



Preview – Information



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Workbook Preview



BC Grade 9 – Health Unit

Healthy and Active Living

	Curricular Competencies – Elaborations	Pages
HAL9.1	Participate daily in physical activity designed to enhance and maintain health components of fitness	6-42, 63-64, 108-109
HA	Describe how students' participation in	4
HA		0, 07, 14
HAL9.4	Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour	81-92
HAL9.5	Identify and apply strategies to pursue personal healthy-living goals	25-26, 93-109
HAL9.6	Reflect on outcomes of personal healthy-living goals and assess strategies used	110-114

**Preview of 80 pages from
this product that contains
153 pages total.**

HEALTHY AND ACTIVE LIVING



What Does It Mean to Be Fit?

Understanding the Parts of Fitness

Being fit is more than just looking strong or running fast. True fitness means your body works well in many different ways. It helps you stay healthy, feel good, and enjoy your favourite activities. In this unit, we'll explore the five components of fitness. Knowing these parts will help you plan workouts that improve your overall health.



The Five Key Components

1) Cardiovascular Endurance

This is how well your heart and lungs work together during exercise. Activities like running, swimming, and cycling help improve this. A strong heart pumps blood better, helping you breathe and move for longer. Teens should aim for at least 60 minutes of aerobic activity most days.

2) Muscular Strength

This is how much force your muscles can produce. Lifting weights, climbing stairs, or doing push-ups build strength. Strong muscles protect your joints and bones and help with posture and balance.

3) Muscular Endurance

Endurance means how long your muscles can work without getting tired. This helps with activities like hiking, rowing, or doing repeated movements like sit-ups. It's not just about being strong once—it's about lasting longer.

4) Flexibility

This is the ability to move your joints through a full range of motion. Stretching, gymnastics, and yoga improve flexibility. It helps prevent injuries and keeps your muscles working properly. As we grow, our muscles can get tight, so stretching is important during the teen years.

5) Body Composition

This means the amount of fat, muscle, and bone in your body. It's not just about weight—it's about what your body is made of. Staying active and eating well helps keep a healthy body composition.

Why You Need All Five

Doing just one type of activity won't make you fully fit. For example, running builds your heart and lungs but doesn't stretch your muscles. To be truly fit, try to include many different activities in your week.

Here's a quick example of how activities help different parts of fitness:

- Swimming – Cardiovascular Endurance, Muscular Endurance
- Weight Training – Muscular Strength
- Yoga – Flexibility
- Walking Daily – Cardiovascular Endurance
- Team Sports – All Five Components

True or False

Is the statement true or false?

1) Cardiovascular endurance involves how strong your muscles are.	True	False
2) Running helps improve muscular strength most effectively.	True	False
3) Swimming improves both heart health and endurance.	True	False
4) Muscular endurance is about how long muscles can work.	True	False
5) Body composition only refers to how much you weigh.	True	False

Question Answer the questions below.

1) What is muscular endurance, and how can it be improved?

2) Explain the difference between muscular strength and endurance.

Matching

Draw a line from the terms to their corresponding description.

Cardiovascular Endurance

Ability to move joints and muscles fully

Muscular Strength

Doing 20 sit-ups or holding a plank

Muscular Endurance

Ratio of fat to muscle in your body

Flexibility

Running, swimming, or biking for long time

Body Composition

Lifting heavy weights or doing push-ups

Cardio Power: The Role of Heart and Lungs in Fitness

How Cardio Strengthens Your Heart and Lungs

Cardiovascular fitness, or cardio for short, is about how well your heart and lungs work together during physical activity. It's one of the most important parts of overall fitness and health. Cardio exercises like running, biking, swimming, and dancing all raise your heart rate and help your body use oxygen better. Over time, this makes your heart stronger and your lungs more efficient.

What Happens Inside the Body

When you exercise, your body works harder to move oxygen to your muscles. This makes your heart beat faster and your breathing rate go up. Over time, regular exercise makes the heart pump more blood with each beat, which means it doesn't have to beat as fast to do its job. Lungs also get better at taking in oxygen and sending it to the blood. That's why people who do regular cardio don't get out of breath as easily.



Benefits Beyond the Gym

Cardiovascular fitness does more than help you lose weight. It can improve your daily life in many ways. Teens who do regular cardio report having more energy and focus during the school day. It helps reduce stress and can improve your mood by releasing chemicals in the brain called endorphins. Cardio also helps prevent health problems like heart disease, high blood pressure, and type 2 diabetes.

