am proud of!"
    - Create a "Superhero Me" comic strip about their special skills.
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## Phase 2: Safety & Healthy Eating

### Step 3: Safe or Not Safe? (Week 3-4)

- Objective: Identify safe and unsafe situations.
- Activities:
  - Sorting Game: "Safe or Not Safe?" (Students sort pictures into safe or unsafe).
  - Role-Play: What to do if they feel unsafe (finding a trusted adult, saying "No").
  - Harmful Substances Matching Game: Identify household substances to avoid.
  - Reflection Options:
    - Draw & label: "How do I stay safe?"
    - Tell a story about a time they made a safe choice.

### Step 4: Who Helps Me Stay Safe? (Week 5)

- Objective: Identify trusted adults in the school and community.
- Activities:
  - Class Sharing Circle: "Who keeps me safe?"
  - Community Helper Dress-Up Day: Students act out the roles of firefighters, police, and doctors.
  - Make a Safety Poster: Draw who they can go to for help.
  - Reflection Options:
    - Draw or voice-record: "Who do I trust when I need help?"

### Step 5: My Healthy Eating Adventure (Week 6)

- Objective: Explore where food comes from, how we enjoy it, and how it helps our bodies grow, move, and think.
- Activities:
  - "Food Group Puzzle": Use Canada's Food Guide plate to build a sample meal (cutouts, felt, or drawn).
  - "Drink Match Game": Sort pictures into "water," "milk," and "sometimes drinks" (with gentle framing).

- "Food Rainbow Drawing": Students draw one favourite food from each food group—no pressure to include their real-life lunch.
  - "Design a Picnic": Students build an imaginary meal with at least 3 food groups.
  - Reflection Options:
    - "My picnic would have \_\_\_ because it helps me \_\_\_." (verbally shared or drawn)
    - "This food helps me run/play/build/think."
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## Phase 3: Friendship, Feelings, & Growth

### Step 6: How to Be a Good Friend (Week 7)

- Objective: Explore ways to build and strengthen friendships.
- Activities:
  - Friendship Role-Play: Practicing sharing, kind words, and helping.
  - Making Friendship Bracelets: Giving a bracelet to a classmate.
  - Friendship Song & Dance: Learning a song about kindness.
  - Reflection Options:
    - Draw a "Friendship Heart" with kind words.
    - Tell a friend or voice record: "How can I be a good friend?"

### Step 7: What Do Feelings Look Like? (Week 8)

- Objective: Recognize how emotions are expressed.
- Activities:
  - Feelings Charades: Act out happy, sad, excited, scared.
  - Emoji Drawing Activity: Students draw their emotions.
  - Class Sharing Circle: "What makes me happy?"
  - Reflection Options:
    - Make a "Feelings Book" with drawings of emotions.
    - Voice record: "What do I do when I feel sad?"

### Step 8: How Do I Take Care of My Body? (Week 9)

- Objective: Learn about hygiene and body growth.
- Activities:
  - Hand Washing Experiment: Comparing dirty vs. clean hands under a flashlight.

- Growth Timeline: Students bring a baby picture & compare it to now.
- Stretch & Movement (like yoga) session to talk about strong, growing bodies.
- Reflection Options:
  - Draw or tell a story: "How do I take care of myself?"
  - Make a "Growing Me" collage.

## Final Project: "Our Healthy, Happy Classroom Celebration"

### Step 9: My Healthy & Kind Poster (Week 10)

- Objective: Create a visual representation of wellness.
- Activities:
  - Students create posters about healthy eating, kindness, and safety.
  - Class discussion: What was their favourite part of the project?
  - Reflection Options:
    - Draw or make a comic strip: "What makes me healthy & happy?"
    - Voice-record: "What did I learn about taking care of myself?"

### Step 10: "Our Healthy, Happy Classroom Celebration" (Week 11-12)

- Objective: Share learning through a fun, interactive event.
- Activities:
  - Friendship Song & Dance Performance.
  - Healthy Snack Party (students prepare & share simple healthy foods), "My Ideal Plate" collages, "Picnic Gallery" display wall, "Food Guessing Game" station using real or toy food and clues like "This one grows underground!"
  - Movement & Safety Station (playing a Safe or Unsafe? game).
  - Showcase Art & Drawings: Posters, comics, and self-portraits.
  - Reflection Options:
    - Tell a friend or voice-record: "What was my favourite part of this project?"
    - Draw & share: "One thing I will keep doing to stay healthy."

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## Project Completion

By the end of the 3-month project, students will:

- Recognize their strengths & uniqueness through art and storytelling.
- Practice friendship skills through role-play and sharing circles
- Learn about safety and community helpers through hands-on activities
- Explore healthy eating and try new foods.
- Celebrate their learning with a "Healthy, Happy Classroom Celebration."

# Grade 2: "Be a Good Friend, Stay Safe, & Eat Well!" – A Hands-On Grade 2 Wellness Journey

Scope and Sequence: 3-Month Grade 2 Wellness Project

## Project Overview

This project will guide students through friendship, safety, nutrition, and growth using interactive and engaging activities. Students will participate in drawing, role-playing, storytelling, hands-on learning, and group discussions. The final event will be the "Be a Good Friend & Stay Healthy Showcase", where students present their artwork, role-plays, and wellness projects.

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## Phase 1: Understanding Roles & Being a Good Friend

### Step 1: Who Am I in My Community? (Week 1)

- Objective: Explore different roles in learning and community.
- Activities:
  - Group Role-Play: Pretend to be helpers in the community (e.g., doctor, teacher, firefighter).
  - Drawing & Sketching Option: "Who do I want to be?"—Students draw or create a comic strip about different roles.
  - Reflection Options:
    - Voice-recording: "What role do I play in my classroom?"
    - Drawing or journal entry: "How do I help my friends and family?"

### Step 2: What Makes a Good Friend? (Week 2)

- Objective: Identify ways to strengthen relationships.
- Activities:
  - Role-Playing: "What would you do?" (Practicing sharing, kindness, and problem-solving).
  - Friendship Tree: Each student adds a leaf with kind words about a friend.
  - Reflection Options:
    - Voice-recording: "What makes someone a good friend?"

