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Alberta Health and Wellness Wellness Choices Unit – Grade 7

3-Part Lesson Format

Part 1 – Minds On!


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



What Does It Mean to Be Healthy

LEARNING GOAL

We are learning to **understand** what it **means to be healthy** so we can **make better choices** about food, exercise, sleep, and screen time in our daily lives.



Good Habits	Bad Habits

Wellness Sort: Building Better Habits

Drag each habit into the right column and decide if it's a good habit or a bad habit based on how it affects your health.

Running	Smoking	Swimming
Not bathing	Sleeping all day	Watch TV
Eating vegetable	Fighting	Workout
Nail biting	Eating fruits	Reading book




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




Exit Card: Healthy Habits Check-In

Before you leave class, answer the following questions about what you learned today:

1. What are two habits that can help you stay healthy every day?
2. Why is getting enough sleep important for your body and brain?
3. What is one question you still have about staying healthy?

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# Alberta Health and Wellness Wellness Choices Unit – Grade 7

### My Healthy Nighttime Routine

Drag each activity into the time slot where it fits best in a healthy night routine.

| Time Slot | Activity |
|-----------|----------|
| 6:00 PM   |          |
| 6:30 PM   |          |
| 7:00 PM   |          |
| 7:30 PM   |          |
| 8:00 PM   |          |
| 8:30 PM   |          |
| 9:00 PM   |          |
| 9:30 PM   |          |

|                    |                   |                  |
|--------------------|-------------------|------------------|
| Watching TikTok    | Bedtime           | Dinner           |
| Take a Shower      | Brush Teeth       | Eat Junk food    |
| Eat Chocolate      | Do homework       | Read a Book      |
| Listen to Music    | Chat with Friends | Talk with Family |
| Scroll on Facebook | Pack School Bag   | Sleep Meditation |

### Food Choices: Self-Check

Advertising strategies influence what we eat. Reflect on how ads affect your choices.

|                                                                                | Always | Sometimes | Never |
|--------------------------------------------------------------------------------|--------|-----------|-------|
| 2) I believe a food or drink after seeing it in a YouTube, TikTok, or game ad. | ✓      |           |       |
| 3) I buy something because the packaging says "natural" or "low fat."          | ✓      |           |       |
| 4) I crave fast food after seeing ads on TV or social media.                   | ✓      |           |       |
| 5) I choose a product because a celebrity or influencer promotes it.           | ✓      |           |       |
| 6) I look at the ingredients list before deciding if a food is good for me.    | ✓      |           |       |
| 7) I think colourful packaging makes food more exciting.                       | ✓      |           |       |
| 8) I try to eat balanced meals even if ads promote less healthy options.       | ✓      |           |       |

### Word Search: Hygiene Tools

Find and circle all the hygiene tools listed in the box.

|             |             |
|-------------|-------------|
| Comb        | Sponge      |
| Conditioner | Toothbrush  |
| Brush       | Moisturizer |
| Soap        | Towel       |
| Tissue      | Mouthwash   |
| Toothpaste  | Cologne     |
| Shampoo     | Lotion      |

Word Search Grid:

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



# Alberta Health and Wellness Wellness Choices Unit – Grade 7

## Matching: Harassment Type

Drag the correct type of harassment to match it to the descriptions below.

|                           |                          |                               |                                           |                                |
|---------------------------|--------------------------|-------------------------------|-------------------------------------------|--------------------------------|
| Name-calling              | Posting hurtful messages | Threatening someone in person | Sharing private photos without permission | Shoving someone in the hallway |
| Teasing someone every day | Hitting or slapping      | Spreading rumors online       | Making fun of someone's appearance        | Pushing someone on purpose     |

Physical Harassment
Online Harassment
Verbal Harassment

## Common Gender Stereotypes

Drag the box to show the action expected from, according to the gender.

| Girls | Boys | Actions                                   |
|-------|------|-------------------------------------------|
|       |      | Be emotional or cry often                 |
|       |      | Wear makeup and dresses                   |
|       |      | Be the leader or "the boss"               |
|       |      | Stay home to take care of children        |
|       |      | Fix things and do construction work       |
|       |      | Be gentle and caring                      |
|       |      | Hide their emotions and never cry         |
|       |      | Be tough and competitive                  |
|       |      | Be good at cooking and cleaning           |
|       |      | Work as engineers, mechanics, or soldiers |

## Independence and Healthy Decision Making

Drag the actions that help develop independence and responsibility.

|                                                                       |                                                                                 |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Acting based only on feelings without thinking about the consequences | Assuming what others feel without talking to them clearly.                      |
| Choosing to wait until you feel ready and informed.                   | Asking questions or talking to someone you trust before making big decisions.   |
| Ignoring how you feel just to fit in or make someone else happy.      | Pressuring someone to act on feelings before they are ready.                    |
| Making choices based on facts, respect, and clear communication.      | Taking time to learn about safe, healthy relationships.                         |
| Saying "yes" even when you feel unsure or uncomfortable.              | Thinking about your values before choosing to act on a relationship or feeling. |
| Understanding and respecting the meaning of consent.                  | Believing that everyone should make their own decisions about their body.       |

Use these checkmarks for your answers.





# Google Slides Lessons Preview






# Alberta Health & Wellness Relationship Choices Unit – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!


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



### What Is Emotional Wellness

**LEARNING GOAL**

We are learning to **understand what emotional wellness is and why it matters** so we can **take care of our feelings and build healthy habits in everyday life.**



### Calm Down Strategies Sort

Drag each calm-down strategy into the box that shows if it is helpful or not helpful for managing emotions.


| Helpful Strategy   |                  | Not Helpful Strategy |                        |
|--------------------|------------------|----------------------|------------------------|
|                    |                  |                      |                        |
| Ignore it          | Count to 10      | Take a walk          | Break something        |
| Scream into pillow | Write in journal | Breathe deeply       | Talk to an adult       |
| Hit or yell        | Play loud music  | Eat when not hungry  | Do something you enjoy |

### 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



### Consolidation – What Stuck With You?

Think about everything you learned today about calm down strategies and emotional wellness. Write down:

1. One calm down strategy you learned that could help when you're feeling overwhelmed.
2. Why you think this strategy might work for you or others your age.
3. How you could use this strategy the next time you're feeling strong emotions.





# Alberta Health & Wellness

## Relationship Choices Unit – Grade 7

### Word Search : Building a Strong Mind

**MINDS ON**

|                                   |                                     |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Mindset  | <input type="checkbox"/> Confidence |
| <input type="checkbox"/> Strength | <input type="checkbox"/> Mental     |
| <input type="checkbox"/> Thoughts | <input type="checkbox"/> Emotions   |
| <input type="checkbox"/> Positive | <input type="checkbox"/> Support    |
| <input type="checkbox"/> Failure  | <input type="checkbox"/> Wellness   |

Word Search Grid:

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

### Friendship Stress

When you start a new group and begins ignoring you—you feel left out and hurt; into Healthy Coping or Unhealthy Coping to show how you might respond.

| Healthy Coping Strategies | Unhealthy Coping Strategies |
|---------------------------|-----------------------------|
|                           |                             |
|                           |                             |
|                           |                             |
|                           |                             |
|                           |                             |
|                           |                             |
|                           |                             |

Action

### Sort: Respectful or Disrespectful?

Action

|                                                |                                                      |
|------------------------------------------------|------------------------------------------------------|
| Interrupting or talking over someone           | Helping someone feel included in a group             |
| Listening when someone else is speaking        | Accepting "no" without pressuring someone            |
| Using kind and polite words                    | Respecting personal space and boundaries             |
| Making fun of others or spreading rumours      | Leaving someone out on purpose                       |
| Saying "thank you" and "excuse me" when needed | Touching others or their things without permission   |
| Ignoring when someone says "stop" or "no"      | Rolling your eyes or mocking someone when they speak |

\*\*\*\*\*

Read each behaviour and drag "R" for Respectful or "DR" for Disrespectful into the correct box.

|   |            |    |               |
|---|------------|----|---------------|
| R | Respectful | DR | Disrespectful |
|---|------------|----|---------------|





# Alberta Health & Wellness

## Relationship Choices Unit – Grade 7

**Action**

**Building Conflict Resolution Skills**

Complete the message by dragging the correct word into each blank.

When we experience a conflict, it's important to stay \_\_\_\_\_ and try to \_\_\_\_\_ what the other person is feeling. One of the best ways to handle a disagreement is to \_\_\_\_\_ first and \_\_\_\_\_ second.

Instead of trying to \_\_\_\_\_ or always be "right," we can try to \_\_\_\_\_ by finding a solution that works for everyone. This means showing \_\_\_\_\_ and controlling our \_\_\_\_\_.

People who solve problems peacefully use kind words, make smart \_\_\_\_\_, and show \_\_\_\_\_ for others. When we learn how to \_\_\_\_\_ conflicts instead of avoiding them, we become stronger problem-solvers.

Words to use: solve, avoid, compromise, empathy, emotions, talk, argue, listen, choices, calm, respect, understand.

**Group Work Roles Match-Up**

Drag each role name to match the correct group work behaviour.

|  |                                                            |  |                                                       |
|--|------------------------------------------------------------|--|-------------------------------------------------------|
|  | I make sure everyone stays focused and follows the plan.   |  | I speak clearly and explain our project to others.    |
|  | I help solve arguments and make sure everyone feels heard. |  | I write down our ideas and keep track of group notes. |
|  | I encourage others when they feel stuck or tired.          |  | I make sure everyone gets a turn to speak and share.  |
|  | I make decisions and guide the group toward a goal.        |  | I check if we're following the instructions properly. |

Roles: Leader, Presenter, Organizer, Facilitator, Checker, Motivator, Recorder, Peacemaker.

**Is it a Real Apology?**

Drag the check mark to the phrases that show a respectful apology.

|                                                      |  |                                                                 |  |
|------------------------------------------------------|--|-----------------------------------------------------------------|--|
| I said I'm sorry, okay? Can we move on now?          |  | Thanks for telling me how you feel. I'll work on changing that. |  |
| I'm sorry I hurt you. I understand why you're upset. |  | It's not my fault, you started it.                              |  |
| I take responsibility. I'll do better next time.     |  | What can I do to make it right?                                 |  |
| You're just too sensitive.                           |  | I guess I have to say sorry or I'll get in trouble.             |  |
| I was wrong to say that. I'm really sorry.           |  | I didn't mean to upset you, but I understand that I did.        |  |

Green checkmarks are placed under the phrases that show a respectful apology.



# Google Slides Lessons Preview





# Alberta Health & Wellness Life Learning Choices Unit – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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

#### Study Starter: What's In Your Backpack?

**Scenario:** You're getting ready for a big study day at school. You'll review for a test, work on a group project, and learn something new. What tools will you pack to help you learn best?

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

### Find the Smart Match!

Choose the correct smart based on what the person enjoys or is good at.

|    |               |
|----|---------------|
| PS | Picture Smart |
| BS | Body Smart    |
| MS | Music Smart   |
| SS | Self-Smart    |

|                                              |                                                     |
|----------------------------------------------|-----------------------------------------------------|
| 1) Has strong visual memory                  | 9) Remembers songs and lyrics                       |
| 2) Plays a musical instrument                | 10) Enjoys drawing or painting                      |
| 3) Enjoys singing                            | 11) Likes acting, role-playing, or dancing          |
| 4) Good at sports or physical activities     | 12) Understands maps and charts quickly             |
| 5) Does well with video games                | 13) Understands personal likes and dislikes         |
| 6) Enjoys building or creating with hands    | 14) Feels confident and self-aware                  |
| 7) Has individual hobbies or interests       | 15) Notices the melodies in music                   |
| 8) Learns better through hands-on activities | 16) Reflects quietly or prefers alone time to think |

### 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



#### Snapshot (3-2-1)



After completing the worksheet, take a snapshot of your learning today:

- **3 Highlights:** What are 3 key things you learned about different types of intelligences or smarts?
- **2 Wow Moments:** What are 2 surprising or interesting things you discovered about how people learn differently?
- **1 Big Question:** What is 1 question you still have about multiple intelligences or your own learning strengths?



# Alberta Health & Wellness

## Life Learning Choices Unit – Grade 7

### What You Tell Yourself Matters

**Action**

Instruction: Choose the positive thoughts that could help someone feel motivated or try again.

|                         |                                  |                       |                            |                         |
|-------------------------|----------------------------------|-----------------------|----------------------------|-------------------------|
| "I can figure this out" | "I always get it wrong"          | "I'm doing my best"   | "I can't do this"          | "Mistakes help me"      |
| "I'm too slow"          | "This gets easier with practice" | "I can ask for help"  | "I'll fail again"          | "I don't belong here"   |
| "I just need more time" | "I'm not smart enough"           | "I believe in myself" | "Every step helps me grow" | "I'll never get better" |

### Study Match-Up

**Action**

Instruction: Read each scenario and drag it to the study strategy it matches best.

| Scenario                          | Study Strategy |
|-----------------------------------|----------------|
| Help a friend with long division  | Peer Tutoring  |
| Understand what a story means     | Self-Quizzing  |
| Study vocabulary words for a quiz | Peer Tutoring  |
| Learn parts of a plant cell       | Self-Quizzing  |
| Lead a small group discussion     | Peer Tutoring  |
| Ask yourself review questions     | Self-Quizzing  |
| Look away, then repeat the terms  | Peer Tutoring  |
| Make sense of how a pulley works  | Self-Quizzing  |
| Review times tables for math      | Peer Tutoring  |
| Present a topic with a partner    | Self-Quizzing  |
| Understand a history topic better | Peer Tutoring  |
| Say answers out loud without help | Self-Quizzing  |

### Better Choice, Better Outcome

Instruction: Match each scenario with a better choice (green) and its positive outcome (blue).

| Scenario                                                                | Better Choice                  | Positive Outcome                     |
|-------------------------------------------------------------------------|--------------------------------|--------------------------------------|
| Scenario 1: A friend wants to post a video of you without asking.       | Say no and offer help instead. | You stay safe and still have fun.    |
| Scenario 2: You're invited to play a game that's rated too old for you. | Don't join or speak up.        | You show kindness and stop harm.     |
| Scenario 3: Someone asks to copy your homework.                         | Ask them not to post it.       | You avoid trouble and stay honest.   |
| Scenario 4: A group chat starts teasing a student.                      | Say the joke bothered you.     | They become more respectful.         |
| Scenario 5: Your friend pressures you to lie to a teacher.              | Suggest a different game.      | They respect your privacy.           |
| Scenario 6: Someone makes a joke that crosses a line.                   | Tell the truth.                | You stay honest and help them learn. |





# Alberta Health & Wellness

## Life Learning Choices Unit – Grade 7

**Action**

### Sort It Out: Portfolio Edition

Drag each category letter to show where each item belongs in the portfolio.

|                            |                                                |                        |                                       |
|----------------------------|------------------------------------------------|------------------------|---------------------------------------|
| Basketball MVP certificate | Reflections                                    | Anime drawing samples  | Reflection on leading a class project |
| Debate Club photo          | Storyboard for a short film                    | Coding challenge award | Music composition for a school video  |
| Science fair report        | Earth Day event organization                   | Essay on teamwork      | Volunteer work at food bank           |
| Art contest medal          | Participation badge from youth leadership camp | Talent show photo      | Slide design for a class presentation |

**A** Awards and Certificates   **B** Reflections   **C** Skills and Talents   **D** Evidence of Involvement

### Sorting Jobs Through Time

**Instruction:** Drag each job to the time period you think it became or will become common.

← 2000 – Jobs from the Past   2020 – Jobs Common Today   2040 – Future Jobs →

|                           |                          |                      |                             |
|---------------------------|--------------------------|----------------------|-----------------------------|
| Web developer             | Drone delivery operator  | Travel agent         | Social media manager        |
| Newspaper delivery person | Bank teller              | Virtual health coach | Smart city systems analyst  |
| AI ethics officer         | Environmental technician | Health care aide     | Forestry equipment operator |

### Use Your Strengths to Help

**Action**

Drag the strength that best matches how someone can help in each situation.

|                                 |                                |
|---------------------------------|--------------------------------|
| <b>A</b> Friendly               | <b>G</b> Helpful               |
| <b>B</b> Reliable               | <b>H</b> Organized             |
| <b>C</b> Welcoming              | <b>I</b> Creative              |
| <b>D</b> Gets distracted easily | <b>J</b> Caring and Supportive |
| <b>E</b> Confident speaker      | <b>K</b> Artistic              |
| <b>F</b> Overthinker            | <b>L</b> Observant             |

3) A group is confused about organizing their project.  
4) A student dropped their books in the hallway.  
5) A new student is looking for a friend.  
6) A poster needs to be made for an event.  
7) The class needs a fun idea for a school spirit day.  
8) A classmate is upset after a bad test result.  
9) The recycling bin is full and messy.  
10) The library needs volunteers to sort books.

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