Key Facts About Cardio

Here are important things to remember about cardiovascular fitness:

- The heart is a muscle that gets stronger with regular cardio activity
- Cardio activities raise your heart rate and breathing
- You should aim for at least 60 minutes of physical activity a day
- Good cardio health improves stamina and helps you recover faster after exercise
- Doing cardio 3–5 days a week improves endurance and long-term health
- Stress levels drop and sleep improves when you stay active
- Swimming, skipping, brisk walking, and team sports all count as cardio

Even small changes like walking to school or dancing at home can improve your heart and lung health. Building cardio power now helps you stay strong for life.

True or False

Is the statement true or false?

1) Biking does not count as a cardio activity.	True	False
2) Running raises both your heart rate and breathing.	True	False
3) Teenagers need 60 minutes of exercise weekly.	True	False
4) Cardiovascular fitness improves stamina and focus.	True	False
5) Walking daily helps build cardiovascular endurance.	True	False

Question

Answer the questions below.

1) Why is it important to raise your heart rate during exercise?

2) What is one reason teens should do cardio for health?

Fill-in-the-Blanks

Fill-in-the-Blanks with the appropriate word.

1) The heart and _____ work together during cardiovascular activity.	Running
2) Doing cardio regularly helps lower _____ levels and improve mood.	Lungs
3) Activities like _____ and biking raise your heart rate.	Stress
4) A stronger heart pumps more _____ with each beat.	Blood
5) Cardio fitness lowers the risk of _____ disease later in life.	Heart

Muscle vs. Movement: Building Strength Safely

How Strength Training Helps the Body

Strength training is a type of exercise that focuses on making muscles stronger. This includes using your bodyweight (like push-ups or squats) or lifting weights in a gym. Many students think lifting weights makes people look bulky, but that's not true for most teens. Building strength is more about staying healthy, protecting joints, and helping your body move better, not just about looking a certain way.



What Muscles Do Different Movement

Different activities use different muscles. When you run, your legs (especially your quadriceps, hamstrings, and calves) do most of the work. When you do push-ups, you use your chest, shoulders, and triceps. Strength training helps these muscles work more efficiently and supports your joints during movement. Strong muscles also help prevent injuries by keeping your body balanced and supported.

Strength Training and Bone Health

Your bones get stronger when your muscles work on them during exercise. This makes strength training important for building bone density. Your body builds bone mass until about age 25. Doing resistance training during your teens helps set you up for strong bones as an adult. This is especially helpful for avoiding related issues like osteoporosis later in life.

Protecting Your Body While Gaining Strength

It's important to train safely. Teens should focus on using good form and technique rather than lifting heavy weights. Poor form can lead to injuries, especially in the knees, shoulders, or lower back. Warming up before exercise and cooling down afterwards helps prevent soreness and injury.

Here are some key safety tips and facts about building strength:

- Always warm up before lifting or doing bodyweight exercises
- Focus on form before increasing weight
- Use controlled movements—don't rush exercises
- Bodyweight exercises like planks, squats, and lunges are great for beginners
- Lifting weights does not automatically make you bulky
- Strength training improves posture and helps in everyday activities
- Resistance training increases bone density during teen years

The more you understand how your muscles work, the better you can train safely and build strength for life.

True or False

Is the statement true or false?

1) Lifting weights always makes people look bulky.	True	False
2) Bodyweight squats are a type of strength training.	True	False
3) Teens should focus on perfecting form before adding weight.	True	False
4) Bone density increases through strength-building exercises.	True	False
5) You should cool down after a strength workout.	True	False

Question Answer the questions below.

1) What are two key tips for lifting weights safely?

2) How does strength training improve bone density?

Word Search

Find the words in the wordsearch.

Resistance	Safely
Density	Quadriceps
Posture	Hamstring
Strength	Calves
Muscle	Efficiently
Movement	Exercise

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

Show and Tell – Favourite Fitness Gear

Objective

What are we learning about?

Students will engage in a hands-on Show and Tell activity where they bring or create a simple piece of fitness gear (real or homemade). They will explore how different activities—like jumping, stretching, or lifting—affect fitness components such as coordination, endurance, or strength.

Materials

What will you need for the activity?

- Student-made or found simple fitness gear (e.g., jump rope, resistance band, filled weights, stretch strap, yoga mat)
- Show and Tell reflection worksheet
- Open space for light demonstrations (e.g., jumping, stretching)



Instructions

How will you complete the activity?

- 1) Introduce the idea that fitness gear doesn't have to be fancy— it can be homemade or adapted.
- 2) Invite students to bring in or build a simple piece of fitness gear and then be active. (Suggestions: jump rope, homemade weights, yoga mat made from a towel, etc.)
- 3) Give students a few minutes to prepare what they want to say.
- 4) Each student will take a turn in front of the class to show their gear and describe what it is used for.
- 5) Students should explain what type of exercise it supports (e.g., jumping = cardio and coordination).
- 6) They will identify which component of fitness it supports (e.g., endurance, strength, flexibility).
- 7) Students will describe how often they use it and how it fits into the FITT principle, especially frequency and type.
- 8) Encourage light demonstrations (e.g., 3 jumps, a stretch) when possible and safe.

Example

Homemade Jump Rope, Real Fitness

For this activity, I brought a homemade jump rope made from an old piece of rope and two foam grips I pulled off a broken toy. It's not fancy, but it works! I use it at home in my basement or sometimes in the garage when it's cold outside. I chose to share my jump rope because it's the gear I use most, and it helps me stay active, even when I don't have a lot of time or space.



Jumping rope is a fun activity that works both your heart and lungs. After just two minutes, I can feel my heart beating faster, and if I do it long enough, I start sweating and breathing heavily. I also realized it really improves my coordination—especially when I try to do crossovers or double-jumps. It takes timing and focus to get it right.

When I built my weekly plan using the FITT principle, I decided to jump rope four times a week (Frequency). I keep each session about 10 minutes (Time), and I make sure to go at a moderate to high intensity, depending on how much energy I have that day. I vary the Type by switching up my jumps—sometimes fast single jumps, sometimes slower combos. It keeps it interesting and challenging.

At school, I can't always use my jump rope during class, but during breaks, I often pretend the movement with an invisible rope. At home, I jump rope after school before I start my homework. It helps me clear my head and focus better.

One of the coolest parts of this activity was seeing what everyone else brought. One classmate made weights out of water bottles. Another brought resistance bands. It showed me that fitness can be creative and affordable.

Overall, this activity reminded me that you don't need a gym membership to improve your health. Just a bit of movement, something simple like a jump rope, and the motivation to keep going.

Name: _____

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Planning Page

Answer the questions below.

1) The activity you are sharing

- ☐ Brought an item
- ☐ Created something
- ☐ Described an activity with no object

2) What is the name of the activity your gear is used for?

3) What item/object did you bring or describe?

4) Why did you choose this gear?

5) How does this gear help improve your health or fitness?

PREVIEW

Planning Page

Answer the questions below.

6) Which component of fitness does this gear support most?

☐ Cardiovascular endurance☐ Muscular strength☐ Flexibility☐ Balance☐ Coordination☐ Other: _____

7) How often do you use it (FITT: Frequency)?

8) What intensity is your activity? (FITT: Intensity)

☐ Light☐ High

Describe: _____

9) What do you find fun or challenging about using this gear?

10) What are some things you learned from a classmate's gear or activity?

Peer Compliment Cards

Write a kind note or compliment

Instruction

Write a kind note or compliment to one of your classmates about their Show and Tell: Fitness Gear presentation. Think about something helpful, interesting, or creative they shared about their gear or activity. Use the space below to write your compliment, then cut out the card to give to your classmate.

To: _____

From: _____

PREVIEW**Peer Compliment Card Example****To:** Jayden**From:** Ava

I really liked how you brought in your homemade jump rope and showed how you use it to build your endurance. You explained how jumping rope helps with coordination and gets your heart rate up. I also liked that you found a way to stay active without needing expensive equipment. Great work!

Great job!

Role Play: Exploring Exercise Choices

Objective

What are we learning about?

Students will explore how different types of physical activity impact components of fitness (e.g., strength, endurance, flexibility) and learn how to apply the FITT principle (Frequency, Intensity, Time, Type) when choosing exercises in real-life scenarios.

Materials

What do you need for the activity?

- Lined paper or notebook
- Printed FITT principle worksheet
- A small open space in the classroom for acting
- Timer or stopwatch (teacher's phone works)

**Instructions**

How will you complete the activity?

- 1) Divide students into small groups of 3-4.
- 2) Give each group a few minutes to brainstorm a short role play where characters make exercise choices in everyday settings (e.g., go for a jog in the park, stretch before a game, do home workouts).
- 3) Each group must include a different setting (e.g., school, home, outdoors) and type of activity (e.g., cardio, strength, flexibility).
- 4) Encourage them to show how each activity helps improve a specific component of fitness.
- 5) They must also explain at least two FITT elements in their role play (e.g., how often the person does the exercise, how long each session is).
- 6) Allow 10-15 minutes for planning and rehearsing.
- 7) Each group performs their role play (about 2 minutes each).
- 8) After all groups have performed, lead a class discussion on how the choices affected physical fitness.
- 9) Have students individually write answers to the reflection questions below.

Role Play

Scenarios

Scenario	Description
Morning Motivation	A teen wakes up early to jog before school. Their friend wants to sleep in, but they discuss how jogging 3–4 times a week improves cardiovascular endurance and boosts energy. They mention jogging for 30 minutes at a moderate pace.
Stretch or Scroll?	Two teens are at home after dinner. One wants to stretch, while the other scrolls on their phone. They debate how stretching every evening for 15 minutes helps relax the body after a long day.
Gym Class Challenge	In PE class, a student chooses to lift weights instead of joining a cardio group. A friend asks why, and they talk about building strength twice a week for 20 minutes with moderate intensity.
Park Circuit	A group of friends creates a bodyweight circuit in the park (jumping jacks, push-ups, squats). They rotate through stations for 30 seconds each, three times a week. They explain how this boosts both muscular endurance and heart health.

Role Play

Scenarios

Rainy Day Workout

It's raining, and a teen can't go for their usual bike ride. They decide to do a YouTube dance workout inside for 45 minutes. The role play shows adapting your routine while still improving cardiovascular fitness and coordination.

Helping at Home

A student shows how helping with chores (e.g., vacuuming, lifting laundry baskets, raking leaves) can be part of their activity routine. They calculate time spent and explain how it improves muscular strength and balance.

Weekend Warriors

Two friends want to get in better shape. One tries to do all their exercise on Saturdays, while the other spreads it throughout the week. They compare how frequency and time impact stress and injury.

After-School Yoga

A student signs up for an after-school yoga class twice a week for 60 minutes. They talk to a friend about how yoga supports flexibility, stress relief, and mindfulness, especially with consistent practice.

Gaming Break Plan

A teen sets a timer to take breaks every hour during a gaming session to do 10 jumping jacks or lunges. They explain to a sibling how this adds up to 30 minutes of activity a day and supports both heart health and mobility.

Rubric – Exploring Exercise Choices

Criteria	1 – Needs Improvement	2 – Developing	3 – Proficient	4 – Excellent
Use of FITT Principle	One or none of the FITT elements are included or explained incorrectly.	Two FITT elements are included but may be unclear or inaccurate.	Three FITT elements are used clearly and mostly correctly.	All four FITT elements are clearly and accurately applied.
Connection to Fitness Components	A vague or partially incorrect connection is made to one component.	A vague or partially incorrect connection is made to one component.	A clear and mostly accurate connection is made to one component.	A strong and accurate connection is made to one or more fitness components.
Creativity & Realism	Role play is lacking in creativity and is difficult to follow.	Role play shows some creativity but is not very realistic.	Role play is realistic and creative with clear effort shown.	Role play is highly creative, engaging, and realistic with strong effort.
Team Collaboration	One or two group members did most of the work. Little teamwork shown.	Most group members participated; some members contributed more than others.	All group members participated meaningfully.	All group members contributed actively and equally.

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Story - The FITT Principle: Your Fitness Blueprint

Jayden was a Grade 9 student who had always wanted to get more active. After hearing about the FITT Principle in health class, he decided to use it to create his own fitness routine. FITT stands for Frequency, Intensity, Type, and Time. It helps people plan exercise programs that match their goals.

Jayden's first goal was to improve his cardio endurance so he could keep up in basketball. He learned that Frequency means how often you work out. For cardio, health experts recommend 3 to 5 times a week. Jayden chose to jog four days a week after school.

Next, he had to figure out Intensity, or how hard he should push himself. His teacher explained that higher intensity makes your heart work harder, which can build endurance faster. Jayden started at a light jog but added sprints to his running. This mix is called interval training and is great for improving stamina.



Then came the Type of exercise. This is the kind of activity you do. Since Jayden wanted to boost his heart health, he focused on aerobic exercises like jogging, biking, and playing basketball. He avoided only lifting weights because that wouldn't help his main goal.

Time was the last piece of the plan. That's how long each workout lasts. The Canadian Physical Activity Guidelines recommend at least 60 minutes of moderate to vigorous physical activity daily. Jayden made sure to jog for 40 minutes and shoot hoops for another 20 minutes each workout.

Jayden kept a journal to track his progress. After a few weeks, he noticed he didn't get tired as fast during games. By following the FITT principle, he had created a routine that matched his goals and pushed him just enough.

He even learned how adjusting one part of the FITT principle could change his results. When he increased the intensity of his jogs, his legs felt sorer—but he also ran faster by the end of the week. That showed him how intensity affects muscles and endurance.

Jayden's story shows that with a plan and knowledge of the FITT principle; anyone can improve their fitness. All it takes is a goal and a blueprint to follow.

True or False

Is the statement true or false?

1) Jayden wanted to improve his cardio endurance.	True	False
2) Jayden chose to jog four days a week.	True	False
3) Interval training means switching between fast and slow running.	True	False
4) Jayden's workouts lasted exactly 15 minutes each.	True	False
5) Higher intensity workouts can make muscles sore.	True	False

Questions: Write the answers to the questions below.

1) What was Jayden's fitness goal?

2) How did Jayden increase his workout intensity?

Cloze Test

Fill in the blanks with the correct words from the word bank.

Jayden wanted to improve his _____ so he followed the FITT Principle. He jogged four times a week and increased his _____ using interval training. He chose aerobic activities like basketball. Each workout lasted 60 minutes. Jayden kept a _____ to track progress and made gains in strength and _____ over time. FITT stands for Frequency, Intensity, Type, and _____.

Intensity

Endurance

Time

Flexibility

Journal

Role Play: Setting Up Home Workouts

Objective

What are we learning about?

Students will act out how to set up and commit to a home workout using creative and realistic scenarios. The activity will help them understand how different exercises (like yoga or strength training) impact physical health, and how to apply the FITT principle (Frequency, Intensity, Time, Type) to stay active at home.

Materials

What do you need for the activity?

- Lined paper or notebook
- Printed FITT principle worksheet (optional)
- Small open space for group class (corners or hallway)
- Props from around the classroom



Instructions

How will you complete the activity?

- 1) Divide students into small groups of 3-4.
- 2) Each group creates a short role play about setting up and committing to a home workout.
- 3) Students must include a specific type of physical activity (e.g., yoga for flexibility, push-ups for strength, dancing for cardio).
- 4) They must explain or show how they use the FITT principle to build their routine (how often, how intense, how long, what type).
- 5) They can use classroom items as props to represent home workout tools.
- 6) Groups plan for about 10 minutes and rehearse their role play.
- 7) Each group performs a 2-3 minute skit showing the workout and explaining how it supports their health.
- 8) After performances, students write reflections individually.
- 9) Let them choose one of the drawing prompts to add a creative element to their worksheet.
- 10) Wrap up with a short class discussion on realistic ways to stay active at home.

Role Play

Scenarios

Scenario	Description
Yoga in the Bedroom	A student decides to improve their flexibility and manage stress by doing yoga in their bedroom. They follow a 30-minute beginner YouTube routine three times a week. The role play shows how they modify poses to fit their space and explain how stretching improves joint movement and reduces muscle tension.
Kitchen Counter Cardio	A student finds themselves stuck indoors on a rainy day. When it's time for dinner, they turn the kitchen into a cardio zone by jogging in place, doing jumping jacks, and squats while standing on a safe, low stool. They commit to these sessions four times a week, explaining how this supports their cardiovascular endurance.
Chair Circuit Challenge	Three students set up a circuit and endurance workout in a small room using only a chair and their own bodyweight. They rotate through moves like tricep dips, step-ups, wall sits, and tuck jumps. They demonstrate how each move works different muscles and how the FITT principle guides how often and how long they train.
Living Room Dance Breaks	A student struggles to stay active during long homework sessions. They create a 25-minute dance routine inspired by online trends to do in their living room. They schedule it every evening and explain how dance improves heart health, coordination, and mood. Their role play includes upbeat music and energy to show how fun fitness can be.

Role Play

Scenarios

Basement Bootcamp

A student transforms their basement into a personal gym using backpacks filled with books for weights, towels as mats, and upbeat playlists to stay motivated. They commit to three weekly sessions including squats, planks, push-ups, and jumping lunges. The scene explains how the routine targets strength, balance, and cardio.

Small Space Strength

In a very small room, a student clears a corner between their bed and closet to do basic exercises: push-ups, crunches, squats, and modified planks. They perform 3 sets of each, 4 days a week, and reflect on how minimal space and equipment can still lead to muscular strength and consistency when planned with FITT.

Screen Time Split Routine

A student realizes they spend hours on screens. They set a timer to stand every 20 minutes and do 2-3 minutes of activity like lunges, jumping jacks, or stretching. Over the day, they add 30-45 minutes of movement. They show how short bursts add up and that frequency and time matter more than space.

Balcony Stretch and Breathe

A student living in an apartment feels stressed and tight after long days. They step onto their balcony for a 20-minute evening stretching and breathing routine. Their role play shows how consistent flexibility exercises reduce stress and improve sleep. They explain how low-intensity activity still counts using the FITT principle.

Workout with Siblings

A student wants to help their younger sibling get active too. Together, they set up a fun 30-minute routine with jumping jacks, crab walks, yoga poses, and imaginary races. They schedule it every other day and act out how they encourage and challenge each other. Their performance highlights how support systems and teamwork make exercise enjoyable and consistent.

Name: _____

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Curriculum Connection
HAL 9.1

My Role

Draw a picture of your role during the role-play and write a paragraph about what you did.

PREVIEW

Rubric – Setting Up Home Workouts

Criteria	1 – Needs Improvement	2 – Developing	3 – Proficient	4 – Excellent
FITT Principle Application	One or none of the FITT elements are used or explained incorrectly.	Two FITT elements are included but may be unclear or inaccurate.	Three FITT elements are used with mostly accurate detail.	All four FITT elements are clearly and accurately applied in the role play.
Connect Physical Health	The activity does not clearly connect to a fitness component (e.g., health, fitness).	Shows limited understanding of how the activity improves health or fitness.	Clearly shows how the activity supports at least one fitness component.	Demonstrates strong understanding of how the activity supports multiple aspects of health and fitness.
Creativity and Scenario Realism	The scenario is unrealistic or shows minimal effort.	Shows some understanding of the activity.	Scenario is realistic and creative with a clear home setting and effort shown.	Scenario is highly engaging, creative, and very realistic with excellent effort.
Collaboration and Performance	Limited teamwork; one or two group members dominate the activity.	Some members participate, teamwork is uneven.	Most members participate, teamwork is good, presentation is clear.	All members participate fully and equally with strong collaboration and presentation.

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

SAID and Specificity: How Your Body Adapts

How Your Body Changes with Practice

When you move your body, it learns and changes based on what you do. The SAID principle explains this clearly. SAID stands for Specific Adaptation to Imposed Demand. This means your body gets better at the activities you do most often. For example, if you lift weights regularly, your muscles will grow stronger. If you stretch often, your muscles will become more flexible—not stronger. Your body adapts in a specific way.



What the SAID Principle Means

The SAID principle is that doing one kind of activity helps you improve only in that area. If you want to run faster, you should practice sprinting. If you want to hold yoga poses better, you should focus on yoga exercises.

Let's look at some examples of specificity:

- Practicing sprinting improves speed, not flexibility.
- Lifting weights increases muscle strength, not endurance.
- Swimming helps with cardiovascular fitness, not bone strength.
- Stretching improves flexibility, but not power or speed.
- Balance exercises improve coordination, not muscle size.

The Role of Specificity

The word specificity means being exact or focused. In fitness, it means doing exercises that match what you want to improve. If your goal is to get stronger, you need to do arm workouts—not just run or stretch.

For example:

- If you want to jump higher, practice jumping and do leg strength work.
- If you want to improve in soccer, work on speed, balance, and ball control.
- If your goal is to stay relaxed and improve posture, do yoga or stretching.

Key Facts to Remember

Here are some important things to keep in mind:

- Your body changes based on what you do most often.
- Training must match your goal for best results.
- One type of exercise won't improve all areas.
- The SAID principle helps explain why your workout choices matter.
- Specificity means focusing on exercises that help with your specific fitness goal.

Using the SAID principle and specificity together helps you train smarter and reach your goals faster.

True or False

Is the statement true or false?

1) The SAID principle explains how the body adapts.	True	False
2) Stretching every day will make you stronger.	True	False
3) Specificity means doing general fitness activities.	True	False
4) Swimming increases flexibility and bone strength.	True	False
5) SAID stands for Specific Adaptation to Imposed Demand.	True	False

Questions

Answer the questions below.

1) What does SAID stand for? What does it help with?

2) How does your body respond to regular stretching?

Word Search

Find the words in the wordsearch.

Specificity	Coordination
Adaptation	Balance
Flexibility	Aerobic
Endurance	Goal
Strength	Training
Sprinting	Exercise

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

Fact or Fiction - Exercise Benefits

Objective

What are we learning about?

Students will learn to identify common myths and truths about exercise, using the SAID principle (Specific Adaptation to Imposed Demands) to understand how flexibility, strength, and fitness goals are achieved.

Material: What will you need for the activity?

- Fact and Fiction signs
- A 'Fact' sign and 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the room for the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each statement is shared.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Keep score of your correct answers.

Fact or Fiction

Read the statements to the class.

#	Statement	Answer
1	Stretching regularly can improve flexibility.	Fact
2	Sweating more means you had a better workout.	Fiction
3	The S.I.D. principle explains how our bodies adapt to training.	Fact
4	Lifting weights always makes you bulky.	Fiction
5	Drinking water improves physical performance.	Fact
6	You need to exercise every day to stay healthy.	Fiction
7	Rest days are important for recovery.	Fact
8	You can replace all cardio with walking.	Fiction
9	Bodyweight exercises can build muscle.	Fact
10	Muscle turns into fat if you stop working out.	Fiction
11	Flexibility helps prevent injuries.	Fact
12	Energy drinks are better than water for hydration.	Fiction
13	Setting specific fitness goals helps with motivation.	Fact
14	Only adults benefit from strength training.	Fiction
15	Exercise can help reduce stress and improve sleep.	Fact
16	You have to feel sore after a workout for it to be effective.	Fiction
17	Cardio improves heart health and endurance.	Fact
18	Crunches alone will give you a six-pack.	Fiction
19	Consistent training over time leads to results.	Fact
20	You don't need to stretch if you're already active.	Fiction

How School Sports Affect Teen Health

School Sports and Student Health

Being part of a school sports team or club has many health benefits for teenagers. These benefits are not just physical—they also help with mental and social health. In Canada, about 55% of teens aged 12–17 are involved in organized physical activity or sports. School sports play a big role in keeping students active, healthy, and connected.

Physical Benefits of School Sports

When students join a team, they are more likely to meet the Canadian physical activity guideline of 60 minutes of moderate to vigorous activity each day. Playing sports helps with weight management, better heart health, and improved endurance. It also reduces the risk of type 2 diabetes and heart disease later in life. Students on teams often develop better motor skills, balance, and coordination.

Mental and Emotional Impact

Sports can help students feel more confident. Exercise releases chemicals called endorphins, which boost mood and lower stress. Teens who play sports are less likely to feel anxious or depressed. Being on a team can also build confidence and improve self-esteem as students learn new skills and overcome challenges.

Sports also teach discipline and time management. Athletes need to balance schoolwork with practices and games. This builds habits that help them in school and later in life. A coach can also become a mentor who provides guidance that can improve decision-making and leadership skills.

Social Connections and Long-Term Habits

Students who join school teams make new friends and feel more connected to school. This social support can reduce feelings of loneliness and improve mental health. Research shows that teens who play sports are more likely to stay in school and graduate.

School programs also encourage long-term habits.

Teens who play sports are more likely to stay active as adults. They learn to enjoy fitness, which makes it easier to keep moving later in life.

Key Benefits of School Sports for Teens

- Increases daily physical activity
- Builds confidence and self-esteem
- Improves focus, discipline, and time use
- Reduces stress and anxiety
- Encourages friendships and school connection
- Forms healthy habits for adult life



True or False

Is the statement true or false?

1) School sports help teens stay physically active.	True	False
2) Only physical health improves from joining a team.	True	False
3) Confidence increases through school sport involvement.	True	False
4) Motor skills improve through regular sports practice.	True	False
5) School sports help improve coordination and balance.	True	False

Questions Answer the questions below.

1) What are three benefits of school sports?

2) What chemical does exercise release that improves mood? How does it work?

Fill-in-the-Blanks

Fill-in-the-Blanks with a word from the box.

- 1) Joining school sports helps teens stay physically _____.
- 2) Playing sports releases _____, which help reduce stress and improve mood.
- 3) School teams help students build _____ and time management skills.
- 4) Being on a team helps students feel more _____ to their school.
- 5) Teens who play school sports are more likely to stay in _____ and graduate.

Discipline

Active

School

Endorphins

Connected

Memory Game – Matching Activity Effects

Objective

What are we learning about?

Students will play a memory-matching card game to reinforce how different physical activities support specific health and fitness components. This activity helps them understand the link between movement and the body, while introducing the SAID Principle (Specific Adaptation to Imposed Demands).

Materials

What do you need for the activity?

- Memory Game cards with terms and definitions (provided)
- A small table or clear floor space for the activity



Instructions

How will you complete the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
- 2) Have each group lay all the cards face down in a grid on a flat surface.
- 3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After the game, review the terms and definitions with the class.
- 8) Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

BikingStrengthens leg muscles
and endurance**Dancing**Boosts heart health
and leg power**Resistance band training**Improves rhythm,
coordination and cardio**Swimming**

Builds muscle strength

Strengthens lungs and
whole-body fitness

Cards

Memory Game Cards

Team sports

Builds endurance and
teamwork skills

Skating

Improves balance and agility

Walking with friends

Provides light cardio
and reduces stress

Core workouts (planks)

Strengthens abdominal
and back muscles

Climbing stairs

Builds leg strength
and heart rate

PREVIEW

Cards

Memory Game Cards

JoggingImproves heart and
lung endurance**Push-ups**

Increases muscle body strength

YogaReduces stress
improves balance**Jumping rope**Enhances coordination
and stamina**PREVIEW**

Home Workouts: Fitness Outside of School

Moving More at Home

Fitness doesn't only happen in gyms or on school teams. Many students can stay healthy by being active at home. Simple activities like cleaning, walking a pet, or following a YouTube workout can improve your physical and mental health. What matters most is that you move your body regularly.

Health Canada recommends that teens get at least 60 minutes of moderate to vigorous physical activity every day. This doesn't need to be all at once or in a formal workout. Even small activities throughout the day can add up to big health benefits. For example, walking your dog for 30 minutes or doing 30 minutes of yard work both count.



Types of At-Home Activities That Don't Require Special Equipment. Many everyday tasks and online resources make it easy to find activities that help:

- YouTube workouts (stretching, yoga, cardio, dance)
- Household chores (vacuuming, sweeping, mopping)
- Walking or biking in your neighborhood
- Playing active video games
- Shoveling snow or raking leaves
- Walking or playing with pets
- Stretching or bodyweight exercises in your room

These activities help improve endurance, strength, flexibility, and even mental health. Regular physical activity can reduce stress, improve focus, and help you sleep better.

Tracking Your Fitness at Home

It's important to track your activity so you can see your progress and stay motivated. One way is to use a fitness log or journal. You can also use free apps or phone notes to keep track.

Here's what you should include:

- Date
- Type of activity
- Time spent
- How you felt after

Tracking your activity helps you understand your habits. If you notice you're always active on weekends but not weekdays, you can set new goals to add short weekday workouts. This supports a holistic approach to health, which means looking at the whole picture—not just gym time.

Being active at home is just as valuable as being active in gym class. What matters most is that you move your body often and find activities you enjoy.

True or False

Is the statement true or false?

1) Fitness only happens at gyms or in school.	True	False
2) Chores like mopping or vacuuming count as exercise.	True	False
3) You need expensive equipment to stay active.	True	False
4) Stretching and bodyweight exercises need gym machines.	True	False
5) Mental health can improve from moving regularly.	True	False

Question Answer the questions below.

1) What are some ways of staying active at home?

2) What does it mean to take a "holistic view of health?"

Matching

Draw a line from the terms to their corresponding definition.

Walking the dog

Improves flexibility and reduces stress

Sweeping and mopping

Builds leg strength and endurance

YouTube yoga video

Boosts heart health and endurance

Shoveling snow

Tracks progress and supports goal-setting

Using a fitness log

Increases strength through real-life movement

Exit Cards

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

Name: _____

Mark

Is the statement true
or false?1) Shoveling snow is a type of
physical activity.

T

F

2) Mental health can improve
from moving regularly.

T

F

3) YouTube has free workouts
teens can follow.

T

F

4) Chores don't help build
endurance or strength.

T

F

Name: _____

Mark

Is the statement true
or false?1) Shoveling snow is a type of
physical activity.

T

F

2) Mental health can improve
from moving regularly.

T

F

3) YouTube has free workouts
teens can follow.

T

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4) Chores don't help build
endurance or strength.

T

F

Name: _____

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or false?1) Shoveling snow is a type of
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teens can follow.

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4) Chores don't help build
endurance or strength.

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Name: _____

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or false?1) Shoveling snow is a type of
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from moving regularly.

T

F

3) YouTube has free workouts
teens can follow.

T

F

4) Chores don't help build
endurance or strength.

T

F

Activity - Research Assignment: Local Fitness Spots**Objective**

What are we learning about?

Students will research local fitness spots in their community (e.g., parks, recreation centers, trails) and describe how physical activities in these spaces can improve fitness, especially by strengthening the heart and lungs. They will connect this to the SAID principle and consider how both school and home environments influence activity levels.

Materials

What do you need for the activity?

- Internet-connected device and community brochures/maps
- Worksheet or lined paper
- Access to the school library or computer
- Local fitness location list (e.g., examples for support)

**Instructions**

How will you complete the activity?

- 1) Begin with a class discussion about places in the community where people can be active, such as parks, pools, fields, or community centers.
- 2) Introduce the SAID principle (Specific Adaptation to Imposed Demands) and explain how different activities improve specific parts of the body (e.g., biking improves cardiovascular endurance).
- 3) Have students pick or be assigned one local fitness spot to research (they can work individually or in pairs).
- 4) