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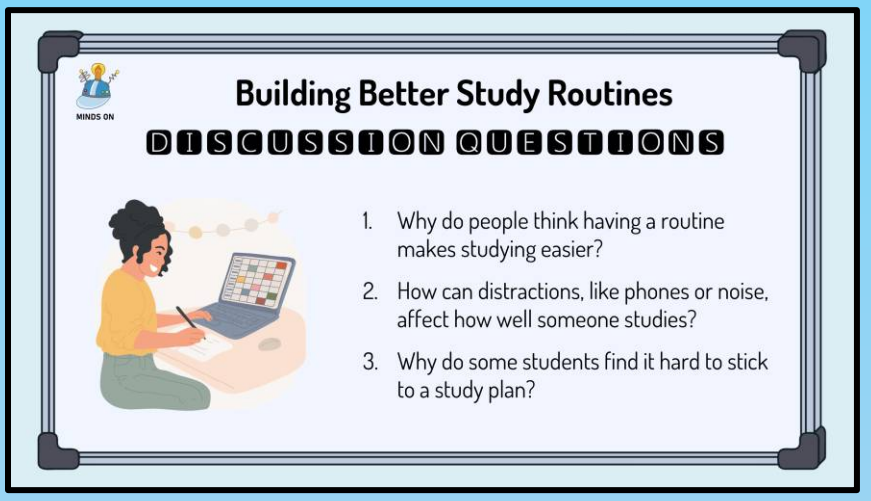
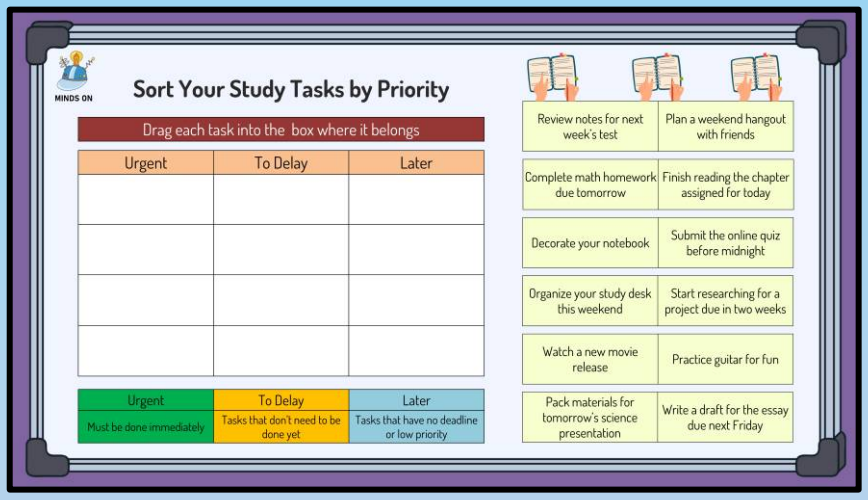
Alberta Health and Wellness
Life Learning Choices Unit – Grade 9

3-Part Lesson Format

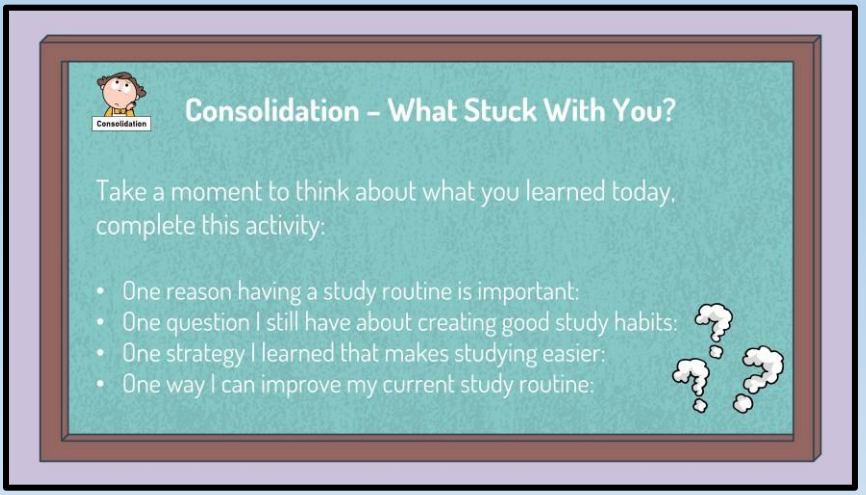
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!





Part 2 – Action!
- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!
- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary



Alberta Health and Wellness

Life Learning Choices Unit – Grade 9



Sorting: Helpful Strategies vs. Procrastination Traps

Action

Helpful Strategies	Procrastination Traps

Drag each behaviour to the column where it fits best.

Waiting until the last minute to start	Turn off distractions like phone notifications	Multitasking with social media open	Start with the two-minute rule
Avoiding tasks because they feel overwhelming	Break tasks into smaller steps	Use the Pomodoro Technique	Telling yourself "I work better under pressure"
Create a to-do list and prioritize tasks	Starting with easy distractions instead of the real task	Reward yourself after making progress	Constantly reorganizing without actually starting the work

g Career Paths

❑ Training	❑ Planning
❑ Education	❑ Growth
❑ Job	❑ Career
❑ Skills	❑ Values
❑ Hobbies	❑ Future
❑ Curiosity	❑ Passion

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

Action

Sorting Activity – Cau
Stress During Change

Drag only the cards that show real causes of stress into the big circle.

Moving to a new school	Getting a surprise gift	Worrying about fitting in
Going on a fun vacation	Handling more responsibilities	Learning new rules
Adapting to new places	Leaving friends behind	Receiving praise from teachers
Spending time with close friends	Meeting new people	Feeling uncertain
Facing new routines	Missing old hobbies	Having extra time to relax

Alberta Health and Wellness

Life Learning Choices Unit – Grade 9



Workbook Preview

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Grade 9 – Health Unit

Life Learning Choices

Learning Strategies	Students will use resources effectively to manage and explore life roles and career opportunities and challenges.	
	Skill and Procedures	**Pages**
L9.1	Apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination	6–10, 32–36, 92–95
L9.2	Relate the value of lifelong learning to personal	11–15, 42–46, 76–80,
L9.3		95,
L9.4	learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers	2–46, 59–70, 76–85, 96–100
L9.5	Extend and improve a personal portfolio; e.g., include sample application form, personal résumé, answers to typical interview questions	27–31, 42–46, 65–75, 101–105
L9.6	Develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind	21–26, 37–41, 52–58, 92–95
L9.7	Analyze the potential impact of volunteerism on career opportunities	47–51
L9.8	Investigate personal safety procedures for working as a volunteer; e.g., work in pairs	47–51

Preview of 75 pages from this product that contains 139 pages total.

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Life Learning Choices



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Curriculum Connection
L9.1,L9.4

Building Better Study Routines

Why Good Study Habits Matter
Many students struggle with getting their schoolwork done on time, especially when they feel overwhelmed or distracted. Learning how to build a study routine can help students succeed in school and feel less stressed. Good study habits also teach responsibility, time management, and self-discipline—skills that are useful in both school and life.

Students who have regular study routines often perform better on tests, complete assignments faster, and feel more confident in their abilities. According to a 2021 Canadian student survey, 74% of students said that poor time management was their biggest reason for falling behind in schoolwork. Without a routine, students are more likely to rush, forget important tasks, or lose motivation.

Common Distractions and How to Handle Them
One of the biggest challenges students face is staying focused. Many things can get in the way of learning:
- **Phone use:** Texting, scrolling, or social media can break concentration.
- **Background noise:** Loud music or noisy environments make it hard to think clearly.
- **Multitasking:** Doing homework while chatting or watching videos reduces the quality of work.
- **Tiredness or hunger:** Being too tired or not eating well can affect focus and memory.

To stay focused:
- Turn off notifications or use "Do Not Disturb" mode.
- Choose a quiet space for studying.
- Use headphones with calm, word-free music if needed.
- Take short breaks every 25–30 minutes to recharge.
- Eat a healthy snack and drink water before starting.



Time Management and Study Planning
Organizing your time is just as important as understanding the material. Students can use a daily or weekly planner to track their homework, projects, and test dates. One popular method is the **"Time Block" strategy**, where you schedule parts of your day for specific tasks.
Tips for Better Time Use:
- Write down all upcoming tasks and deadlines.
- Break big projects into smaller steps.
- Start with the hardest subject first when your energy is high.
- Set a timer to stay focused for short bursts of work (like 30 minutes).
- Reward yourself with a break or snack after a task is done.



Fighting Procrastination
It happens when we avoid doing work by doing something else instead. The best way to beat procrastination is to just start with a small task. Even five minutes of studying can help build momentum. A recent study from York University found that students who followed a routine and used a checklist were 45% more likely to finish assignments on time than those who didn't. Making small changes and sticking with them can lead to big improvements over time.

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Curriculum Connection
L9.1,L9.4

True or False

Is the statement true or false?

1) Good study habits boost confidence.	True	False
2) Multitasking improves focus and memory.	True	False
3) Phones are a big distraction.	True	False
4) Checklists help stop procrastination.	True	False
5) Routines lower school stress.	True	False

Distraction Radar

List your top 3 distractions. Next to each, write one strategy to manage it.

Distraction	Strategy

PREVIEW

Questions

Answer the questions below.

1) How can students manage their time more effectively when studying?

_____

_____

_____

_____

2) What is one benefit of using a checklist during study sessions?

_____

_____

_____

_____

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Curriculum Connection
L9.2

Story: The Power of Lifelong Learning

Kayla's Second Start

Kayla stared at the "Career Week" poster pinned outside her classroom. It was filled with photos of smiling professionals—engineers, artists, business owners. She sighed. "What if I'm not good at anything?" she muttered. Most of her classmates already had ideas: veterinarian, graphic designer, nurse. Kayla felt stuck in between "not sure" and "not ready."

Later that w her class listened to a guest speaker named Elena. She didn't look much older than Kayla's usin, but her story surprised everyone. Elena had worked as a server for almost ten en COVID hit, she lost her job overnight. "I had no backup plan," she said. "But instead d learning online. I took free digital marketing courses every night after ring the day." Kayla leaned forward.

"Now I work full-ti e," a continued. "I built a skill I didn't kno m sti g. That's the secret—*you never s ming*."

That line echoed in Kayla's m ys. At he watched her brother Marcus typing aw ptop laying games?" she asked.

"Nope," he said, grinning. "I'm learning how I'm ta free course from MIT. I want to make my own pp one da

Kayla raised an eyebrow. "But you already have a jo "I do," Marcus said. "But the world keeps changing. I w to stay ahead. Lifelong learning isn't just a buzzword—it's s

Her teacher confirmed it the next day. "In Canada, 54% of worker have retrained or learned new skills in the last five years.
The World Economic Forum reports that by 2027, nearly 44% of core job skills will shift due to technology and automation. "That scared Kayla—but it also lit something inside her.



She remembered how much she loved baking as a kid. She spent the weekend watching YouTube tutorials, measuring out flour, cracking eggs, and laughing when her cupcakes flopped. Then they flopped a little less. Then... they rose perfectly.

By the end of the month, she had made dozens of treats. She even started a small Instagram page called *Kayla Bakes*. Friends from school were liking and sharing her photos. One classmate messaged her: *"Can I buy a dozen for my sister's party?"*
Kayla was stunned. "People actually want something I made," she whispered.
"You're learning something valuable," Marcus said, scrolling through her page. "And it's making you happy. That's the point."

For the first time, the future didn't feel like a test she hadn't studied for. It felt like a recipe she was learning, one ingredient at a time.

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Curriculum Connection
L9.2

True or False

Is the statement true or false?

1) Learning doesn't stop after high school.	True	False
2) Lifelong learning only applies to university students.	True	False
3) Skills like baking or coding are valuable.	True	False
4) The job market is always the same.	True	False
5) Curiosity helps with lifelong learning.	True	False

Question

Answer the questions below.

1) Why is it important to learn new skills as adults?

2) What are some reasons people avoid learning new things?

PREVIEW

Learning Bucket List

Create a "bucket list" of 5 fun or useful things you'd like to learn in your life.

My Learning Bucket List

1. _____
2. _____
3. _____
4. _____
5. _____



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Newspaper Article: Risk-Taking That Builds Confidence

Teen's Dare To Perform Goes Viral — And Builds Confidence

Mapleview, ON — July 23, 2025
It all started with a shaky mic and a last-minute sign-up. Grade 9 student *Liam Carter*, 14, had ne[illegible]ung in front of more than his bathroom [illegible] But last Friday, during Maplevie[illegible] Youth Talent Night, Liam took a [illegible] classmates, imp[illegible] the judge [illegible]mpletely change[illegible] way h[illegible]lf.

"I almost backe[illegible]" [illegible] said, [illegible]ing after the show. "My [illegible] were [illegible] kept thinking—what if [illegible] He did. Liam's performanc[illegible]n Mendes cover earned him a st[illegible]atio[illegible] second place in the contest, and h[illegible]reds[illegible] views when someone posted it to TikTok. [illegible] hadn't even told his parents he was performing until the moment his name was called. "I wanted it to be a surprise. Or… in case I failed, I wouldn't have to explain," he admitted.

Liam's story is part of a growing trend among teens choosing healthy risk-taking to build confidence. Experts say that safe challenges—like trying out for a team, entering competitions, or applying for leadership roles—can help teenagers develop self-esteem and prepare for adult responsibilities. "Risk-taking isn't always negative," says youth development coach Avery Sloane. "When it's done with support and safety, it can actually teach teens how to handle failure, bounce back, and succeed."

A recent Canadian Youth Survey found that 68% of students who took part in extracurricular activities felt more confident making decisions and dealing with pressure.



Risk-taking in healthy ways—such as auditioning, speaking in public, or trying [illegible]ething new—was directly linked to [illegible]d problem-solving and social growth.

[illegible]am a[illegible] don't think I would've tried out if my f[illegible]dared me. But now, I want to jo[illegible] scho[illegible] It's like… I unlocked a p[illegible]myself[illegible] was there." His [illegible] the change immedia[illegible] more o[illegible] now—even offered to s[illegible] co[illegible]wedding. Before this, he [illegible]ely [illegible] class."

Liam's teacher, Ms. Farley, sh[illegible] similar observation. "He went from be[illegible] quiet and unsure to taking initiative in group projects. That performance sparked something bigger than just a musical moment—it showed him what he's capable of."

Experts encourage teens to look for small, everyday opportunities to build courage—like trying a new sport, learning to cook, starting a part-time job, or simply speaking up in class. These actions build what psychologists call "resilience," or the ability to recover after setbacks.

PREVIEW

Name: _____ 17

Curriculum Connection
L9.3

True or False

Is the statement true or false?

1) Confidence only grows from easy, safe routines.	True	False
2) Joining a team is an example of risk-taking.	True	False
3) Avoiding failure is better than trying something new.	True	False
4) All risks are harmful and should be avoided.	True	False
5) Healthy risks can lead to personal growth.	True	False

Rate The

willing you are to take each risk by shading in the stars from 1 w) h).

	Rate Your Willingness to take risk
1. Speaking in front	☆ ☆ ☆ ☆ ☆
2. Trying out for a sports te	☆ ☆ ☆ ☆ ☆
3. Sitting with someone new at lunch	☆ ☆ ☆ ☆ ☆
4. Sharing your opinion in a group	☆ ☆ ☆ ☆ ☆
5. Joining a new club or activity	☆ ☆ ☆ ☆ ☆

PREVIEW

Questions

Answer the questions below.

1) What is one example of a healthy risk a teen might take?

_____

_____

_____

2) Why is it important to take risks even if you might fail?

_____

_____

_____

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Curriculum Connection
L9.3

Dare to Grow – Confidence Challenge

Objective

What are we learning about?

Students will explore how taking small, safe risks can build confidence, courage, and social-emotional growth. Through a series of "mini dares," students will step slightly out of their comfort zones in meaningful ways and reflect on what they learned from the experience.

Materials

What will you need for the activity?

- "Dare Cards" (a printed list of wholesome risk-based challenges)
- Pens or pencils
- Reflection worksheet or notebook
- Optional: a timer, sticky notes, or a chart for tracking completed dares



Instructions

How will you complete the activity?

1. Start by discussing the idea of healthy risk-taking—what it means, why it matters, and how it builds confidence.
2. Each student will select 3 "Dare Cards" from a class set (or choose from a shared list). Each dare should be a small, meaningful challenge like "Give a compliment to someone you don't usually talk to" or "Raise your hand in class today."
3. Over the next 2–3 days, students will complete each dare in real life, keeping notes about how it felt and what happened.
4. After completing all three dares, students will return to class and reflect on their experience using guided questions.
5. (Optional) Students can share one of their dare stories with a classmate or small group.
6. Collect their reflections and use them to open up a class discussion about how growth often starts with discomfort—and how trying new things helps build resilience.

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Curriculum Connection
L9.3

Dare to Grow – Confidence Challenge

Give a sincere compliment to someone outside your friend group.	Reach out to a friend you haven't spoken to in a while.
Raise your hand and share an idea in class.	Create a positive post or video about something meaningful to you.
[illegible] with someone you don't usually talk to.	Share a mistake you learned from with someone.
Ask a teacher [illegible]	Volunteer to be the first to present or participate.
Join a group activity even if you feel nervous.	[illegible] for a team, role, or club you've never joined.
Spend a full day being 100% honest and kind in everything you say.	[illegible] to someone [illegible] helpe[illegible]
Ask a teacher how their day is going.	Stay off social m[illegible]
Try a new hobby or skill and share your experience.	Sit with a completely new group at lunch and start a conversation.
Tell a teacher or adult how they've made a difference to you.	Take the lead in a group project or task.
Volunteer to speak first during a class discussion or presentation.	Share a talent you usually keep hidden.

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Curriculum Connection
L9.3

Reflection Think about the three dares you completed and answer the questions below honestly and thoughtfully.

1) Which three dares did you choose to complete?

2) Which d[illegible]s the hardest for you? Why?

3) How did you [illegible]e com[illegible]ach dare?

4) What happened when you actually completed [illegible]are?

5) Did any of your dares lead to a positive or surprising outcome? Explain

6) How did these small risks help build your confidence or courage?

PREVIEW

Name: _____ 21

Curriculum Connection
L9.4, L9.6

Blog Post: My High School Path and Beyond

Planning Today for Tomorrow's Success

Date: July 23, 2025 Author: Alexis Tran *4-minute read*

Grade 9 might feel early to be thinking about careers, but it's actually the perfect time to start mapping out your high school journey. The decisions you make now—like which courses to take—can shape the options you'll have in Grade 10, 11, and beyond.

In Alberta, high school is divided into two main streams: academic and knowledge and employability (K&E). Students on the academic track often pursue courses like English 10-1 or Math 10C to prepare them for post-secondary programs such as university or college. On the other hand, those who follow the K&E path may focus more on practical, hands-on learning to enter the workforce or trades.

According to *Alberta Education*, students need at least 100 credits to graduate with a high school diploma. This includes core subjects like English, Social Studies, Science, Math, and Physical Education, options (like Career and Technology Studies), Fine Arts, or languages. Planning your courses carefully helps you meet graduation requirements *and* keep doors open for programs or careers that interest you.

Let's say you're interested in becoming a nurse. You'll need strong marks in Biology 30, Chemistry 30, and Math 30-1 or 30-2 to apply for nursing programs. Thinking of engineering? You'll likely need Math 30-1 and Physics 30. Want to be a chef? A mix of Food Studies and Work Experience courses can help you build real experience even before you graduate.

Don't forget—your high school path isn't just about marks. It's also about exploring your passions, setting realistic goals, and learning skills that matter. According to the 2024 *Student Success Canada* report, students who set goals and research career paths in high school are more likely to feel confident and motivated in senior high. So, what's your next step? Talk to your school counsellor. Research the career you're curious about. Look at the courses required for it in high school and ask yourself: *What choices today will bring me closer to where I want to be?*

Till next time,
Alexis Tran

PREVIEW

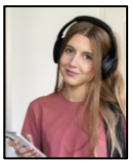
Comments:



RyanJ_87 | July 23, 2025

Totally agree. Planning in Grade 9 helped me prep for paramedic school early.

Like Reply 4h ago



Mariel_G | July 23, 2025

I think it's too early. Most teens change their minds by Grade 11 anyway.

Like Reply 2h ago

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Curriculum Connection
L9.4, L9.6

Questions

Answer the questions below.

1) What's one benefit of setting goals in junior high?

_____

_____

_____

2) What is one way your course choices can affect your future career?

_____

_____

_____

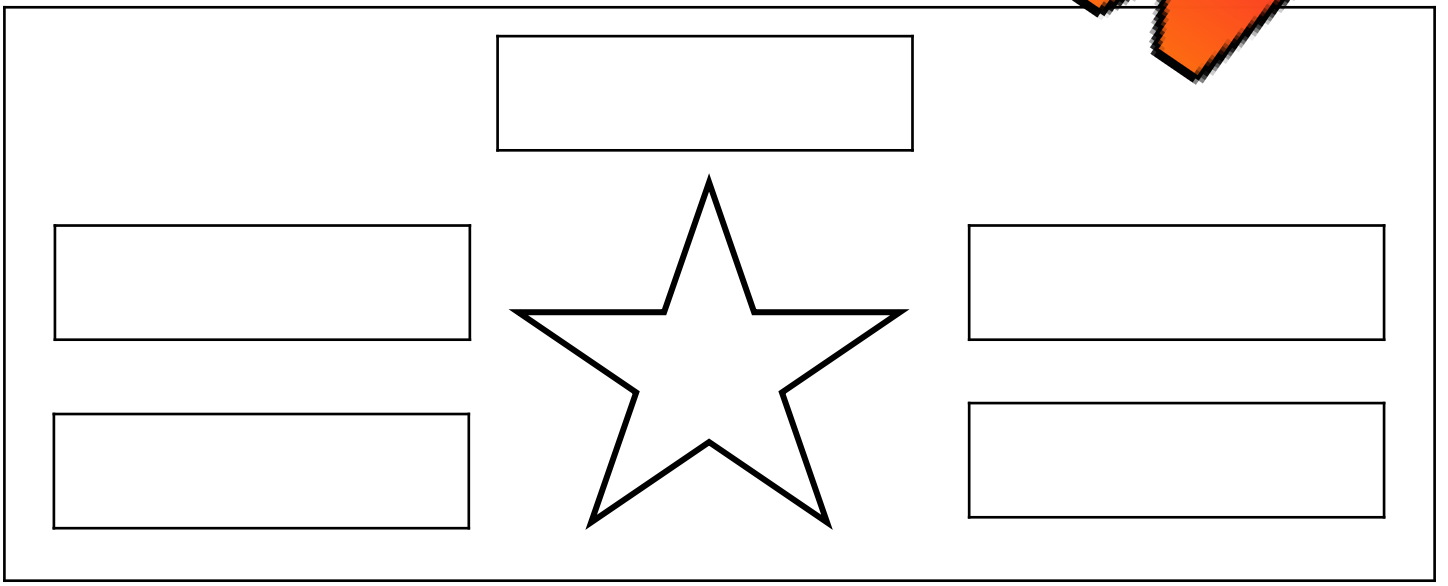
True or False

Is the statement true or false?

1) You can only change your [illegible] after grade 9.	True	False
2) Most careers require the same courses in high school.	True	False
3) Setting goals can help students stay motivated.	True	False
4) High school courses have no impact on future opportunities.	True	False
5) It's okay to explore different interests in high school.	True	False

Draw

Write one academic goal in the centre of the star. In the points around the star, write one action step to help reach it.



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Curriculum Connection
L9.4, L9.6

Future You – Student Profile Poster

Objective

What are we learning about?

Students will imagine themselves as Grade 12 graduates and design a "profile poster" that reflects their course choices, career goals, accomplishments, and personal growth. This activity builds self-awareness, planning skills, and motivation.

PREVIEW

Materials

What do you need for the activity?

- Poster paper or blank paper
- Markers, coloured pencils, pens
- Rulers and glue (optional)



Instructions

How will you complete the activity?

1. Ask students to imagine it's their final year of high school and they are preparing to graduate.
2. On their poster, they will create a profile of their "Future Self." Include:

- Name
- Intended career or field
- High school courses completed
- A proudest moment or achievement
- Advice they'd give to their Grade 9 self

3. Encourage students to be creative: they can include photos, icons, doodles, or even mock social media profiles that represent who they've become.
4. Once completed, students can do a silent gallery walk or present highlights to a small group.
5. End with guided reflection questions to connect the creative work to their real goals and interests.

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Curriculum Connection
L9.4, L9.6

Future You – Student Profile Poster

Name	

Intended Career/Field

High S rses Completed

Profile

Proudest Moments or Achievements in Life

Advice You Would Give To Your Grade 9 Self

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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L9.4, L9.6

Reflection Answer the questions below.

1) Draw two emojis that show how you felt before and after completing the Future You – Student Profile Poster Activity.





2) What steps will you need to take to make your profile a reality?

3) Which high school courses do you think would help you

4) What strengths do you already have that will help you reach your goals?

PREVIEW

Curriculum Connection
L9.4, L9.6

Exit Cards

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

Name: _____

Is the statement true or false?

1) Planning courses can help avoid regrets.	True	False
2) Electives don't affect future careers.	True	False
3) Options help you explore interests..	True	False
4) Grade 9 is too early to plan.	True	False

Name: _____

Is the statement true or false?

1) Planning courses can help avoid regrets.	True	False
2) Electives don't affect future careers.	True	False
3) Options help you explore interests..	True	False
4) Grade 9 is too early to plan.	True	False

Name: _____

Is the statement true or false?

1) Planning courses can help avoid regrets.	True	False
2) Electives don't affect future careers.	True	False
3) Options help you explore interests..	True	False
4) Grade 9 is too early to plan.	True	False

Name: _____

Is the statement true or false?

1) Planning courses can help avoid regrets.	True	False
2) Electives don't affect future careers.	True	False
3) Options help you explore interests..	True	False
4) Grade 9 is too early to plan.	True	False

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Curriculum Connection
L9.5

Understanding and Creating My First Résumé

Why a Résumé Matters
A résumé is a short, organized document that highlights your experience, education, and skills. Even if you're still in school and don't have a formal job, a résumé can show others that you are responsible, motivated, and ready to work or volunteer. Employers, coaches, youth programs, and even scholarship committees often ask to see a résumé when you're applying.

Creating a résumé in Grade 9 helps you recognize your strengths and keep track of your growing experiences. According to Youth Employment Services (YES) Canada, teens who apply with a résumé are **more likely** to be invited for an interview. A résumé can also help you reflect on your goals and feel more confident during job interviews or school leadership applications. Many students create a résumé for summer jobs, internships, and volunteer placements.

What to Include in a [illegible] Résumé
Even without formal experience, you have a lot to offer! Below are common sections in a student résumé:

- **Contact Information:** Include your name, city, phone number, and a professional email address. Avoid something silly like funnyguy123@email.com.
- **Career Goal or Objective:** This short statement explains what kind of role you are seeking and why you're interested in it.
- **Education:** List your current school, grade, and any awards, honours, clubs, or special classes (e.g., French Immersion, STEM, Core French).
- **Skills:** Mention your strengths such as time management, organization, computer skills, teamwork, or communication. You can also list skills like using Canva, Google Docs, or coding basics.
- **Experience:** Think broadly. You can include babysitting, tutoring, volunteering, school projects, or helping out in your community or family.
- **Hobbies and Interests:** These show your personality and passions. Reading, baking, gaming—anything that shows dedication and creativity.





Tips to Make Your Résumé Strong
- Keep it one page long with neat spacing and clear headings.
- Use bullet points to organize each section.
- Start each item with a strong action word like "led," "created," or "supported."
- Double-check spelling and grammar.
- Ask someone (a teacher or parent) to review it.

A 2023 CareerBuilder survey reported that **77% of employers reject résumés** with typos. A clean, honest résumé shows effort and helps open doors—even if it's just your first step forward. You're building your future one experience at a time.

You can also update your résumé every few months to include new achievements, school projects, or leadership roles. Keeping it current saves time when you need to apply quickly for a job or opportunity. It also reminds you of how much you've grown, even in a short time.

PREVIEW

Name: _____ 28

Curriculum Connection
L9.5

Questions

Answer the questions below.

1) What does “objective” mean on a résumé?

_____

_____

_____

2) How can a résumé grow or change over time?

_____

_____

_____

PREVIEW

True or False

Sh[illegible]ateme[illegible]r false?

1) A résumé is used to lis[illegible]obies.	True	False
2) Using bullet points makes a r[illegible]mé e[illegible]	True	False
3) A résumé must be at least two full p[illegible]	True	False
4) Spelling errors are okay if the content is str[illegible]	True	False
5) Including a career goal helps show direction.	[illegible]ue	False

Word Search

Find and circle all the career-related words

❑ Contact	❑ Summary
❑ Objective	❑ Volunteer
❑ Reference	❑ Work
❑ Job	❑ Resume
❑ Skills	❑ Format
❑ Experience	❑ Education

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

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Curriculum Connection
L9.5

Activity: Creating My First Résumé

Objective

What are we learning about?

Students will learn how to organize and present their current education, experiences, interests, and goals in a professional résumé format. This activity encourages self-reflection, builds communication skills, and prepares students for future job and volunteer opportunities.

PREVIEW

Materials

What do you need for the activity?

- Printed résumé worksheet (if not provided)
- Pen or pencil



Instructions

How will you complete the activity?

1. Write your full name in the box at the top of the page and draw your face in the circle on the left. Make your sketch neat and creative.
2. Fill in your contact information beside the icons on the left (email, phone number, and location). Use made-up but realistic details if needed.
3. Under the Education section, write your current school's name and your grade clearly.
4. In the Career Goal section, write 2–3 full sentences explaining what you hope to do in the future (e.g., a job, a goal, or something you're passionate about).
5. List any work experiences you've had—even informal ones like babysitting, tutoring, or helping in a family business.
6. Under Volunteer Works and Achievements, list meaningful things you've done inside or outside school. Be honest and try to show what you've learned.
7. Add any awards you've earned and hobbies/interests that show what kind of person you are. Make sure your writing is organized, neat, and complete before submitting.

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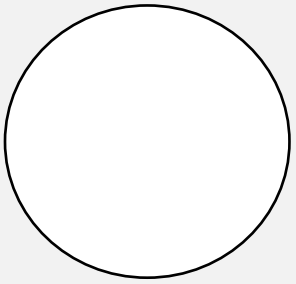
Curriculum Connection
L9.5



Full Name



_____



_____



_____

Education

Current School :

_____

_____

_____

Grade Level :

_____

Awards :

- _____
  _____
- _____
  _____
- _____
  _____

Hobbies/Interests

- _____
- _____
- _____

Career Goal

_____

_____

_____

_____

Work Experience

- _____
- _____
- _____
- _____
- _____

Volunteer Works:

- _____
- _____
- _____
- _____
- _____

Achievements

- _____
- _____
- _____
- _____
- _____

PREVIEW

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Curriculum Connection
L9.5

Reflection Answer the questions below.

1) What part of your résumé are you most proud of, and why?

2) Which [illegible] was hardest to fill out? What made it challenging?

3) What new things did y[illegible]n about y[illegible] while making your résumé?

4) How do you think this résumé might change in the f[illegible]ers?

5) Why is it important to present yourself well when applying for a job or opportunity?

PREVIEW

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Curriculum Connection
L9.1

Story: Conquering Procrastination

Racing the Clock

It was already 10:11 p.m. when Zephyr finally opened his Chromebook. The glowing screen stared back at him—empty, just like his brain. His science project on renewable energy was due the next morning. He had known for two weeks. And yet… here he was, starting from scratch.

He told himself the same lie every time: "I work better under pressure." But truthfully, he just couldn't get started. The moment he sat down to work, his mind wandered. He'd scroll through memes, sharpen pencils he didn't need, or suddenly decide to reorganize his entire backpack. Zephyr was not alone. Studies from the Canadian Mental Health Association show that over **70% of high school students** admit to regularly putting off their schoolwork—even when they know it makes them more stressed later. Experts call this procrastination a "time trap," and it often comes from anxiety, perfectionism, or just not knowing where to begin.

Earlier that week, his sister had sent him a video on how to beat procrastination. It said the best way to start was to make the task so small you can't say no. Take one step. Zephyr remembered something called the **"two-minute rule."** If something takes two minutes or less to begin, just do it—like writing the title or opening the document.

So, Zephyr started small. He wrote the title. Then a second. Suddenly, he wasn't stuck anymore. He also remembered the **Pomodoro technique**—a time management trick where you work for 25 minutes, then take a 5-minute break. He downloaded a free timer app and challenged himself: no phone, no tabs, just the assignment. After 25 minutes, he had half a page written. He took a break, stretched, got a snack, and came back.

He repeated the cycle. Work. Break. Work. Break. By midnight, he had written three pages, added a bar graph on solar power, and even edited for grammar. His eyes were tired—but for once, he didn't feel overwhelmed or panicked. He felt in control.



The next morning, Zephyr handed in his project to Ms. Levesque with quiet pride. A few days later, she returned it with a comment: "Well-researched and on time—great job using your strategies!" That evening, Zephyr opened his planner and wrote a note to himself: *Start early next time—even 10 minutes helps.* He also made a mini checklist:

- Turn off distractions
- Set small goals
- Use a timer
- Reward yourself

Procrastination wasn't just a bad habit—it was a barrier to his success. But now, he knew he had the tools to fight it. It wasn't about being perfect. It was about showing up, even when it was hard and this time, Zephyr wasn't racing panic—he was racing the clock and winning.

PREVIEW

Name: _____ 33

Curriculum Connection
L9.1

True or False Is the statement true or false?

1) Procrastination always means you're lazy.	True	False
2) Breaking big tasks into small steps can help.	True	False
3) Social media is never a source of distraction.	True	False
4) Planning ahead reduces last-minute stress.	True	False
5) Avoiding work makes you more productive.	True	False

Multiple C Circle the letter of best answer for each question.

1. Wha rocras		
A. Finishing at s y	ing tasks	C. Skipping everything
2. What helps stop p sti		
A. Wait to feel ready	tch	C. Use a checklist
3. Why do students delay work?		
A. Forgetfulness	B. Fear ture	Deadline love
4. What shows you're procrastinating?		
A. Avoiding tasks	B. Starting early	Stayin ed
5. What habit helps you stay on track?		
A. Blaming others	B. Taking naps	C. Ma

PREVIEW

Explain How does overcoming procrastination help you succeed in school and life?

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Curriculum Connection
L9.1

Activity – My Focus Playlist

Objective What are we learning about?

To help students understand how music can support concentration and reduce procrastination by selecting songs that boost their focus, mood, and motivation.

Materials What will you need for the activity?

- [illegible]et
- Pe[illegible]pencil
- Optional: d[illegible]sic[illegible]ss (Spotify, YouTube, et[illegible]



PREVIEW

Instructions How wi[illegible]plete[illegible]ty?

1. Begin by thinking about songs that [illegible]ally h[illegible] feel more focused, calm, or energized when you're trying to wo[illegible]on some[illegible] imp[illegible]t. These songs should help you stay on track instead of getting di[illegible]d.
2. Select six songs that you believe are helpful w[illegible]n [illegible]dy[illegible]g [illegible]pleting assignments, or trying to get started on a task yo[illegible] [illegible]r putti[illegible]
3. On the worksheet, write down the full title of each song a[illegible] the [illegible]r or band that performs it in the spaces provided beneath each r[illegible]
4. Look at the music player buttons (play, pause, rewind, fast-forward). [illegible]magine designing your own personalized playlist app—feel free to decorate or add your own small drawings to make it reflect your style.
5. In the space at the bottom of the sheet, write a few sentences explaining how the songs you selected help you overcome procrastination. Think about whether they give you energy, calm you down, or improve your focus.
6. Once you've completed your playlist, find a classmate to share it with. Discuss why you chose those songs and how they help you stay motivated or manage your time better.
7. Keep this worksheet somewhere visible—like inside your binder or study space—so you can use your playlist the next time you need music to help you get things done.

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Curriculum Connection
L9.1

Activity – My Focus Playlist

Music helps fight procrastination. It boosts focus, lifts your mood, and makes boring tasks feel easier. The right songs can help you start, keep going, and finish what you need to do.

Song Title _____
Singer _____



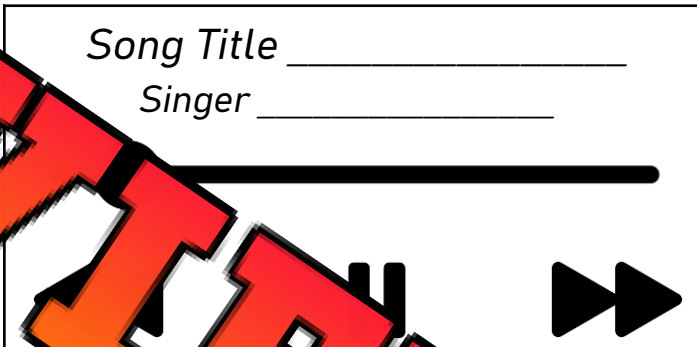
Song Title _____
Singer _____



Song Title _____
Singer _____



Song Title _____
Singer _____



Song Title _____
Singer _____



Song Title _____
Singer _____



PREVIEW

Explain how these songs helps you overcome procrastination.

_____

_____

_____

_____

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Name: _____ 36

Curriculum Connection
L9.1

My Name		Peer Being Assessed	

Peer Assessment Use this checklist to assess your classmate's focus playlist.

Criteria	Description	Stars (1: Worst, 5: Best)
Song Choices	The student selected music that suits studying or boosting focus.	☆☆☆☆☆
Connection to	The playlist clearly links music to overcoming procrastination.	☆☆☆☆☆
Personal Reflection	The explanation shows real thought about how the music helps them stay on task.	☆☆☆☆☆
Creativity	The playlist design or theme shows originality or personal style.	☆☆☆☆☆
Completion	All parts of the worksheet were filled out thoughtfully and completely.	☆☆☆☆☆

PREVIEW

Glow and Grow **Glow:** Write two things your classmate did well.
Grow: Suggest one way they can improve.

Glow	_____ _____
Glow	_____ _____
Grow	_____ _____

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Name: _____ 37

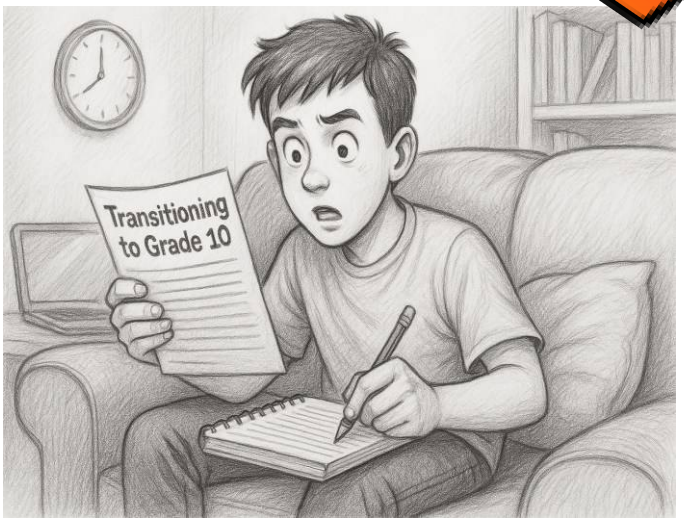
Curriculum Connection
L9.6

Newspaper Article: Preparing for High School Transitions

Gear Up for the Big Move: "Operation Grade 10" Begins Now

Metro North – In a quiet neighbourhood on the west end of Calgary, chaos erupted in the living room of 14-year-old Ethan Cruz—but not the kind that makes the news for the wrong rea

"I realize now how many cour t year!" he said, frant scribblin m a school handout ted *Tra Gra 10*. What followed was klist g, family discussion top se Across the province, and students like Ethan are p eap in the unfamiliar world of high ile i not as terrifying as it sounds, exp ay t transition can be overwhelming without proper planning.



"It's not just about what classes to take," explains guidance counsellor Ms. Priya Nadar. "It's also about managing the mental shift. High school comes with new teachers, more independence, and greater expectations."

A 2023 Alberta Education survey revealed that 62% of students felt unprepared when entering Grade 10. That number drops significantly—to 28%—when students had access to a structured transition plan. "We're seeing better emotional readiness and fewer dropouts when kids plan ahead," Ms. Nadar added.

To fight that anxiety, schools across Canada are launching programs like *My Transition Toolkit*, helping students build personalized checklists that include researching course prerequisites for future careers, understanding credit requirements and diploma goals, visiting school websites or campuses, talking to older students or teachers, and planning time for academics, clubs, and self-care.

me schools are even offering peer-led info ns where Grade 10 students share tips ting hallways, organizing and managing homework. Some , Alyza Mendoza, are alrea appi their goals. "I want to be a I need nce and math co Kno me feel more in contro She als d shadowing her cousi clini eekends to gain real-wo rie

Parents, too, play a ke and built the checklist togeth Ethan's mom. "It was a chance to talk t his hopes—and his fears. "Educators encourage families to talk early and often. "The earlier students think about Grade 10, the better their choices will be," said principal Darren Liu. "It's not just about getting in—it's about staying on track." With September around the corner, the message is clear: preparation is power. Whether it's organizing a binder, learning to ask for help, or researching clubs and electives, Grade 9s across Canada are stepping into the unknown—one checklist at a time. Stay tuned for our follow-up story: "Top 5 Mistakes to Avoid in Grade 10."

PREVIEW

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Curriculum Connection
L9.6

True or False

Is the statement true or false?

1) Transitioning to high school requires no advance planning.	True	False
2) A structured plan helps reduce student anxiety.	True	False
3) Talking to older students can be helpful.	True	False
4) Most students enjoy making transition checklists.	True	False
5) Parents should not be involved in planning.	True	False

Questi

What co n if a student doesn't plan their course selections carefully?

PREVIEW

Course Choice Ranking

List the top 5 courses you want to take next ye and excitement or importance.

1.
2.
3.
4.
5.

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Name: _____ 42

Curriculum Connection
L9.2,L9.4,L9.5

Blog Post: What Makes A Career Right For Me?

Finding Your Future

Date: July 24, 2025 Author: Natasha Lim *4-minute read*

Have you ever wondered what job you'll do in the future? You're not alone! Grade 9 is the perfect time to get curious about careers, especially since the decisions you make in high school can shape your path. Creating a "Career Curiosity Board" is one way to start. You can list 3 to 5 careers you're interested in, then explore what it takes to get there. For example, if you're curious about becoming a video game designer, you might need a degree in computer science or game development. A nurse, on the other hand, requires specialized healthcare training and registration with a regulatory body like the Canadian Nurses Association. And if you're eyeing a career in the trades, you'll likely start with an apprenticeship after high school.

But how do you even choose what careers to explore? That's where understanding your interests and values comes in. According to *Canada's Job Bank*, people are more satisfied in jobs that align with their personality traits. For example, someone who enjoys helping others may thrive in social careers like teaching or counselling, while someone who loves working with tools may prefer trades.

A 2023 *Statistics Canada* study found that students who felt their job matched their interests reported 40% higher job satisfaction than those who didn't. That's a huge difference! Here's a tip: try matching your top hobbies and favourite school subjects with possible jobs. If you love art and storytelling, graphic design might be a great match. If you're into science and nature, you might explore careers in environmental research. Also, don't forget to check: What level of education does this job require? Does it match my values (like creativity, helping others, stability)? Is it a growing field in Canada? The more you know, the more confident you'll feel making decisions about high school and beyond. So, grab a pen, make a list, and start dreaming!

Career exploration isn't about locking yourself into one job—it's about learning more about you. Your ideas will grow and change, and that's okay! By starting early, you'll build confidence, discover new possibilities, and avoid feeling stuck later on. Your future begins with curiosity, so take the first step now.

Till next time,
Natasha Lim

Comments:



Jason Liu | July 24, 2025

Choosing now feels early. What if I change my mind?

Like Reply 14h ago



Sarah Johnson | July 24, 2025

Exploring isn't deciding! Stats show planning early boosts success.

Like Reply 7h ago

PREVIEW

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Curriculum Connection
L9.2,L9.4,L9.5

True or False

Is the statement true or false?

1) Career curiosity boards help you explore job options.	True	False
2) Hobbies have no connection to future careers.	True	False
3) A career that matches your personality can increase happiness.	True	False
4) You should ignore job trends when planning your future.	True	False
5) Career planning only starts after high school.	True	False

Questions

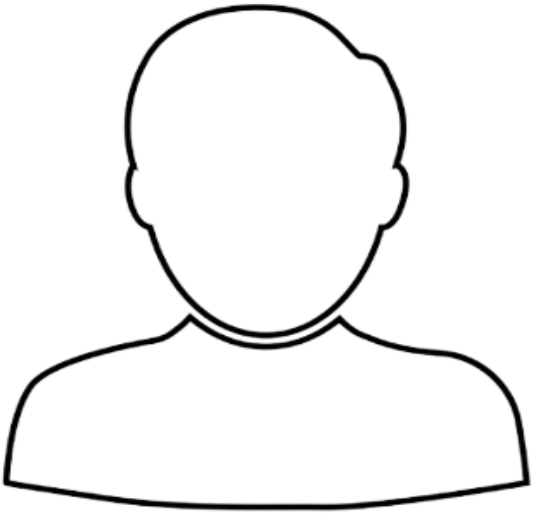
Answer the questions below.

1) How can personality help in choosing a career?

2) What is one career you are curious about? Why?

Sketch

Draw yourself working in one of the careers you explored and explain why you chose it.



PREVIEW

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Curriculum Connection
L9.2,L9.4,L9.5

Activity: My Career Curiosity Board

Objective

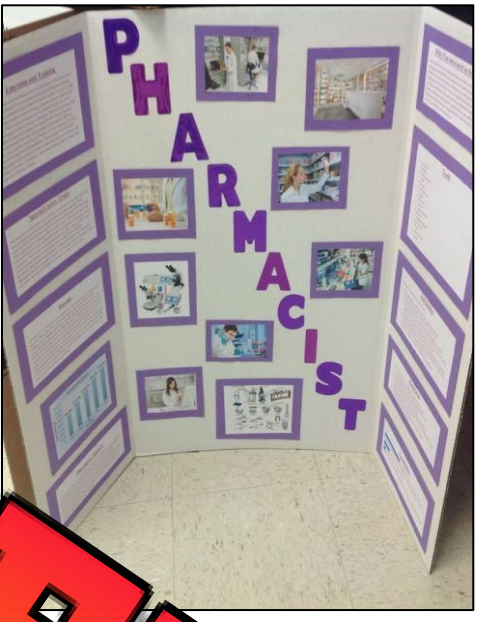
What are we learning about?

Students will explore 3–5 careers they are curious about and identify the education, experience, and skills needed for each. They will organize their findings visually to better understand career pathways and reflect on what aligns with their interests.

Materials

What will you need for the activity?

- B[illegible]heet of [illegible]oster board
- Markers, p[illegible], or
- Career researc[illegible]s (la[illegible]or printed job profiles)
- Scissors and glue (optiona[illegible]ting [illegible] icons or job titles)



PREVIEW

Instructions

How will you complete the ac[illegible]

1. Choose 3 to 5 careers that you are curious about or [illegible]earn[illegible]about.
2. Research each career and find out the following: job descriptio[illegible] education/training, skills needed, and average salary in Canada
3. On your paper or board, create a section for each career using drawings, headings, symbols, or cut-out pictures.
4. Write a short summary of each career under its section, including at least three facts for each (such as education, experience, or interesting tasks).
5. Compare the similarities and differences between the careers you chose.
6. Think about how each career fits with your personality, interests, and values.
7. Add a "Top Choice" stamp or star beside the career you feel most connected to right now.

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Curriculum Connection
L9.2,L9.4,L9.5

Reflection Answer the questions below.

1) In what ways did building your Career Curiosity Board help you better understand the careers that match your interests, values, and personality?

2) Des 3 caree or facts you discovered during your research. How did these influence he way bou our future?

	Impact

PREVIEW

Curriculum Connection
L9.2,L9.4,L9.5

Exit Cards

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

Name: _____

One thing I have learned

_____

_____

_____

One thing I have enjoyed

_____

_____

_____

One question in my mind

_____

_____

_____

Name: _____

One thing I have learned

_____

_____

_____

One thing I have enjoyed

_____

_____

_____

One question in my mind

_____

_____

_____

Name: _____

One thing I have learned

_____

_____

_____

One thing I have enjoyed

_____

_____

_____

One question in my mind

_____

_____

_____

Name: _____

One thing I have learned

_____

_____

_____

One thing I have enjoyed

_____

_____

_____

One question in my mind

_____

_____

_____

PREVIEW

Name: _____ 47

Curriculum Connection
L9.7, L9.8

Building Skills Through Safe Volunteering

Why Volunteering Builds Character
Volunteering is more than just doing something nice. It helps students grow in ways that classroom learning alone can't. When teens offer their time and effort to help others, they often gain confidence, life skills, and a better understanding of the world around them. These experiences don't just make you feel good—they build character.

According to Volunteer Canada, **58% of youth aged 15–24** participate in some form of volunteer activity each year. These students report higher self-esteem, stronger social skills, and better teamwork[illegible]. Volunteering also gives you a chance to explore career paths, build leadership[illegible] meet people from different backgrounds.

Skills[illegible]
Volu[illegible] best ways to get experience before your first job. It gives you a chance [illegible] you[illegible] also helping others. Whether you're helping with fundraising, tutoring you[illegible] [illegible]es in a park, you're gaining skills that matter.

Here are five impor[illegible]nd[illegible] ilt through volunteering:
- **Communication** – Sp[illegible]ions, and listening to others are a[illegible] exp[illegible]
- **Empathy** – Helping people i[illegible]es[illegible]are of other people's feelings and si[illegible]
- **Teamwork** – Many volunteer tasks in[illegible]ol[illegible]g which helps build trust and collaboratio[illegible]
- **Problem Solving** –You'll learn to think quick[illegible]an[illegible]rt decisions.
- **Responsibility** – Showing up on time and completing[illegible] teaches discipline and maturity.



Many high school programs also count volunteer hours toward g[illegible]not mandatory, some schools encourage students to complete **at least 2[illegible]0** [illegible]s resumes or scholarship applications.

PREVIEW

Safety First: Volunteering Smart
As valuable as volunteering is, students must be aware of safety. Not all jobs are right for every age group, and it's important to know your limits. Follow these safety tips to protect yourself while still making a difference:

- **Use the buddy system.** Volunteering with a friend is safer and more fun.
- **Let someone know.** Always tell a trusted adult where you'll be and when.
- **Respect all safety rules.** Whether it's wearing gloves or staying in assigned areas, safety comes first.
- **Speak up.** If you're asked to do something unsafe or uncomfortable, talk to a supervisor right away.
- **Sign in and out.** This keeps you accounted for during your shift.
- Volunteering is a powerful way to build your character, but it should always be done wisely and with care.

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Curriculum Connection
L9.7, L9.8

True or False

Is the statement true or false?

1) All volunteer work is unpaid and always safe.	True	False
2) The buddy system helps keep volunteers safe.	True	False
3) Volunteer work can help build your résumé.	True	False
4) Teens should accept any task without asking questions.	True	False
5) Helping others builds character and confidence.	True	False

Questions

wer the questions below.

1) W import w safety guidelines while volunteering?

_____

_____

_____

_____

2) What should you do if a volunteer ta you mfortable?

_____

_____

_____

_____

PREVIEW

Boundaries List

Write a short list of 5 personal boundaries you would se ero nteering.

1	
2	
3	
4	
5	

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Name: _____ 52

Curriculum Connection
L9.6

Story: How to Handle Stress During Change

Draw Draw pictures that illustrate the story.

Riding the Waves of Change

When fourteen-year-old Liam found out he was moving across the province just before starting Grade 9, it [illegible] like someone had pressed pause on everything he knew. He was leaving behind his childh[illegible] his soccer team, and his best friends who had been with him since kinder[illegible] fore the move, he stared at the ceiling, thinking about how it would feel t[illegible] into a n[illegible] where no one knew his name. When he arrived at Evergreen High, nothing l[illegible] mil[illegible] e school was almost double the size of his old one. The bell sounded diffe[illegible] en the [illegible] ed in a strange way. Lunchtime was the hardest. He would sit quietly, sc[illegible] busy. According to *Youth Mental Health Canada*, over 60% of students [illegible] e hi[illegible] f stress during major transitions, such as changing schools or moving to a new ci[illegible] el the weight of that statistic—his sleep was inconsistent, he couldn't conce[illegible] n class[illegible] w[illegible] starting to lose interest in his favourite hobbies.

PREVIEW

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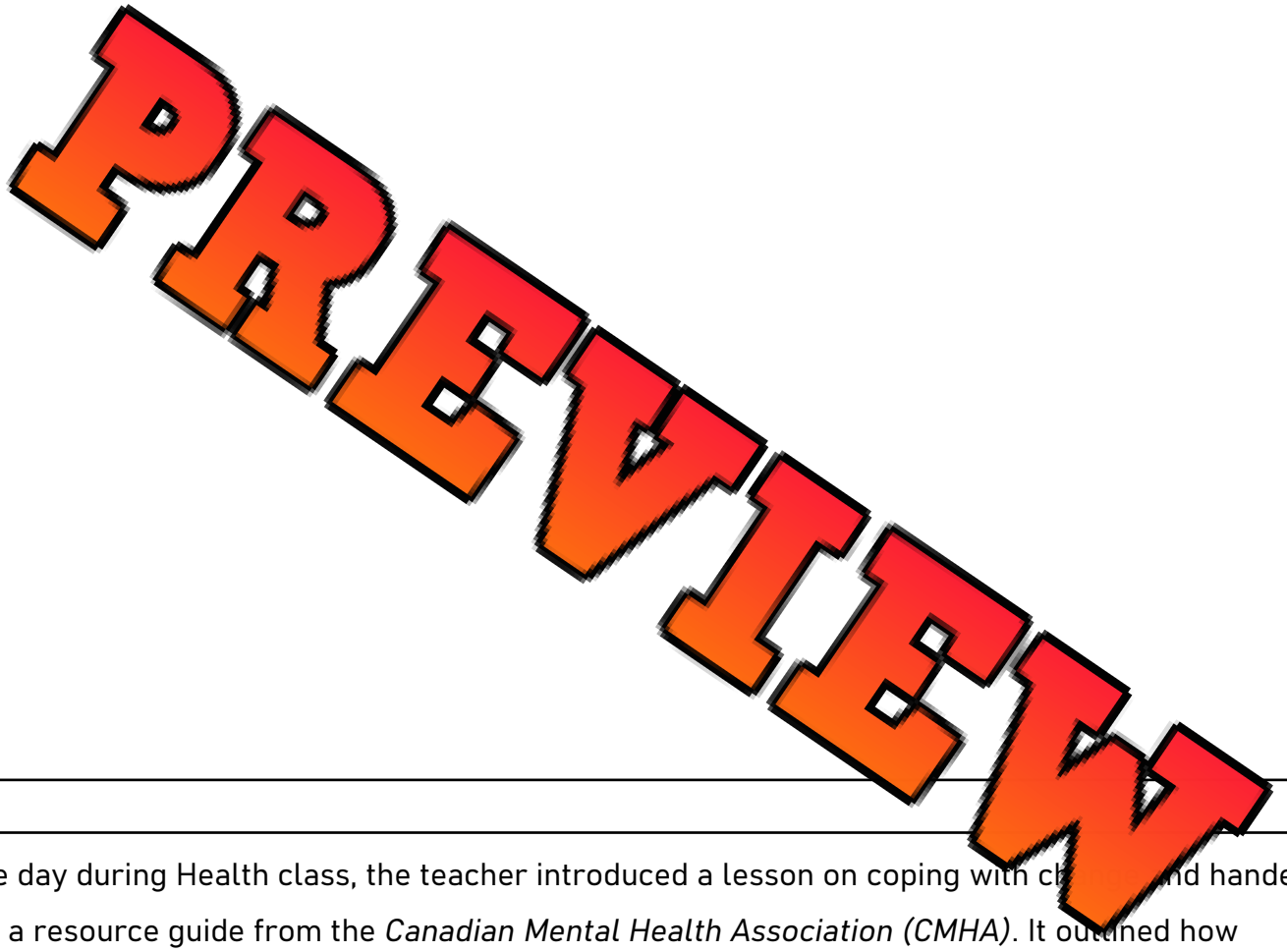
Curriculum Connection
L9.6



One day during Health class, the teacher introduced a lesson on coping with ch[illegible]nd handed out a resource guide from the *Canadian Mental Health Association (CMHA)*. It outlined how emotional stress during life transitions affects about 1 in 5 teens in Grades 7–12. That number shocked Liam—he thought everyone else had it together. As part of the lesson, the class learned several practical tools: deep breathing, short walks, journaling, and talking to a trusted adult. That evening, Liam tried journaling for the first time. At first, it felt a bit silly, but he kept at it. Over the next few weeks, he noticed that putting his emotions into words helped him process what he was feeling instead of ignoring it. His thoughts became clearer, and he started to understand that his stress came from feeling disconnected—not from any actual failure or weakness.

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Curriculum Connection
L9.6

Encouraged by his journal progress, Liam challenged himself to join at least one extracurricular group. He settled on the robotics club, even though he knew very little about robots. It didn't require tryouts or any prior experience. At the first meeting, he mostly listened, but he kept showing up. By the third week, he was helping wire a simple motor car and laughing along with his teammates. Research shows that students who form new social connections within the first three months of school are 40% more likely to report lower stress levels. His teacher also introduced a free app called *MindShift*, which guided students through calming e[illegible]s and helped build mindfulness skills. Liam used it before tests and whenever he felt o[illegible]d. Slowly, he started to notice his anxiety fading. His marks improved. He was [illegible]er. [illegible]portantly, he felt like he belonged again.

PREVIEW

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Name: _____ 55

Curriculum Connection
L9.6



By October, Liam wasn't just coping—he was thriving. He even started helping another new student, Jamal, who had just moved from Winnipeg. Liam gave him a tour, shared lunch, and encouraged him to join the robotics team. "You'll get used to it," he told Jamal. "I thought I never would—but I did." Through the ups and downs of transition, Liam learned that change is hard, but it's also a chance to grow. Staying focused on small goals, connecting with others, and understanding your stress can turn difficult changes into opportunities for confidence and self-discovery. For any Grade 9 student facing new beginnings, Liam's story is proof that things really do get better—one small step at a time.

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Newspaper Article: Choosing the Right High School Courses

Wrong Turn or Wake-Up Call? Teen's Career Dreams Shift After Elective Surprise

Edmonton, AB — When 14-year-old Naomi Castillo walked into Room 3B on the first day of school, she thought she was heading into the Creative Writing elective she'd dreamed of all summer.

Instead, she found herself staring at a whiteboard that read "Introduction to Business & Entrepreneurship."
"I panicked," Naomi recalled. "I thought there'd been a mistake. I checked my timetable three times. But there it was—Room 3B, not Writing."

The mistake was real. Due to a scheduling error, her creative writing class had been replaced with a business elective she'd never signed up for. At first, she was devastated. Naomi, a quiet, artistic student who had already started writing her own fantasy novella during summer break, had no interest in spreadsheets, startup budgets, or elevator pitches.

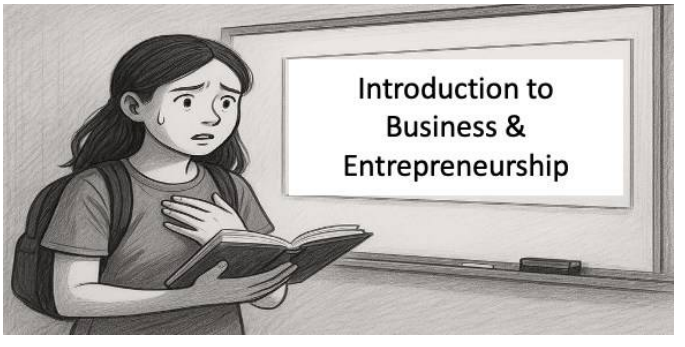
"I didn't know how to tell anyone," she admitted. "All my friends were in cool electives—film, drama, graphic design. I felt stuck. Like I'd been left behind."
Naomi considered speaking to her guidance counsellor but didn't want to cause trouble. "Everyone else seemed to love the class. I didn't want to be the one who complained."
But as the weeks passed, something unexpected happened.

Their first major assignment was to design a mock business and pitch it to the class. Naomi reluctantly teamed up with two classmates, Zoe and Malik, who wanted to create a bookstore café concept. They named it The Quiet Corner.

"I offered to write the pitch script since I like writing," Naomi said. "Then they asked if I could help with the logo and product names. I realized I could still be creative—just in a different way."

As the group worked late into lunch hours and after school, Naomi found herself enjoying the process. They wrote taglines, brainstormed menu names, and mapped out a customer experience. Their final pitch earned first place in the class vote, and their teacher, Mr. Reilly, singled Naomi out for her storytelling and branding ideas.

"She didn't just complete the assignment," Mr. Reilly said. "She brought heart and voice into a business plan. That's a rare skill."
Naomi's experience opened her eyes to new possibilities.
"I used to think writing was just about books," she said. "Now I know it can be part of business, media, advertising, even social change."
She now plans to enroll in both Creative Writing and Business next semester. Her friends have already asked for help with their campaign for Student Council.
Guidance counsellor Ms. [illegible]'s story is a good reminder that "Sometimes, what feels like a detour becomes the path forward. Electives aren't just about checking boxes—they're opportunities to discover yourself." Naomi agrees. "I still love stories," she smiled. "But now I know there's more than one way to tell them."



PREVIEW

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Fill in the blanks

Complete the sentences below.

1) The right _____ can shape your future.	courses	friends
2) Electives show your _____.	strengths	grades
3) More courses mean more _____ to explore.	rules	careers
4) Choosing to fit in may feel _____.	unmotivated	confident
5) Thinking [illegible] makes choices more _____.	random	intentional

Check

Put a checkmark beside what you think when choosing electives.

	I choos[illegible]unds f[illegible]		I ask for advice from a teacher
	I ask myself w[illegible]t [illegible]s [illegible]		I reflect on what I'm good at
	I follow what my frie[illegible]ose		I just pick what's easy
	I think about my future goals		[illegible]w what my parents advise
	I pick classes to avoid homework		pick [illegible] to have a favourite teac[illegible]

Questions

Answer the questions below.

1) What are two reasons why choosing the right high school course[illegible]m[illegible]?

_____

_____

_____

_____

2) How can exploring different electives help you in the future?

_____

_____

_____

_____

PREVIEW

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L9.4

Role Play – Choosing the Right Courses

Objective

What are we learning about?

To explore how elective choices affect student well-being, confidence, and future goals, and how self-reflection, communication, and planning support smarter course decisions.

Materials

What will you need for the activity?

- Pri role- with course-choice situations)
- A space in the om g
- Optional: props for s time ool map, phone, backpack)



PREVIEW

Instructions

How will you complete the activit

1. Divide the class into small groups of 3 to 4 stude
2. Hand each group a role-play card describing a real-life ari choosing electives under peer pressure, being unsure about int g to a course that better fits a goal.
3. Each group acts out the situation, showing both helpful and unhelpful responses from students, teachers, or parents.
4. During their skit, students should show strategies like asking for advice, reflecting on goals, standing up for their interests, or explaining their choices to others.
5. After each role-play, have the group explain what happened, how the choice affected their future or well-being, and what better decisions or conversations could have helped.
6. Finish with a class reflection on why elective choices matter and how planning, curiosity, and courage can lead to more meaningful learning experiences.

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Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
The Peer Pressure Pick	A student chooses an elective just because all their friends are taking it, even though they're not interested. Later, they feel bored and left out.
The Surprise	A student is accidentally placed in an elective they didn't cho They consider staying quiet or speaking up to ask for a schedule change.
The Parent Push	A s nt's y take Business even though the studen Music. dent wants to follow their passion but does ant to int their family.
The "Easy A" Mindset	A student chooses an electi bec k it's easy. Later, they regret not taking som ve helped with their future plans.
The Hidden Talent	A student is unsure about taking Art, but a teacher sees their sketches and encourages them. The student must decide whether to take the risk.
The Career Goal Conflict	Two students want to take different electives, but one tries to convince the other to change for the sake of staying together in class.

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Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
The Last-Minute Decision	A student waits until the last day to choose electives and panics. They rush their choices without thinking them through.
The Quiet Vo	A student is excited to take Drama but is afraid of being ju ed. Their friends call it “weird,” and the student has to decide whether to stand by their interest.
The Schedule Clash	t v both Robotics and Cooking, but the classes ar at th e time. They ask a counsellor for ad on h decide.
The Future Planner	A student researches c l real ey need a science elective. Their friends t to together, and they fee
The Newcomer	A new student doesn’t understand the elective system and is too shy to ask questions. A peer or teacher offers support.
The Second Chance	A student takes a class they thought they wouldn’t like—and ends up loving it. They reflect on how trying new things helped them grow.

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L9.4

Three Stars and a Cloud

- **For each star**, write about something that went well during the act.
- **For the cloud**, write one thing that could be changed or improved next time.

Title Of The Act	
Section	**Description**
	
	

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Curriculum Connection
L9.5

Interview Practice Questions and Answers

Why Interviews Matter

Interviews are an important step when applying for jobs, volunteer roles, co-op programs, or scholarships. They give someone the chance to meet you in person (or online) and ask questions to learn more about who you are—not just what's written on your application or résumé. In Canada, many teens start applying for part-time jobs in Grade 9 or 10. These jobs might include working at fast food restaurants, grocery stores, tutoring younger students, or helping at a rec centre. Most employers will want to speak with you first, which is where the interview comes in.



A strong interview can help you stand out, even if you don't have much experience. A 2022 Canadian Youth Employment Study found that 63% of employers who hire teenagers said they care more about attitude and effort than experience. That means showing that you are polite, prepared, and willing to learn is often more important than having past work experience.

Questions You Should Expect

Most interviews include a few common questions. If you practise your answers, you'll feel more confident and less nervous when it's time for the real thing. Here are five questions you're likely to be asked, and what the interviewer wants to hear:

- **"Tell me about yourself."** – Share your school, interests, hobbies, and a few strengths. Keep it short and positive.
- **"Why do you want this job?"** – Be honest and show that you know something about the job or company.
- **"What are your strengths and weaknesses?"** – Give one thing you're good at and one thing you're working to improve.
- **"Tell me about a time you solved a problem."** – Use a real example, such as a group project and explain how you handled it.
- **"Do you have any questions for us?"** – Always say yes! Ask about training, what a typical day looks like.

What Employers Look For

Employers want to hire people who are responsible and respectful. Here are some things that make a strong candidate:

- Shows up on time and ready
- Makes eye contact and listens
- Speaks clearly and stays calm
- Has a clean and neat appearance
- Brings a positive and friendly attitude
- Shows interest by asking questions





You don't need to be perfect, but practising ahead of time helps a lot. Ask a friend, family member, or teacher to practise with you. The more you prepare, the more confident you'll feel when the time comes. Interviews can be scary at first—but with practice, you can handle them like a pro.

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L9.5

Fill in the Blanks

Complete the sentences below.

1) Interviews help employers learn more about your _____.	skills	grades
2) A good answer includes real _____.	examples	excuses
3) A strong candidate shows good attitude and _____.	popularity	effort
4) You should always prepare _____ the interview.	before	after
5) Employers like when you ask thoughtful _____.	questions	jokes

One Job, Three Skills

Pick a job and write down 3 soft skills (like communication or teamwork) that would help you succeed in that role.

	Skills

PREVIEW

Questions

Answer the questions below.

1) What is one reason interviews are important?

_____

_____

_____

_____

2) Why is it a good idea to practise interview answers?

_____

_____

_____

_____

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Curriculum Connection
L9.5

Activity: Mock Interview Challenge

Objective

What are we learning about?

To help students build confidence and communication skills by practising responses to common interview questions. Students will rotate through different categories of prompts and take turns as both interviewer and candidate.

Materials

What will you need for the activity?

- P[illegible] worksheet (1 per student or pair)
- Pencils or pe[illegible]
- Desks or chairs ar[illegible]roups
- Optional: printed name t[illegible]ards



Instructions

How will you complet[illegible]ctivity?

1. Begin with a brief class discussion about w[illegible]ervi[illegible]e[illegible]ant and how these skills apply to part-time jobs, volunteer [illegible]ader[illegible]portunities.
2. Divide the class into pairs or small groups. Give each [illegible]one[illegible]mpts worksheet.
3. Assign roles in each pair: one student will be the interviewer, the oth[illegible] candidate. They will switch roles after a few questions.
4. In each round, the interviewer chooses 2–3 questions from a different category on the sheet (e.g., “Motivation and Interest” or “Problem Solving”). The candidate answers them as if they were in a real interview.
5. The interviewer listens actively and can take short notes or offer brief positive feedback afterward.
6. After 5–6 minutes, students switch roles and repeat with new questions. Rotate roles or partners every 10–15 minutes for variety and practice.
7. After students have practised several rounds, bring the class together to discuss what they found helpful, surprising, or challenging.

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Interview Prompts

Basic Introduction Questions
Tell me about yourself.
What are your favourite subjects in school and why?
How w[illegible]ur friends or teachers [illegible]ribe you?

Motivation and Interest
Why do you want this job or opportunity?
What do you hope to learn from this experience?
What made you apply to this specific position?

S[illegible]gths a[illegible]areness
What is one s[illegible]ou're
What is one thing yo[illegible]g to improve?
How do you usually handle feed[illegible]ack criticism?

Problem Solving and Situations
Tell me about a time you solved a problem.
What would you do if a customer was upset with you?
[illegible]d you handle making a mistake at work?

Teamwork and Collaboration
Describe a time you worked well on a team.
How do you deal with someone who isn't doing their part?
What role do you usually take during group projects?

[illegible]pon[illegible]e Management
How [illegible]lanc[illegible]l and other [illegible]ons
Have you ever b[illegible]r something [illegible]p
How do you stay organiz[illegible]when you're busy?

Job Readiness
Are you comfortable working on weekends or evenings?
What would you wear to your first day of work?
How would you prepare for your first shift?

Closing the Interview
Do you have any questions for me?
Where do you see yourself in five years?
What is one goal you have for your future?

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L9.5

Three Stars and a Cloud

- **For each star**, write about something that went well during the activity.
- **For the cloud**, write one thing you would change or improve next time.

Title Of The Activity	
Section	**Description**
	
	

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Story: From Hobby to Career

From Beats to Blueprints: Aiden's Path

Aiden never thought much about the future—at least not beyond the next level of his favourite video game or the next track he'd mix on his free beat-making app.

His teacher asked the class to list their hobbies and match them with real-world careers. Most students scribbled answers quickly, but Aiden hesitated. Could "music mixing" really count? Later that night, he went down a rabbit hole of online research. He discovered careers like audio engineer, sound designer, and music producer—jobs that paid well and were in demand. According to the Government of Canada Job Bank, sound engineers can earn between $42,000 and $89,000 annually. Film, gaming, and broadcasting are always seeking fresh talent. That's when Aiden realized what he thought was "just a hobby" could actually, lead to a career. Start small. Aiden downloaded a free trial of FL Studio and began watching YouTube tutorials after school.



At school, he asked his guidance counsellor if any electives would support his interest. She suggested he sign up for Digital Media, a course that teaches video and sound editing. Communication Technology, which explores digital tools and production skills. Aiden signed up immediately. By spring, Aiden had produced five original tracks and uploaded them to his SoundCloud. He nervously shared the link with his Digital Media teacher, Mr. Zhao, who responded the next day with more than just feedback. "I know someone at the local radio station who takes student interns," he said. "If you're serious, I can help connect you."

That summer, Aiden spent three days a week learning how to edit interviews, clean up audio clips, and help run live shows at the station. It wasn't glamorous, but every day felt like a step forward. He learned terms like compression, EQ, and decibel range—the language of professionals. He also discovered that 93% of employers in creative industries value practical experience over grades alone, a stat that gave him the confidence to focus on building his portfolio, not just acing every test.

At the station, Aiden met Lara, who was studying Audio Post-Production at Humber College. "Don't wait until after high school," she advised. "There are tons of workshops, contests, and teen programs that can get you noticed now." Inspired, Aiden entered a youth beat-making contest online—and won third place. His prize? A one-on-one session with a Toronto-based producer who told him, "You've got potential. Keep going." By the time Grade 10 started, Aiden had mapped out a full learning plan. He picked electives in Communications Technology, Business, and Music, and began volunteering at the school's theater club to run sound during performances.

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Questions

Answer the questions below.

1) Why is it important to explore your hobbies when thinking about careers?

2) What s[illegible]n you take in school to turn an interest into a future job?

PREVIEW

Visualizing

Draw what [illegible] you were reading. Explain the picture.

True or False

Is the statement true or false?

1) Hobbies like music or gaming can become real careers.	True	False
2) Good grades are the only way to succeed in the future.	True	False
3) Building a portfolio shows your skills to future employers.	True	False
4) Exploring your interests can help you choose a job path.	True	False
5) Joining clubs and contests can open career opportunities.	True	False

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Activity – Branching Into Careers

Objective

What are we learning about?

To help students discover how a personal interest or hobby can lead to various career paths. This activity encourages students to think creatively about their future and make real-world connections between what they love and possible job options.

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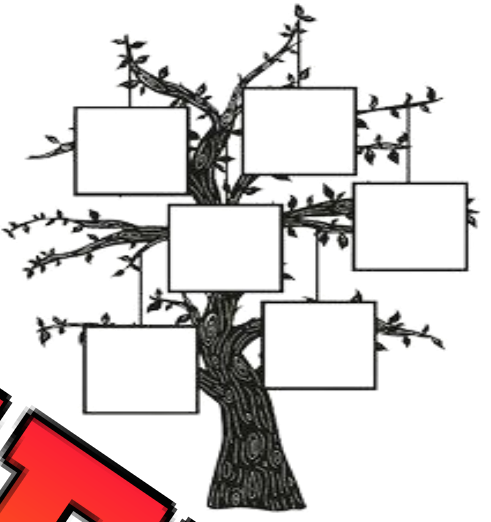
Materials

What do you need for the activity?

- Printed hobby tree worksheet
- Pencil or pen
- Optional: markers or pencil crayons



Instructions

How will you complete the activity?

1. At the bottom box (the base of the tree), write down a hobby or interest you enjoy (e.g., drawing, playing video games, cooking, photography, etc.).
2. In each of the six boxes on the branches, Draw or write one career connected to your hobby. Think about how this interest could grow into something you might do professionally in the future.
3. Try to include a mix of creative, practical, and technical jobs. Don't just stick to one type—expand your thinking to explore careers you might not have considered before.
4. Add simple designs or colour if time allows. You can decorate your tree with symbols or small images that reflect the hobby or careers you've written about. This makes your tree more personalized and fun to look at.
5. Be ready to share one surprising career you learned about from your hobby. Think about how your interests might shape your future in ways you didn't expect, and be open to hearing what others found, too.

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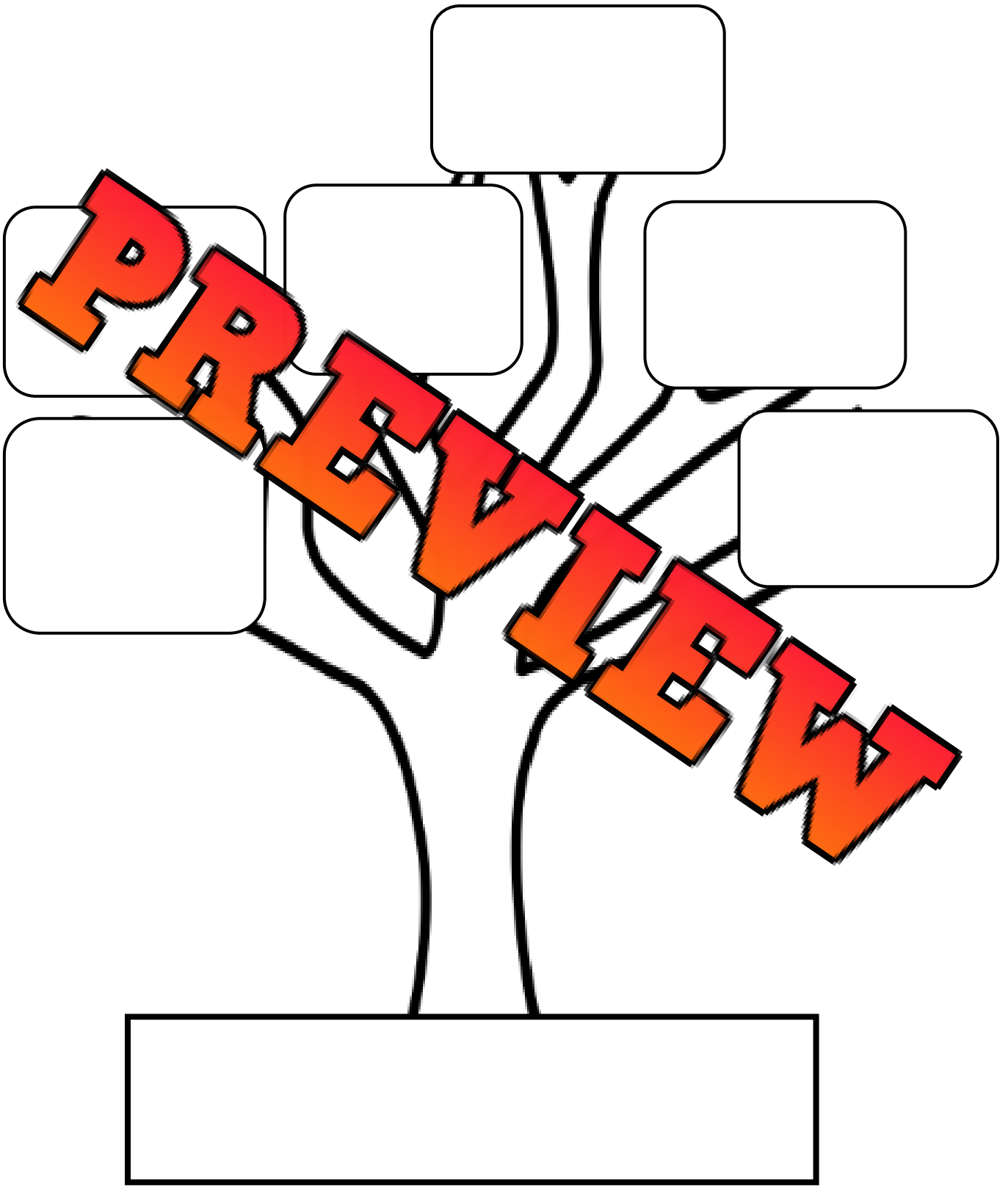
Branching Into Careers



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Reflection | Answer the questions below.

1) Draw two emojis that show how you felt before and after completing your Hobby to Career Tree.

2) Which part[illegible] helped you think differently about your future? Why?

3) What surprised you the most about the care[illegible]nnec[illegible]bby?

4) How can this activity help you make decisions about high school courses or electives?

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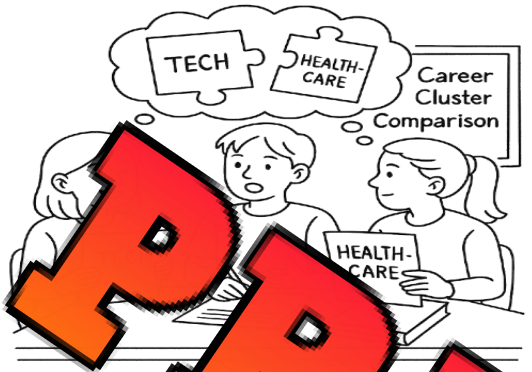
Newspaper Article: Comparing Career Clusters

Tech vs. Healthcare: Grade 9 Students Weigh Career Futures



Across Canad[illegible]s th[illegible] Grade 9 students [illegible]en div[illegible]to a unique activity: co[illegible]ng t[illegible] career clusters—Informat[illegible]ology and Healthcare. Part of a pr[illegible]de Career Exploration Challenge, s[illegible]nts were asked to research, analyze, and compare real data from the Governmen[illegible] Canada Job Bank, including education requirements, key skills, job growth, and salary projections.

At Centennial Middle School in Calgary, students gathered in groups to explore both fields. The findings were eye-opening. Tech careers, like software developers and cybersecurity analysts, can earn between $65,000 and $120,000 per year depending on experience and location. Healthcare careers, including registered nurses and respiratory therapists, earn between $61,000 and $100,000 annually.

But salary wasn't the only focus. Students compared the years of schooling required for each path. Tech jobs often need a college diploma or university degree in computer science or a related field. Additional certifications, like CompTIA+ or Cisco, are common for advancement.

On the other hand, careers in healthcare require a bachelor's degree in nursing or science, clinical hours, and licensing exams like the NCLEX for nurses. Job growth was another deciding factor. IT jobs are expected to grow by 25% over the next five years due to increasing demand for digital security and artificial intelligence. Meanwhile, healthcare is expanding due to an aging population and rising mental health needs. Over 500,000 new healthcare jobs are predicted to open by 2030 across Canada.

In a class discussion, 14-year-old Maya Liu pointed out the contrast in daily tasks. "IT jobs are usually behind a screen, while [illegible]lthcare jobs are hands-on and involve [illegible]," she said. "It really depends on what [illegible]ironment you prefer."

Studen[illegible]listed the personal qualities need[illegible] each [illegible] Healthcare careers d[illegible]stron[illegible]ication, empathy, pr[illegible]-sol[illegible]sure, and emotion[illegible]ce. Tec[illegible]require logical thi[illegible]cisio[illegible]s, and adaptability to [illegible]tant[illegible]

Career advisor Mr. De[illegible]s comparison helps students [illegible] understand the match betw[illegible]heir interests and the realities of each career. "Students don't always realize how their hobbies—like gaming or helping others—can link to real careers," he explained.

For many Grade 9 students, the activity wasn't just about picking a career—it was about seeing their future more clearly. "I used to think I had to decide now," said student Jordan Fields. "But now I know I can explore, learn, and prepare step by step. It's about finding what fits."

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Questions

Answer the questions below.

1) How can job growth rates influence your career choice?

_____

_____

_____

2) Why is it useful to compare two career paths?

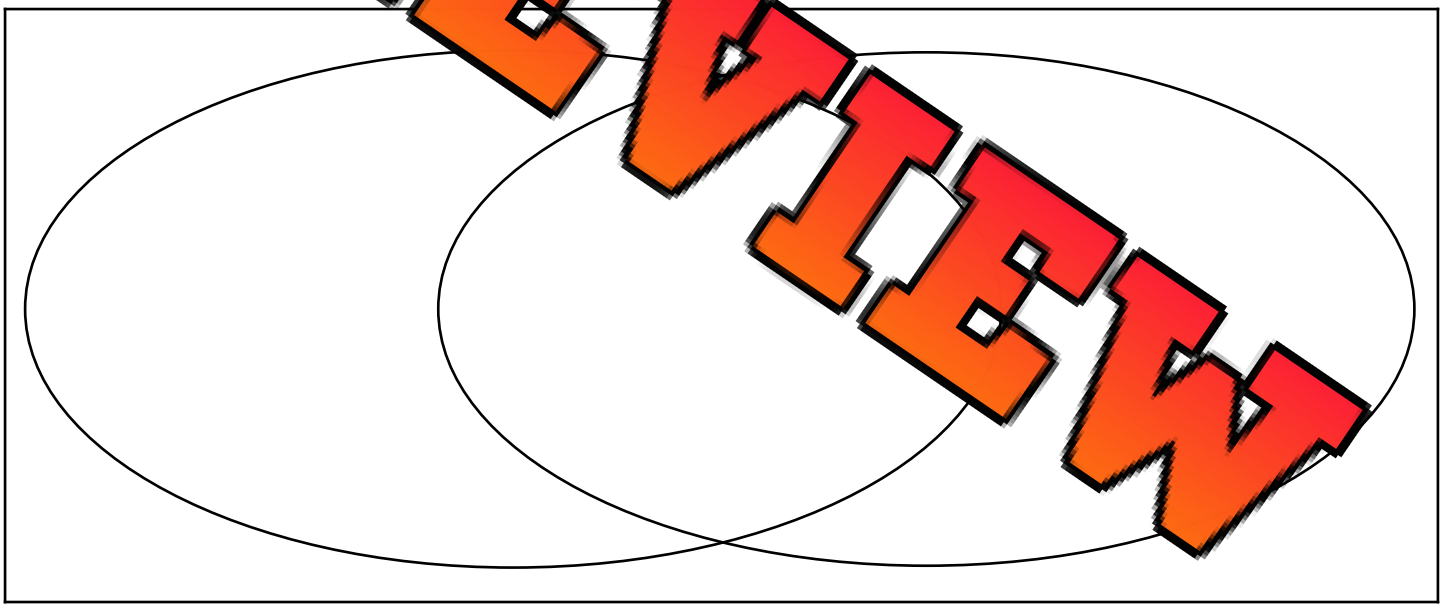
_____

_____

_____

Venn Diagram

Co[illegible]wo ca[illegible]d compare their differences in education, skills, a[illegible]outlo[illegible]



True or False

Is the statement true or false?

1) Career clusters group jobs with shared traits..	True	False
2) All careers require the same level of education.	True	False
3) High job growth means fewer available positions.	True	False
4) Soft skills are not important in technical careers.	True	False
5) Salary is one factor when comparing careers.	True	False

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Blog Post: Growth Through New Experiences

Why Getting Uncomfortable Can Help You Grow

Date: July 26, 2025 Author: Allison Kramer *4-minute read*

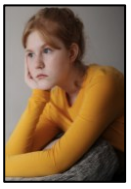
Trying something unfamiliar can feel awkward or even scary, especially during the teenage years. Whether it's speaking in front of your class, joining a new group, or applying for a part-time job, these uncomfortable moments often lead to growth. According to the American Psychological Association, personal development is most likely to happen in the "stretch zone"—the area just outside our comfort zone but short of panic. This is where confidence, resilience, and problem-solving abilities grow the most. Psychologists believe that teenagers who face small challenges regularly are better prepared for adult responsibilities later in life.

In a University of Chicago study, researchers discovered that students who took part in unfamiliar extracurriculars showed a significant increase in self-esteem compared to those who stayed in their comfort zones. Another study by the Canadian Mental Health Association revealed that teens who voluntarily took on new experiences were 27% more likely to handle school-related stress effectively.

Growth doesn't require a dramatic change. It can be as simple as trying a new recipe, asking a question in class, or introducing yourself to someone new. These small steps can lead to better social skills, greater independence, and a stronger sense of identity. A 2022 Youth Mental Health Canada report noted that teens who frequently engage in uncomfortable tasks are 35% more likely to set long-term goals and stick with them. By practising discomfort in small doses, students prepare themselves for real-life challenges in university, the workplace, and personal relationships. Fear is natural, but it doesn't need to stop you. Success builds confidence, and even failure builds experience. The key is showing up, trying, and being willing to learn. Taking a small step outside your comfort zone today might open doors to new friendships, new opportunities, or even a career path you hadn't imagined.

Till next time,
Allison Kramer

Comments:



Sofia Real July 26, 2025

This blog hit home for me. I joined the track team last year even though I had never run before. Totally agree with the idea that growth happens in discomfort!

Like Reply 10h ago



Mary Johnson | July 26, 2025

I see your point, but I disagree slightly. Some people feel pressured to try new things and it can backfire.

Like Reply 7h ago

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True or False

Is the statement true or false?

1) Trying new things helps build resilience in teens.	True	False
2) Growth only happens after huge life changes.	True	False
3) Fear is a normal part of trying something new.	True	False
4) Self-esteem stays the same when we try new activities.	True	False
5) Students who try new things manage stress better.	True	False

Doodle Te

ecorate the word GROWTH in a way that shows what it means to you.



PREVIEW

Questions

Answer the questions below.

1) Name one benefit of trying something outside your comfort zone.

_____

_____

_____

2) How does the author suggest we deal with fear?

_____

_____

_____

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Curriculum Connection
L9.3

Activity: Discovering My Growth Zones

Objective What are we learning about?

Students will identify personal activities or experiences and categorize them into three zones—Comfort, Stretch, and Panic—to better understand how different challenges contribute to personal growth, self-confidence, and emotional development.

Materials What you need for the activity?

- Printed "Step Into the Stretch Zone" template (as shown above)
- Pencil or pen
- Optional: Coloured pencils or markers



Instructions How will you complete the activity?

1. Start by thinking of 6 to 9 activities you've done or might do, such as trying a new sport, presenting in class, talking to someone new, or joining a club.

2. Write each activity in the "Activities" table at the bottom of the page.

3. Next, look at the three circles labeled Comfort Zone, Stretch Zone, and Panic Zone and decide how each activity makes you feel right now.
   - If it feels easy and familiar, it belongs in the Comfort Zone.
   - If it feels challenging but possible, it goes in the Stretch Zone.
   - If it feels overwhelming or scary, place it in the Panic Zone.

4. Write or draw each activity in the appropriate part of the target diagram. You may use different colours to show what you've already done vs. what you haven't tried yet.

5. After placing all your activities, take 2 minutes to silently reflect on one activity you'd like to move from the Stretch Zone to your Comfort Zone this year.

PREVIEW

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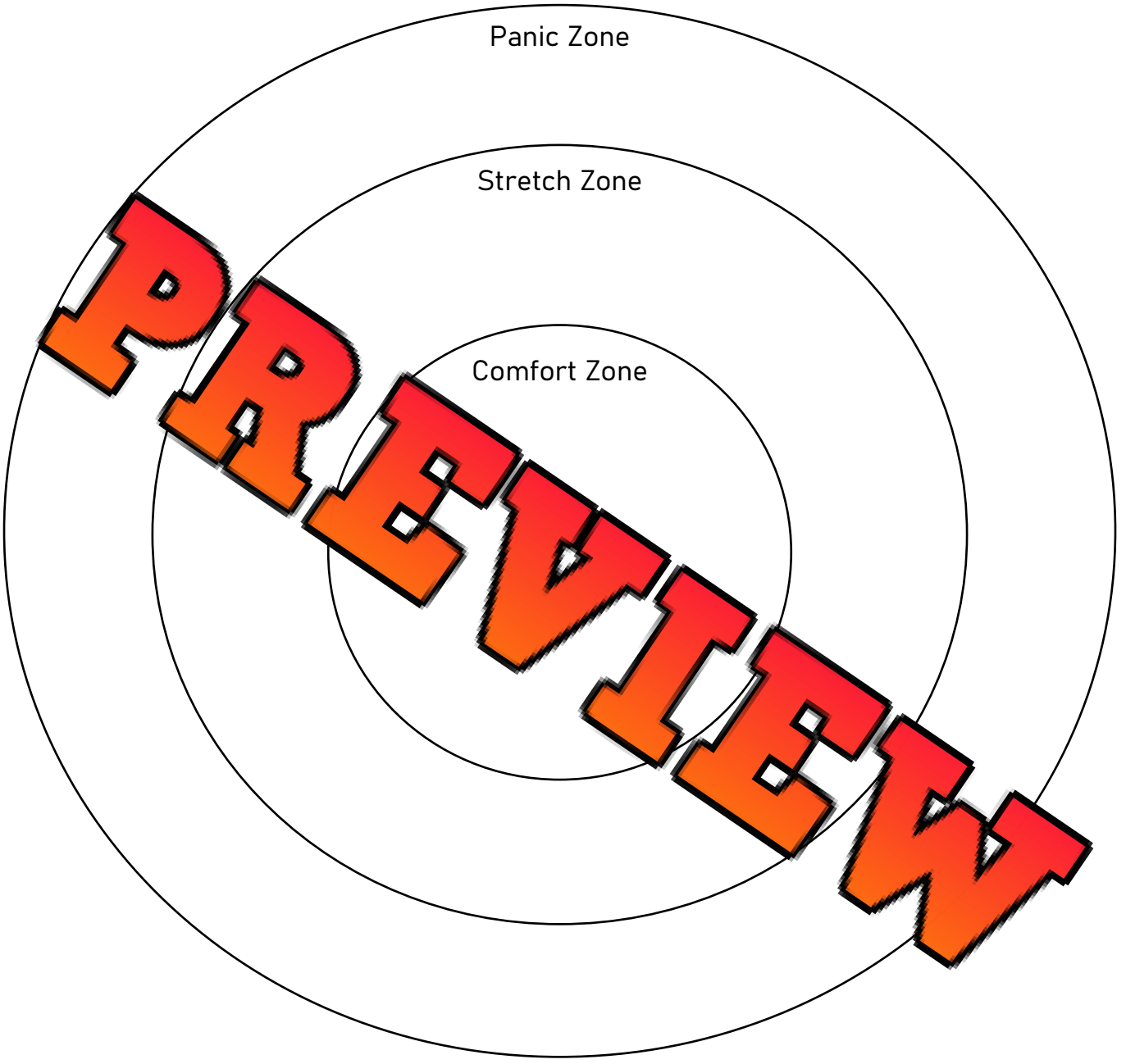
Curriculum Connection
L9.3

Discovering My Growth Zones



PREVIEW

Activities			

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L9.3

Reflection | Answer the questions below.

1) Draw two emojis that show how you felt before and after trying something outside your comfort zone.

2) Why is impo[illegible]ew things, even if they feel uncomfortable at first?

3) What kinds of thoughts or fears might stop [illegible]e fr[illegible]into their stretch zone? What could help them overcome it?

4) Think of a time when you tried something challenging. How did it help you grow?

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Curriculum Connection
L9.3

Exit Cards

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

Name: _____

Is the statement true or false?

1) Trying new things can help build self-confidence.	True	False
2) Staying in your comfort zone always leads to growth.	True	False
3) Learning from failure is a part of growing.	True	False
4) You must succeed at something for it to help you grow.	True	False

Name: _____

Is the statement true or false?

1) Trying new things can help build self-confidence.	True	False
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Curriculum Connection
L9.1,L9.3,L9.6

Facing Setbacks: Learning, Failing, and Bouncing Back

What Is a Setback and Why Does It Happen?
A setback is something that gets in the way of your progress. For students, setbacks can include getting a bad grade, missing a homework deadline, failing a test, or even struggling with a group project. These moments can feel disappointing or embarrassing, but they are a normal part of learning and growing. According to the Canadian Psychological Association, about 65% of students say they've had at least one academic setback that made them question their abilities. The important part is not the failure—it's what happens next.



Many setbacks happen because of things we can control, like procrastination or not studying enough. But sometimes, setbacks occur due to circumstances, or unexpected events like illness or family issues. Knowing that something happened helps you avoid the same mistake in the future.

How Failure Helps You Grow
Failure can actually help you become a smarter student and a stronger person. When something goes wrong, you have a chance to reflect, ask questions, and figure out what you can do differently next time. This builds resilience, which is your ability to bounce back after a challenge. It also teaches responsibility, because you begin to understand how your actions affect your results.
In fact, research shows that students who reflect on their mistakes can improve their performance by up to 30% on future tasks. Failing a test might teach you better study strategies. Missing a deadline might help you manage your time better next time. Every mistake is a chance to learn something useful.

Healthy Ways to Respond to Setbacks
When you face a setback, it's important to respond in a healthy and helpful way. Here are some smart strategies students can use:

- Take a break to cool down, especially if you feel upset or embarrassed.
- Talk to someone you trust, like a teacher, friend, or family member.
- Write down what happened and why it happened—this helps you understand the problem.
- Make a new plan, including what you'll try differently next time.
- Set smaller, realistic goals that are easier to manage.
- Celebrate progress, even if it's small.



What Science Says About Mistakes
You may not know this, but your brain actually grows when you make mistakes. A study by Stanford University found that students who viewed mistakes as learning opportunities had higher math and reading scores over time. Mistakes activate the part of your brain called the prefrontal cortex, which is connected to decision-making and problem-solving. This means that failure is not the end—it's the beginning of better thinking.

Everyone faces setbacks, but how you respond can shape your future success in school and beyond.

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Curriculum Connection
L9.1,L9.3,L9.6

True or False

Is the statement true or false?

1) A setback is always caused by laziness.	True	False
2) Resilience means bouncing back from a challenge.	True	False
3) Deadlines are not a common source of setbacks.	True	False
4) Failure can lead to personal and academic growth.	True	False
5) Avoiding mistakes makes you a better learner.	True	False

Steps to Bounce B

ch step, write an action that helps someone recover from failure.

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PREVIEW

Questions

Answer the questions below.

1) What are some common setbacks students might experience in school?

_____

_____

_____

2) How can reflecting on failure improve future performance?

_____

_____

_____

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Curriculum Connection
L9.4

Story: My Top 3 Personal Goals

Three Goals and a Deadline

Jaya stared at the wrinkled worksheet on her desk. It read: *"What are your top personal goals this term?"* Around her, classmates were already writing, but her page stayed blank. She had ideas, sure—but turning them into something real felt like a lot. She wasn't even sure where to start. After staring for what felt like forever, she wrote three goals she actually cared about: make the volleyball te[illegible] raise her math grade to at least 80%, and save up enough money—$150—to launch her [illegible]one case business.

At first, it [illegible]ist. But then her homeroom teacher, Mr. Santos, shared something that made [illegible]e. "[illegible]ree percent of people write down their goals," he said. "But research shows [illegible]hose wh[illegible]percent more likely to achieve them. That number stuck with her. Could writ[illegible]g thing[illegible] m[illegible]e that big a difference?

That evening, she [illegible] give i[illegible] opened her school planner and turned her goals into a weekly plan. Volley[illegible]actic[illegible]e[illegible] Mondays and Wednesdays. Math review videos on Thursdays. Babysitting ev[illegible]n ea[illegible]ing straight into her savings jar. She even created a colour-coded chec[illegible]k he[illegible] Every time she checked something off, it gave her a tiny boost.

The first volleyball tryout didn't go as plann[illegible] tripp[illegible]g warm-ups, and her serves hit the net twice. She felt embarrassed and wa[illegible]to quit. [illegible]hen[illegible]old her older cousin, they just laughed gently and said, "You're supposed to me[illegible] first. [illegible]eans you're trying." Later, Jaya found a stat from Statistics Canada: stu[illegible]no co[illegible]failure are 32 percent more likely to succeed in the long run. That he[illegible]h[illegible]ne[illegible]up. She also reached out to her math teacher, Mr. Aziz, who ag[illegible]tu[illegible]r her [illegible]hursday lunch hours. Slowly, her quiz scores climbed—from 66 to 74, then to [illegible]n't [illegible]h[illegible] working.

Her savings jar grew too. After three weeks, she had $48 saved. She realized that saving $10 a week was more realistic than pushing for $15 and burning out. Mr. Santos reminded the class that goals work best when they are SMART: Specific, Measurable, Achievable, Relevant, and Time-bound. By the end of the term, Jaya had made the volleyball team. Her math grade was holding steady at 82 percent. She had $162 saved—enough to order supplies and test her first three phone case designs.



As she looked at her crumpled, check-marked goal sheet, she smiled. The worksheet that once felt like a chore had quietly become her roadmap. She finally understood goals aren't just wishes.

They're decisions backed by effort, patience, and bounce-back energy. And the best place to start? Putting them down on paper.

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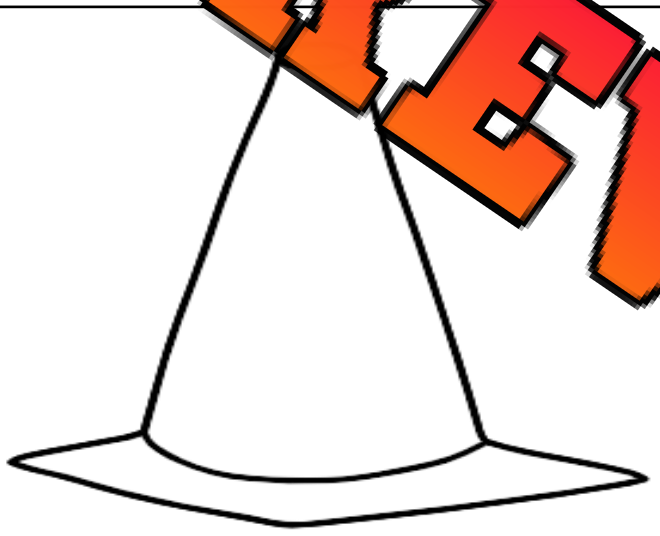
L9.4

True or False | Is the statement true or false?

1) Writing down goals makes them easier to forget.	True	False
2) Setting a deadline can help track progress.	True	False
3) Goals that matter are often personal and specific.	True	False
4) Having too many goals can feel overwhelming.	True	False
5) Saving [illegible]y can be a goal with a timeline.	True	False

Obstac[illegible]one [illegible]that could get in your way when reaching your goal and beside Buste[illegible]t, write [illegible] solutions to avoid it.



Obstacle

Question | Why should goals be personal rather than chosen by others?

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Name: _____ 101

Curriculum Connection
L9.5

Creating a Digital Portfolio

Building Your Digital Portfolio

Creating a digital portfolio is like building a showcase of your skills and accomplishments. It's a collection of your best work, achievements, and interests, all organized in one convenient place. Think of it as a dynamic résumé that you can update throughout your school years and beyond. It's a valuable tool that can help you in applying for jobs, scholarships, or even just to reflect on your progress.



Why Creat tal Portfolio?

- **Shows st work:** A portfolio lets you highlight your strongest pieces, demonstrating your a hat a simple grade doesn't.
- **Ea nd** Unlike a physical portfolio, a digital one is easily updated and sha h pote ers or universities. You can add new projects and achievements as you go.
- **Organizes yo** lps y track of all your assignments, projects, and accomplishmen place asier to find what you need when you need it.
- **Demonstrates your** It of skills, including creativity, problem-solving, and technical abilities, d n the c u include.
- **Prepares you for the future:** a po lps you develop valuable skills in self-promotion and organization, ski at w ghout your life.

What to Include in Your Digital Portfolio:

- **Academic Work:** Include your best assignments, proj and from various subjects. Choose work that demonstrates your understand ey co your ability to apply your knowledge.
- **Extracurricular Activities:** Showcase your involvement in sports, volunteer work, or other extracurricular activities. Include photos, descriptions, and any awards or recognition y received.
- **Creative Projects:** If you have any creative projects like artwork, writi music, or coding, this is a great place to share them.
- **Skills and Achievements:** List any special skills you possess, such as proficiency in a particular software, language, or instrument. Include any awards, scholarships, or recognitions you've received.
- **Personal Interests:** Include hobbies or interests that showcase your personality and passions. This can help you stand out and make your portfolio more engaging.

Platforms for Your Digital Portfolio:

- **Google Sites:** Easy to use and free.
- **WordPress:** More customizable but might require some technical knowledge.
- **Canva:** Allows for visually appealing designs. (Many free templates are available!)

Remember, your digital portfolio is a work in progress. Update it regularly to reflect your growth and achievements. It's a valuable asset that will serve you well throughout your education and career.

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Curriculum Connection
L9.5

Activity – My Digital Portfolio: A Sneak Peek

Objective What are we learning about?

Students will brainstorm and plan the content and structure of their digital portfolios, considering the types of projects and achievements to include, and how to organize them for maximum impact.

Materials What will you need for the activity?

- The provided worksheet (printed)
- Pens or pencils



Instructions How will you complete the activity?

1. Carefully review the four sections of the worksheet: "Academic Work," "Extracurriculars & Hobbies," "Skills & Achievements," and "About Me." Consider the purpose of each section.

2. In the "Academic Work" section, list three of your best projects or assignments. Briefly describe why you selected them (what skills or knowledge do these demonstrate?).

3. In the "Extracurriculars & Hobbies" section, list two extracurricular activities or hobbies you are involved in. Explain how your participation demonstrates skills or qualities relevant to a future employer or university.

4. In the "Skills & Achievements" section, list three skills you possess (e.g., writing, coding, public speaking, teamwork). Provide specific examples demonstrating your proficiency. Record any awards or achievements you've received.

5. In the "About Me" section, write a concise paragraph about yourself, your goals, and why you are creating a digital portfolio. Consider what you want to communicate to someone viewing your portfolio.

6. Once completed, review your entries. Consider how you might visually represent this information in a digital format. Think about the overall impression you want to create.

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Curriculum Connection
L9.5

Activity – My Digital Portfolio: A Sneak Peek

Academic Work	Extracurriculars & Hobbies
1.	1.
2.	2.
3.	3.
Skills & Achievements	
1.	
2.	
3.	

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L9.5

Write Reflect on today's activity. Use the questions to think about how planning and organizing content affects the overall impact of your digital portfolio.

1. *What was easiest about planning your portfolio? Why?*
2. *What was most challenging? Why?*
3. *How did thinking about visuals affect your content choices?*
4. *Did planning change your view of portfolio organization? Explain.*
5. *How [illegible] you improve your "About Me" section?*
6. *Wh[illegible] next steps in creating your portfolio?*

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Name: _____ 111

Unit Test – Life Learning Choices

Multiple Choice /10

1. What helps avoid study distractions? a) Phone alerts b) Background videos c) Timed br[illegible]ks d) Late-ni[illegible]	2. What's in a digital portfolio? a) Games b) Awards c) Old tests d) Notes
3. Wh[illegible]ea[illegible]seful? a) Fills fr[illegible] time b) Avoids real w[illegible] c) Follows trends d) Adapts to change	4. Safe way to volunteer? a) Hide plans b) Go solo c) Skip help d) [illegible]e a buddy
5. Which is a healthy risk? a) Trying out b) Cheating c) Skipping class d) Lying	[illegible]nteer? a) Po[illegible] b) [illegible]stuff c) G[illegible] d) Avoid ta[illegible]
7. Best way to choose courses? a) What friends take b) What's easiest c) Match goals d) Avoid homework	8. What changes in hi[illegible] a) Fewer courses b) More options c) Less choice d) No planning
9. What belongs in a résumé? a) Hobbies only b) Grades and roles c) Social media d) Slogans	10. How to beat procrastination? a) Delay it b) Do other tasks c) Wait for mood d) Break jobs into steps

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Table Completion Complete the table below.

Your Hobbies or Interests	Career Areas You're Curious About	How This Interest Could Lead to a Job
1.		_____ _____ _____ _____
2.		_____ _____ _____
3.		_____ _____ _____

Identify Circle YES if the actio ows f how interests relate to careers. Circle NO if it does not.

1. Turning a hobby into a side business.	YES	NO
2) Ignoring hobbies when choosing courses.	YES	NO
3) Exploring jobs connected to your interests.		NO
4) Choosing a job only for money	YES	NO
5) Asking how your hobbies connect to careers.	YES	NO
6) Avoiding classes linked to your interests.	YES	NO
7) Joining a club to build hobby-related skills.	YES	NO
8) Practising your hobby with a career in mind.	YES	NO
9) Refusing to try new interests.	YES	NO
10) Researching training options for your hobbies.	YES	NO

PREVIEW

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Long Answer | Answer the questions below.

1) List three healthy risks someone your age could take to grow confidence. Explain how each risk might help you become more responsible or prepare for future changes.

2) Give three situations where you took (or could t a safe ow might these choices help you grow, even if they feel scary a

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