- Draw or make a comic strip: "A time I helped a friend."
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## Phase 2: Safety & Nutrition

### Step 3: Safe or Unsafe? (Week 3-4)

- Objective: Classify safe vs. unsafe situations.
- Activities:
  - Sorting Game: "Safe or Unsafe?"—Students classify pictures of different situations.
  - Role-Play: "What would you do?"—Students act out ways to stay safe (crossing the street, talking to strangers, handling unsafe objects).
  - Reflection Options:
    - Draw & label: "How do I stay safe?"
    - Create a voice message explaining what to do in an unsafe situation.

### Step 4: How Does My Body Tell Me I Need Food & Water? (Week 5)

- Objective: How food helps us play, focus, feel emotions, and be strong.
- Activities:
  - Feeling Faces Chart: Students match emotions and energy levels with food and hydration needs.
  - Water vs. Juice Experiment: Test how water vs. sugary drinks affect energy.
  - "Draw What Food Helps Me Do": Students sketch or collage one food and connect it to an action (e.g., "Apples help me jump!").
  - "Food & Feelings" Circle Time: Think-Pair-Share → "How does your body feel when it's hungry?" or "What do you notice after drinking water?"
  - Rainbow Plate Activity: Use coloured plates or placemats to explore how different colours = different nutrients (no labelling or evaluating).
  - Water Challenge: How many places can you drink water? Draw 3!
  - Reflection Options:
    - "I feel \_\_\_ when I eat \_\_\_."
    - "Water helps my \_\_\_ do \_\_\_."
    - Sketch or act out: "How does my body feel when I'm hungry or thirsty?"
    - Voice-record: "Why is it important to drink water?"

## Step 5: Exploring Food Prep & Traditions (Week 5)

- Objective: Identify where food comes from, and explore safe, simple ways we prepare and enjoy food.
- Activities:
  - Class “Food Around the World” Discovery: Explore family traditions through teacher-led visuals, puppets, or stories (no pressure to share home meals).
  - Kitchen Tools Matching Game: Match tools (e.g., blender, grater, knife) to safe food prep actions.
  - Draw a “Family or Fantasy Feast”: Students imagine a meal they’d love to help make or eat—real or pretend!
  - Reflection:
    - “I would love to make \_\_\_ because...”
    - “Cooking is \_\_\_.”

## Step 6: Hands-On Nutrition Fun – My Food Choices (Week 6)

- Objective: Try something new, share an experience, and describe what we notice—no evaluations
- Activities:
  - Make Together Snack: Options include, but are not limited to... ethnic options are great as well.
    - *Veggie & dip tray*
    - *Mini pita pockets*
    - *Yogurt parfaits*
    - *Build-your-own sandwich*
  - Mindful Eating Prompt: “What colour is it? What’s the texture? What does it smell like?”
  - Food Journal ART Page: “Draw your snack and show how it helped you learn or play.”
  - Reflection:
    - “I tried \_\_\_ and it felt \_\_\_.”
    - “It looked/smelled/tasted \_\_\_.”

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## Phase 3: Growth & Self-Regulation

### Step 6: How My Body Grows (Week 7)

- Objective: Recognize how bodies change over time.

- Activities:
  - Growth Timeline: Draw a picture of yourself as a baby, now, and in the future.
  - Guessing Game: Students guess which baby pictures belong to which classmate.
  - Reflection Options:
    - Draw & label: "What parts of my body have grown?"
    - Voice-record: "What do I want to do when I grow up?"

## Step 7: How to Feel Better – Self-Regulation Strategies (Week 8)

- Objective: Learn how to calm down and manage emotions.
- Activities:
  - Calm Down Toolbox: Students create a toolbox with drawings or objects representing different calming strategies.
  - Breathing Buddy Exercise: Students practice deep breathing with a stuffed animal.
  - Reflection Options:
    - Draw & label: "How do I calm down when I feel upset?"
    - Role-play different calming strategies.

## Step 8: Eating & Culture – Exploring Foods from Around the World (Week 9)

- Objective: Learn about how food connects to culture and traditions.
- Activities:
  - Food Show & Tell: Students bring a picture, drawing, or story about food their family enjoys.
  - Taste Testing: Try simple foods from different cultures.
  - Reflection Options:
    - Draw or create a comic strip about a special meal.
    - Voice-record: "How does food bring people together?"

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## Final Project: "Be a Good Friend & Stay Healthy Showcase"

### Step 9: My Friendship & Wellness Poster (Week 10)

- Objective: Create a visual representation of wellness.
- Activities:

- Friendship Poster: Students create a drawing, collage, or comic strip showing what makes a good friend.
- Wellness Reflection: "What have I learned about being a good friend and staying healthy?"
- Reflection Options:
  - Draw & label: "How can I be a better friend?"
  - Voice-record: "What was my favourite thing I learned?"

## Step 10: "Be a Good Friend & Stay Healthy Showcase" (Week 11-12)

- Objective: Share learning through interactive stations.
- Activities:
  - Friendship Station: Role-playing being a kind friend.
  - Safety Station: Sorting "Safe or Unsafe?" cards.
  - Food & Culture Station: Display artwork & taste foods, "My Dream Snack Tray" collage, "Food Helps Me \_\_\_" gallery, Cultural Celebration Board
  - Emotions Station: Teach a self-regulation technique to a younger student.
  - Final Reflection Options:
    - Draw or voice-record: "What was my favourite part of this project?"
    - Class discussion: "How can we keep being good friends every day?"

## Project Completion

By the end of the 3-month project, students will:

- Practice kindness, sharing, and conflict resolution through role-playing.
- Explore nutrition, food choices, and hydration using hands-on activities.
- Learn to classify safety risks and create visual journals of safe choices.
- Develop self-regulation skills through drawing, breathing exercises, and storytelling and celebrate their learning through the "Be a Good Friend & Stay Healthy Showcase."

# Grade 3: The Path to Wellness – A Journey of Growth, Nutrition, and Healthy Living

Scope and Sequence: 3-Month Grade 3 Wellness Project

## Project Overview

Students will embark on a three-phase wellness journey that integrates nutrition, safety, relationships, character development, and personal growth. They will work in groups, individually, and as a class, progressing through discussions, hands-on activities, and reflections. The final showcase will include personal wellness plans, a classroom “Wellness Fair,” and a collaborative “Healthy Eating Cookbook.”

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## Phase 1: Personal Growth & Character Development

### Step 1: Who Am I? (Week 1)

- Objective: Understand how personal talents, interests, and role models shape growth.
- Activities:
  - Group discussion: “Who inspires you and why?”
  - Hands-on activity: Create a “Growth Map”, drawing personal strengths and dreams.
  - Reflection: Write a journal entry on “How my role models influence my choices.” (may have to take time to talk about role models).

### Step 2: Understanding Growth and Change (Week 2)

- Objective: Examine different areas of development (physical, mental, emotional).
- Activities:
  - Class discussion: How do we grow? What changes as we get older?
  - Science integration: Timeline activity tracking changes from childhood to adulthood.
  - Reflection: Write about a recent personal growth experience.

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## Phase 2: Healthy Eating & Nutrition

### Step 3: Food & Energy for Life (Week 3-4)

- Objective: Describe how different foods support different types of energy, growth, and moods.
- Activities:
  - Science experiment: How do different foods affect energy? Students compare the effects of water vs. sugary drinks.
  - My "Food is Fuel" Map: Students draw a part of the body (brain, muscles, heart, etc.) and a food that supports it (e.g., "Berries help my brain!").
  - Think-Pair-Share: "What helps you feel ready to learn?" (Prompt includes movement, food, sleep, water)
  - Hydration Station: Introduce water as a superpower → "Let's brainstorm 5 ways to drink water more often" (e.g., add fruit, fun cups, drink with a friend)
- Reflection:
  - "I feel focused when I eat/drink \_\_\_\_."
  - "My snack helped me \_\_\_\_."

### Step 4: Exploring Food Preparation and Culture (Week 5)

- Objective: Explore how different people prepare and enjoy food in ways that are safe, creative, and meaningful.
- Activities:
  - Hands-on cooking activity: Compare raw vs. cooked vegetables—which are softer, tastier, and how does cooking affect nutrients?
  - Group challenge: Plan a simple, nutritious meal.
  - Reflection: Students write a recipe for a meal they'd like to prepare.
  - Compare a raw meal to a cooked meal in terms of nutrition, time, tools, and taste.
- Reflection:
  - What groups of people may need to eat raw food (current or in the past)?
  - Why do we cook so much of our food?

### Step 5: Creating a Class Cookbook (Week 6)

- Objective: Apply knowledge of nutrients and meal planning.

- Activities:
    - Group project: Students research and submit one healthy recipe.
    - Compile all recipes into a classroom “Healthy Eating Cookbook”.
    - Reflection: How can I make healthier food choices?
  - Option B: Cooking Together: Choose one or more of:
    - Build-your-own wrap
    - DIY yogurt parfait
    - Tasting tray with 3 types of veggies and 3 dips
    - *Mini sandwich lab*: explore texture, flavour, and colour
    - Descriptive Reflection Chart: Students describe snack with senses: “It looked \_\_, felt \_\_, tasted \_\_.”
    - Create-A-Menu Poster: Design an imaginary café or food truck menu using foods from all food groups
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## Phase 3: Safety, Relationships, & Well-Being

### Step 6: Safety in Daily Life (Week 7)

- Objective: Identify safe vs. risky behaviours in different settings.
- Activities:
  - Group role-playing: “Safe or Unsafe” scenarios (bike safety, kitchen safety, substance awareness).
  - Community integration: Invite a guest speaker (firefighter, paramedic, or nutritionist) to discuss real-world safety.
  - Reflection: Students create safety posters for common school situations.

### Step 7: Healthy Relationships (Week 8)

- Objective: Identify respectful interactions and conflict resolution.
- Activities:
  - Friendship circles: Students share what makes a good friend.
  - Conflict resolution practice: Students role-play resolving a disagreement.
  - Reflection: Write about a time you resolved a conflict positively.

### Step 8: Self-Regulation & Emotions (Week 9)

- Objective: Develop strategies to manage emotions and stress.
- Activities:

- Class discussion: How do we handle frustration, sadness, or excitement?
  - Mindfulness activity: Guided breathing exercises.
  - Reflection: Draw a “calm-down plan”—steps to manage emotions.
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## Final Project: The Wellness Fair

### Step 9: Individual Wellness Plans (Week 10)

- Objective: Create a personalized wellness plan.
- Activities:
  - Students design their self-care plans (healthy eating, exercise, stress management).
  - Peer feedback: Students review and refine each other’s plans.
  - Reflection: How will I apply this in my daily life?

### Step 10: Wellness Fair Showcase (Week 11-12)

- Objective: Present learning in a fun, engaging format.
  - Activities:
    - Wellness stations:
      - Nutrition station (share the class cookbook)
      - Safety station (interactive quiz)
      - Relationship station (role-play respectful communication)
    - Group presentations: Share key takeaways from the project.
    - Nutrition Stations:
      - Student-designed *Dream Menu* posters
      - “Fuel for My Body” artwork display
      - Hydration Quiz Wheel: Fun fact questions like “What’s one time your body asks for water?”
    - Parent & community involvement: Invite families to participate.
    - Reflection: Write a final entry: “What I learned about wellness.”
- 

## Project Completion

By the end of the 3-month project, students will:

- Understand how food, relationships, and self-regulation impact wellness.

- Engage in hands-on nutrition experiments, group challenges, and creative projects.
- Develop their wellness plans and contribute to a class cookbook.
- Present their learning at a fun and interactive “Wellness Fair.”

# Grade 4 Project Title: "Fuel, Flourish, and Lead" – A Journey of Growth, Nutrition, and Responsibility

Scope and Sequence: 3-Month Grade 5 Wellness Project

## Project Overview

This project will guide students through key wellness concepts, focusing on nutrition, resilience, responsibility, relationships, and growth & development. The project features a mix of hands-on activities, including a cultural food festival, digital citizenship challenges, and leadership opportunities. It culminates in a "Wellness Leadership Summit", where students will take on leadership roles to promote well-being in their school or community.

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## Phase 1: Personal Growth & Resilience

### Step 1: Life Experiences & Resilience (Week 1)

- Objective: Understand how life experiences shape resilience and perseverance.
- Activities:
  - Class discussion: "What challenges have helped you grow?"
  - Resilience timeline: Students map key life moments that shaped their thinking or behaviour.
  - Reflection: "How can perseverance improve my well-being?"

### Step 2: Taking Responsibility for Our Actions (Week 2)

- Objective: Reflect on how personal actions affect well-being.

- Activities:
    - Scenario-based learning: Role-play situations involving responsible vs. irresponsible choices.
    - Journaling activity: "What is one responsibility I can take on to improve my life or help others?"
    - Reflection: Peer feedback session—students suggest ways to be more responsible.
- 

## Phase 2: Nutrition & Healthy Living

### Step 3: The Power of Nutrition & Hydration (Week 3-4)

- Objective: Explore how different foods support learning, movement, moods, and body systems, with no self-tracking or ranking.
- Activities:
  - Food Body Connection Chart: Students match organs/body systems (muscles, brain, bones, heart) to foods they think might help—creativity encouraged
  - Design-A-Breakfast Comic: Comic strip showing a morning meal fueling an imaginary adventure (e.g., "I ate oatmeal and flew to space!").
  - Class Circle: Prompt: "What foods do you notice help you feel focused, energized, or calm?" Use sentence starters, and emphasize there's no right answer.
  - Reflection: Students track their hydration & energy levels over a week.
    - "After breakfast, I feel ready to \_\_\_."
    - "My fuel food is \_\_\_ because..."

### Step 4: Cultural Food Exploration (Week 5)

- Objective: Discuss nutritional sources from various cultures and traditions.
- Activities:
  - Cultural food stations: Students research and present a meal from a cultural background.
  - Tasting session: Trying different cultural foods (teacher & parent involvement encouraged).
  - Reflection: "What can we learn about food traditions around the world?"

(Step 4 Option B)

Objective: Introduce label basics without comparing “better/worse” foods and highlight listening to hunger/fullness cues instead.

- Activities:
  - Label Scavenger Hunt (No Evaluation): Explore labels only to identify what's included, like “What’s a common ingredient?” or “Can you find fibre/protein on here?”
  - Hunger/Fullness Reflection (Draw It!): Teach students about how hunger feels in the body (growling belly, foggy brain). Students draw their “hungry signal” character.
  - Label Sorting Game: Explore drink labels only to practice reading skills—no judgment about sugar levels. Prompt: “Water helps your body work best. When might you enjoy other drinks too?”
- Reflection Options:
  - “I notice I get hungry when...”
  - “When I feel full, I...”

## Step 5: Healthy Choices & Snack Evaluation (Week 6)

- Objective: Practice simple food prep and teamwork while developing descriptive and social skills, not dietary comparisons.
- Activities:
  - Team Snack Lab: Make snacks in groups, choosing from: (add in indigenous and cultural options as well if possible)
    - Trail mix builder station
    - Rainbow wrap builder
    - Rice cake + topping bar
    - Oat & seed energy balls
  - Sensory Map: Students create a “Snack Map” drawing of how it looked, felt, smelled, tasted (no nutrition labelling)
  - Mini Food Interview: Pairs ask: “What was your favourite part of making the snack?” or “What surprised you?”
  - Reflection:
    - “Cooking helped me \_\_\_\_.”
    - “I learned that food can be \_\_\_\_.”

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## Phase 3: Leadership, Relationships & Growth

### Step 6: Leadership & Responsibility in Well-Being (Week 7)

- Objective: Explore how leadership supports safety & well-being.
- Activities:
  - Leadership role-play: Practicing leadership in peer interactions.
  - Personal mission statement: Students define their leadership values.
  - Reflection: "What type of leader do I want to be?"

## Step 7: Digital Citizenship & Online Safety (Week 8)

- Objective: Identify laws, rules, and practices that support well-being in digital spaces.
- Activities:
  - Internet safety escape room: Groups solve challenges related to digital citizenship.
  - Peer debates: "Should social media have age limits?"
  - Reflection: "How can I be a responsible digital citizen?"

## Step 8: Communication & Empathy in Relationships (Week 9)

- Objective: Develop respectful communication & conflict resolution skills.
- Activities:
  - Role-playing conflict resolution: Practicing listening & understanding.
  - Empathy challenge: Walking in someone else's shoes (students swap perspectives in a story-based activity).
  - Reflection: "How does perspective-taking improve relationships?"

# Final Project: "Wellness Leadership Summit"

## Step 9: Creating a Personal Wellness Leadership Plan (Week 10)

- Objective: Apply knowledge to develop a personal leadership action plan.
- Activities:
  - Students create their own Wellness Leadership Plan, setting goals in nutrition, relationships, responsibility, and growth.
  - Peer feedback session: Students share & improve their plans.
  - Reflection: "What steps will I take to become a wellness leader?"

## Step 10: "Wellness Leadership Summit" (Week 11-12)

- Objective: Empower students to take on leadership roles in wellness.
- Activities:
  - Student-led workshops:

- Healthy Eating for Energy (nutrition & snack choices): Snack Lab Station, What my body tells me poster, “Hydration Decision Dice” game: Roll and answer fun questions like “What organs benefit most from pure water? How much water should an adult drink in a day?”
  - Digital Wellness (peer-led internet safety workshop)
  - Resilience & Growth (student-led motivational talks)
  - Community outreach: Students create posters or videos to share wellness messages with younger students.
  - Reflection: Final journal entry—How will I lead by example?
- 

## Project Completion

By the end of the 3-month project, students will:

- Develop a strong sense of resilience and responsibility in their choices.
- Gain hands-on experience in nutrition, hydration, and snack evaluation.
- Learn about digital citizenship, leadership, and respectful communication.
- Take on leadership roles by planning and running a “Wellness Leadership Summit.”

# Grade 4: "Explore, Nourish, Resolve" – A Journey of Health, Responsibility & Growth

Scope and Sequence: 3-Month Grade 4 Wellness Project

## Project Overview

This project will guide students through key wellness concepts, focusing on resilience, safety, nutrition, conflict resolution, and development. The project features a mix of hands-on activities, including a "Survival Food Challenge," a Resilience Obstacle Course, and a Conflict Resolution Role-Play Showcase. It culminates in a "Wellness Exploration Fair", where students present solutions for wellness in different contexts.

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## Phase 1: Personal Growth & Resilience

### Step 1: The Power of Experience & Growth (Week 1)

- Objective: Understand how experiences shape personal growth.
- Activities:
  - Class discussion: "What experiences have helped shape who you are?"
  - Memory Map: Students create a timeline of personal growth experiences.
  - Reflection: "What has been my biggest personal challenge, and how did I grow from it?"

### Step 2: Building Resilience (Week 2)

- Objective: Develop strategies to persist through challenges.
- Activities:
  - Resilience Obstacle Course: Students complete physical and mental challenges to practice persistence.
  - Journal entry: "What strategies help me push through challenges?"
  - Group discussion: The role of perseverance in school, sports, and friendships.

---

## Phase 2: Nutrition & Safety

### Step 3: Understanding Nutrition for Well-Being (Week 3-4)

- Objective: Explore how different foods support learning, movement, moods, and body systems, with no self-tracking or ranking.
- Activities:
  - Food Body Connection Chart: Students match organs/body systems (muscles, brain, bones, heart) to foods they think might help—creativity encouraged!
  - Design-A-Breakfast Comic: Comic strip showing a morning meal fueling an imaginary adventure (e.g., “I ate oatmeal and flew to space!”).
  - Class Circle: Prompt: “What foods do you notice help you feel focused, energized, or calm?” Use sentence starters, and emphasize there’s no right answer.
  - Reflection
    - “After breakfast, I feel ready to \_\_\_.”
    - “My fuel food is \_\_\_ because...”
    - Food Energy Experiment: Students track how different meals affect their energy levels.
  - Compare & Contrast: Whole foods vs. processed foods.
  - Reflection: “What is one thing I can change about my diet to improve my well-being?”

### Step 4: Evaluating Nutritional Information (Week 5)

- Objective: Introduce label basics without comparing “better/worse” foods and highlight listening to hunger/fullness cues instead.
- Activities:
  - Label Scavenger Hunt (No Evaluation): Explore labels only to identify what’s included, like “What’s a common ingredient?” or “Can you find fibre/protein on here?”
  - Hunger/Fullness Reflection (Draw It!): Teach students about how hunger feels in the body (growling belly, foggy brain). Students draw their “hungry signal” character.
  - Label Sorting Game: Explore drink labels only to practice reading skills—no judgment about sugar levels. Prompt: “Water helps your body work best. When might you enjoy other drinks too?”
- Reflection:
  - “I notice I get hungry when...”

- "When I feel full, I..."
- Reflection: "Why is it important to have accurate information about food?"

### Step 5: Create and Cook = Confident Kids (Week 6)

- Objective: Practice simple food prep and teamwork while developing descriptive and social skills, not dietary comparisons
- Activities:
  - Team Snack Lab: Make snacks in groups, choosing from: (adding ethnic and Indigenous snacks recommended)
    - Trail mix builder station
    - Rainbow wrap builder
    - Rice cake + topping bar
    - Oat & seed energy balls
  - Sensory Map: Students create a "Snack Map" drawing of how it looked, felt, smelled, tasted (no nutrition labelling)
  - Mini Food Interview: Pairs ask: "What was your favourite part of making the snack?" or "What surprised you?"
  - Reflection
    - "Cooking helped me \_\_\_."
    - "I learned that food can be \_\_\_."

### (Step 5: OPTION B) The Survival Food Challenge (Week 6)

- Objective: Investigate alternative food choices and their benefits.
- Activities:
  - Survival Meal Challenge: Students research and create a meal using alternative food sources (e.g., plant-based proteins, preserved foods, nutrient-dense snacks).
  - Taste Testing & Evaluation: Try foods like lentils, nuts, or dried fruits.
  - Reflection: "What are the benefits of exploring different food sources?"

## Phase 3: Conflict Resolution, Safety & Development

### Step 6: Responsibility & Safety in Different Contexts (Week 7)

- Objective: Describe how responsibility affects safety.
- Activities:

- Safety Role-Play: Practicing decision-making in bike safety, online safety, and emergencies.
- Digital Citizenship Debate: How does responsibility apply in online spaces?
- Reflection: "What safety rules are most important in my daily life?"

## Step 7: Conflict Resolution & Healthy Relationships (Week 8)

- Objective: Learn strategies for respectfully resolving conflict.
- Activities:
  - Role-Play Challenge: Students act out real-life conflicts and propose solutions.
  - Discussion: How to handle disagreements in different settings (family, friends, teams).
  - Reflection: "What is one thing I can do to resolve conflicts better?"

## Step 8: Honouring Traditions & First Nations, Métis, and Inuit Perspectives (Week 9)

- Objective: Explore how Indigenous traditions support relationships and conflict resolution.
- Activities:
  - Guest Speaker or Virtual Presentation: Learning about First Nations, Métis, and Inuit ceremonies.
  - Group research project: How Indigenous traditions reconcile relationships.
  - Reflection: "What can I learn from traditional approaches to conflict resolution?"

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# Final Project: "Wellness Exploration Fair"

## Step 9: Personal Development & Change (Week 10)

- Objective: Reflect on intellectual and emotional development.
- Activities:
  - Mindfulness & Emotional Awareness Exercise: Students track emotions and triggers over a week.
  - Self-Identity Reflection: "How have I changed socially and emotionally?"

- Peer Feedback: Review and discuss changes in emotional and intellectual growth.

## Step 10: The Wellness Exploration Fair (Week 11-12)

- Objective: Present key learnings through an interactive, exploration-based event.
  - Activities:
    - Interactive Exploration Booths:
      - Food & Well-Being Station: Students present the effects of nutrition on energy & mood, “My Snack Lab Station” display with photos or comic art, “What My Body Tells Me” posters about hunger/fullness/body cues
      - Resilience Training Station: Students design mini-challenges for peers to practice perseverance.
      - Conflict Resolution Station: Role-playing healthy conflict resolution strategies.
    - Student-Led Discussions: Share personal growth reflections.
    - Reflection: Final journal entry—What does wellness mean to me?
- 

## Project Completion

By the end of the 3-month project, students will:

- Explore the relationship between resilience, responsibility, and well-being.
- Develop media literacy skills to evaluate nutritional information.
- Participate in hands-on nutrition and alternative food challenges.
- Practice safety decision-making and conflict resolution in real-life scenarios.
- Celebrate learning through the “Wellness Exploration Fair.”

# Grade 5: "Fuel, Flourish, and Lead" – A Journey of Growth, Nutrition, and Responsibility

Scope and Sequence: 3-Month Grade 5 Wellness Project

## Project Overview

This project will guide students through key wellness concepts, focusing on nutrition, resilience, responsibility, relationships, and growth & development. The project features a mix of hands-on activities, including a cultural food festival, digital citizenship challenges, and leadership opportunities. It culminates in a "Wellness Leadership Summit", where students will take on leadership roles to promote well-being in their school or community.

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## Phase 1: Personal Growth & Resilience

### Step 1: Life Experiences & Resilience (Week 1)

- Objective: Understand how life experiences shape resilience and perseverance.
- Activities:
  - Class discussion: "What challenges have helped you grow?"
  - Resilience timeline: Students map key life moments that shaped their thinking or behaviour.
  - Reflection: "How can perseverance improve my well-being?"

### Step 2: Taking Responsibility for Our Actions (Week 2)

- Objective: Reflect on how personal actions affect well-being.
- Activities:
  - Scenario-based learning: Role-play situations involving responsible vs. irresponsible choices.
  - Journaling activity: "What is one responsibility I can take on to improve my life or help others?"
  - Reflection: Peer feedback session—students suggest ways to be more responsible.

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## Phase 2: Nutrition & Healthy Living

### Step 3:

- Objective: Explore how foods support movement, focus, and emotional regulation, using the Canada Food Guide plate for guidance, not rule-following.
- Activities:
  - “Fuel Match Challenge”: Small groups match body needs (e.g., focus, strong bones, energy, sleep support) to different foods using picture cards.
  - Circle Talk Prompt: “What’s a food that helps you feel ready for school/play/sports?”
  - Build-a-Plate Drawing: Use Canada Food Guide proportions ( $\frac{1}{2}$  veggies/fruits,  $\frac{1}{4}$  grains,  $\frac{1}{4}$  proteins) to design a meal for focus, not perfection.
- Reflection
  - “This food helps me \_\_\_\_.”
  - “My brain food is...”

### Step 4: Exploring Cultural and Food Stories (Week 5)

Celebrate how food brings people together, and learn about traditions, not evaluate them.

#### Activities:

- Food Traditions Gallery Walk: Students rotate through teacher-prepared stations about:
  - Ramadan Iftar plates
  - Cree berry soup
  - Lunar New Year dumplings
  - Biryani or samosas
  - Family picnics
- Food Connection Comic Strip: “A time food helped me connect or celebrate” (real or fictional)
- Cultural Dish Collage: Build a visual plate of foods that matter to them/their family

### Reflection Options:

- "I learned \_\_\_ about food and culture."
- "Food can bring \_\_\_ and \_\_\_ together."

## (Step 4: Option B) Cultural Food Exploration (Week 5)

- Objective: Discuss nutritional sources from various cultures and traditions.
- Activities:
  - Cultural food stations: Students research and present a meal from a cultural background.
  - Tasting session: Trying different cultural foods (teacher & parent involvement encouraged).
  - Reflection: "What can we learn about food traditions around the world?"

## Step 5: Healthy Choices & Snack Evaluation (Week 6)

- Objective: Use hands-on snack preparation to build confidence, collaboration, and joy, without grading or labeling.
- Activities:
- Snack Station Circuit: Students rotate through 2-3 mini-prep stations:
  - Sandwich builder
  - Rice roll or wrap zone
  - Veggie + hummus snack cones
  - DIY smoothie bike (if available)
- Descriptive Feedback Gallery: After tasting, students use sticky notes to write things like:
  - "Crunchy and colourful!"
  - "This one surprised me."
  - "I'd love to make this at home"
  - Reflection Options:
    - "Cooking with others was..."
    - "This snack could be fun for..."

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## Phase 3: Leadership, Relationships & Growth

### Step 6: Leadership & Responsibility in Well-Being (Week 7)

- Objective: Explore how leadership supports safety & well-being.
- Activities:
  - Leadership role-play: Practicing leadership in peer interactions.
  - Personal mission statement: Students define their leadership values.
  - Reflection: "What type of leader do I want to be?"

## Step 7: Digital Citizenship & Online Safety (Week 8)

- Objective: Identify laws, rules, and practices that support well-being in digital spaces.
- Activities:
  - Internet safety escape room: Groups solve challenges related to digital citizenship.
  - Peer debates: "Should social media have age limits?"
  - Reflection: "How can I be a responsible digital citizen?"

## Step 8: Communication & Empathy in Relationships (Week 9)

- Objective: Develop respectful communication & conflict resolution skills.
- Activities:
  - Role-playing conflict resolution: Practicing listening & understanding.
  - Empathy challenge: Walking in someone else's shoes (students swap perspectives in a story-based activity).
  - Reflection: "How does perspective-taking improve relationships?"

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# Final Project: "Wellness Leadership Summit"

## Step 9: Creating a Personal Wellness Leadership Plan (Week 10)

- Objective: Apply knowledge to develop a personal leadership action plan.
- Activities:
  - Students create their own Wellness Leadership Plan, setting goals in nutrition, relationships, responsibility, and growth.
  - Peer feedback session: Students share & improve their plans.
  - Reflection: "What steps will I take to become a wellness leader?"

## Step 10: "Wellness Leadership Summit" (Week 11-12)

- Objective: Empower students to take on leadership roles in wellness.
- Activities:

- Student-led workshops:
    - Healthy Eating for Energy (nutrition & snack choices)
    - Digital Wellness (peer-led internet safety workshop)
    - Resilience & Growth (student-led motivational talks)
  - Nutrition workshops:
    - “Food Celebration Board” with collages of student-chosen meaningful dishes
    - Snack Demo Station: Students share what they learned, not whether something is “healthy”
    - *“What I’d Teach Younger Students About Food”* – a voice or written reflection wall
  - Community outreach: Students create posters or videos to share wellness messages with younger students.
  - Reflection: Final journal entry—How will I lead by example?
- 

## Project Completion

By the end of the 3-month project, students will:

- Develop a strong sense of resilience and responsibility in their choices.
- Gain hands-on experience in nutrition, hydration, and snack evaluation.
- Learn about digital citizenship, leadership, and respectful communication.
- Take on leadership roles by planning and running a “Wellness Leadership Summit.”

# Grade 6: Thriving in Grade 6 – A Journey of Growth, Nutrition, and Decision-Making

Scope and Sequence: 3-Month Grade 6 Wellness Project

## Project Overview

Students will explore character development, nutrition, relationships, decision-making, and maturation engagingly. The project features a variety of experiences—from cooking labs and personal challenges to group activities and self-reflection. The project culminates in a "Thriving Together" Showcase, where students will present personal growth plans and wellness solutions.

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## Phase 1: Self-Discovery & Lifelong Learning

### Step 1: Who Am I? Personal Interests & Strengths (Week 1)

- Objective: Relate personal skills and interests to life roles and future growth.
- Activities:
  - Class discussion: "What could you be when you grow up?"
  - Hands-on activity: "Life Map" project—students create a visual map of their strengths, interests, and future aspirations.
  - Reflection: Journal entry on how interests evolve.

### Step 2: Growth & Maturation (Week 2)

- Objective: Consider physical, emotional, and social changes during adolescence.
- Activities:
  - Group discussion: "What does change mean to you?"
  - Case study analysis: Exploring real-life stories of adolescent experiences.
  - Reflection: Personal Growth Timeline—students illustrate changes they anticipate in the next five years.

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## Phase 2: Nutrition & Food Access

### Step 3: Understanding Food Access & Nutrition (Week 3-4)

- Objective: Investigate how access to food impacts nutrition and well-being.
- Activities:
  - A) Mapping activity: Students explore and map grocery stores and food sources in their communities.
    - Discussion: Compare food accessibility and affordability in urban vs. rural areas.
    - Reflection: "What does food security mean to me?"
  - B) Explore how food supports health and participation, and how access, tradition, and community influence what we eat.
  - Activities:
    - Fuel & Feel Mapping: In groups, match everyday activities (thinking, exercising, learning, relaxing) to foods from different categories—use the Canada Food Guide plate for ideas, not evaluation.
    - Water Reflection Stations: Answer prompts like "When is water most helpful?" or "What helps you remember to drink more?"
    - "What Food Helps Me Thrive" Posters: Each student illustrates 3 foods they enjoy that help them feel alert, calm, strong, or connected.
    - Reflection:
      - "Food gives me the energy to..."
      - "I feel most alert when I eat..."

### Step 4: Hands-On Cooking & Nutrition Lab (Week 5)

- Objective: Learn how food access varies and how we can show empathy and reduce stigma around food choices.
- Activities:
  - A) Cooking challenge: Students prepare a simple, balanced meal using budget-friendly ingredients.
    - Comparison activity: Investigate the nutrient differences in fresh, frozen, and processed foods.
    - Reflection: How do my eating habits influence my energy levels?
  - B) "What's in THE Fridge?" Simulation Game: Students randomly select cards with different combinations of foods (e.g., pantry only, frozen

meals, takeout, garden veggies), then brainstorm meals they could make with those options.

- Food Stories From Around Alberta: Explore stories about students who eat at community kitchens, live rurally, or share food at Elders' tables.
- Circle Prompt: "What are ways we can talk about food kindly at school?"
- Reflection:
  - "Everyone's food is different because..."
  - "We can make food spaces more welcoming by..."

## Step 5: Risk vs. Reward in Nutrition & Health (Week 6)

- Objective: Examine how risk influences decisions about food, lifestyle, and health.
- Activities:
  - Snack Lab & Share: Students create 1 of 3 group-designed snacks:
    - "Energy Smoothie" Station
    - "Quick Fuel Wrap" Station
    - "Crunch & Dip" Bowl Station
  - Mini Snack Talks: Each team describes what they made using descriptive language only (colour, texture, energy support, taste).
  - Snack Reflection Wall: Post-its with prompts like:
    - "This snack helped me..."
    - "We worked well together by..."
  - Optional Activities:
    - Experiment: Analyze the effects of sugary vs. high-protein snacks on focus.
    - Scenario-based learning: "Fast food vs. home-cooked meals—What are the trade-offs?"
    - Reflection: "What small changes can anyone make to positively impact well-being?"

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## Phase 3: Relationships & Decision-Making

### Step 6: Healthy Relationships & Social Well-Being (Week 7)

- Objective: Demonstrate positive social behaviours and explore empathy in relationships.
- Activities:

- Role-playing activity: Practice respectful and empathetic conversations.
- Media analysis: How does social media affect relationships?
- Reflection: "What does being a good friend mean?"

### Step 7: Risk-Taking & Decision-Making (Week 8)

- Objective: Discuss the consequences of risk-taking in different situations.
- Activities:
  - Case study analysis: "What would you do?"—students evaluate real-world risky scenarios.
  - Group discussion: How do positive choices reduce risks (e.g., substance use, peer pressure)?
  - Reflection: "A time I made a smart choice"—personal storytelling exercise.

### Step 8: Motivation & Goal-Setting (Week 9)

- Objective: Develop strategies for staying motivated and achieving goals.
- Activities:
  - Motivation vision board: Students create goal-setting posters.
  - SMART goals workshop: How to break big goals into small steps.
  - Reflection: "How can I stay on track with my personal growth?"

## Final Project: "Thriving Together" Showcase

### Step 9: Personal Growth Plans (Week 10)

- Objective: Apply learning to create a personal wellness plan.
- Activities:
  - Students develop their own Thriving Plan (nutrition, relationships, motivation, safety).
  - Peer feedback session: Review and refine each other's plans.
  - Reflection: "How will I keep growing beyond Grade 6?"

### Step 10: Wellness Fair & Community Impact (Week 11-12)

- Objective: Present key learnings through a fun, interactive event.
- Activi

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## Project Completion

By the end of this 3-month journey, students will:

- Develop a strong understanding of nutrition, relationships, and decision-making.
- Engage in hands-on activities such as cooking, mapping, and goal-setting.
- Create and present a personal wellness plan at the “Thriving Together” Fair.
- Demonstrate critical thinking in risk-taking, motivation, and self-growth.

# Grade 6: Thriving in Grade 6 – A Journey of Growth, Nutrition, and Decision-Making

Scope and Sequence for a 3-Month Grade 6 Wellness Project

## Project Overview

Students will explore character development, nutrition, relationships, decision-making, and maturation engagingly. The project features a variety of experiences—from cooking labs and personal challenges to group activities and self-reflection. The project culminates in a "Thriving Together" Showcase, where students will present personal growth plans and wellness solutions.

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## Phase 1: Self-Discovery & Lifelong Learning

### Step 1: Who Am I? Personal Interests & Strengths (Week 1)

- Objective: Relate personal skills and interests to life roles and future growth.
- Activities:
  - Class discussion: "What could you be when you grow up?"
  - Hands-on activity: "Life Map" project—students create a visual map of their strengths, interests, and future aspirations.
  - Reflection: Journal entry on how interests evolve.

### Step 2: Growth & Maturation (Week 2)

- Objective: Consider physical, emotional, and social changes during adolescence.
  - Activities:
    - Group discussion: "What does change mean to you?"
    - Case study analysis: Exploring real-life stories of adolescent experiences.
    - Reflection: Personal Growth Timeline—students illustrate changes they anticipate in the next five years.
-

## Phase 2: Nutrition & Food Access

### Step 3: Understanding Food Access & Nutrition (Week 3-4)

- Objective: Investigate how access to food impacts nutrition and well-being.
- Activities:
  - Mapping activity: Students explore and map grocery stores and food sources in their communities.
  - Discussion: Compare food accessibility and affordability in urban vs. rural areas.
  - Reflection: "What does food security mean to me?"

### Step 4: Hands-On Cooking & Nutrition Lab (Week 5)

- Objective: Examine how nutritional choices affect physical and mental well-being.
- Activities:
  - Cooking challenge: Students prepare a simple, balanced meal using budget-friendly ingredients.
  - Comparison activity: Investigate the nutrient differences in fresh, frozen, and processed foods.
  - Reflection: How do my eating habits influence my energy levels?

### Step 5: Risk vs. Reward in Nutrition & Health (Week 6)

- Objective: Examine how risk influences decisions about food, lifestyle, and health.
  - Activities:
    - Experiment: Analyze the effects of sugary vs. high-protein snacks on focus.
    - Scenario-based learning: "Fast food vs. home-cooked meals—What are the trade-offs?"
    - Reflection: "What small changes can I make for better health?"
- 

## Phase 3: Relationships & Decision-Making

### Step 6: Healthy Relationships & Social Well-Being (Week 7)

- Objective: Demonstrate positive social behaviours and explore empathy in relationships.

- Activities:
  - Role-playing activity: Practice respectful and empathetic conversations.
  - Media analysis: How does social media affect relationships?
  - Reflection: "What does being a good friend mean?"

### Step 7: Risk-Taking & Decision-Making (Week 8)

- Objective: Discuss the consequences of risk-taking in different situations.
- Activities:
  - Case study analysis: "What would you do?"—students evaluate real-world risky scenarios.
  - Group discussion: How do positive choices reduce risks (e.g., substance use, peer pressure)?
  - Reflection: "A time I made a smart choice"—personal storytelling exercise.

### Step 8: Motivation & Goal-Setting (Week 9)

- Objective: Develop strategies for staying motivated and achieving goals.
- Activities:
  - Motivation vision board: Students create goal-setting posters.
  - SMART goals workshop: How to break big goals into small steps.
  - Reflection: "How can I stay on track with my personal growth?"

## Final Project: "Thriving Together" Showcase

### Step 9: Personal Growth Plans (Week 10)

- Objective: Apply learning to create a personal wellness plan.
- Activities:
  - Students develop their own Thriving Plan (nutrition, relationships, motivation, safety).
  - Peer feedback session: Review and refine each other's plans.
  - Reflection: "How will I keep growing beyond Grade 6?"

### Step 10: Wellness Fair & Community Impact (Week 11-12)

- Objective: Present key learnings through a fun, interactive event.
- Activities:
  - Wellness stations:

- Nutrition Corner (student-created meal plans)
    - *Café of Choices Booth*: Groups design a no-judgment menu showing snack pairings + a quote like “This helps me focus before sports”
    - *Youth Food Voice Station*: Optional video or written response: “What’s one message about food you’d share with younger students?”
    - *Hydration Station*: Students co-lead a “water challenge” demo with fun reminders to drink water
  - Healthy Relationships Booth (role-play respectful interactions)
  - Smart Decision-Making Zone (risk/reward analysis)
  - Guest speakers: Invite community members to talk about health & well-being.
  - Reflection: Final journal entry—What I’ve learned about thriving in Grade 6.
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## Project Completion

By the end of this 3-month journey, students will:

- Develop a strong understanding of nutrition, relationships, and decision-making.
- Engage in hands-on activities such as cooking, mapping, and goal-setting
- Create and present a personal wellness plan at the “Thriving Together” Fair.
- Demonstrate critical thinking in risk-taking, motivation, and self-growth.

# References:

- [AHS: Ways Educators Can Promote a Healthy Relationship with Food](#)
- [Teaching & Talking to Students About Food & Nutrition \(Healthy Schools BC\)](#)

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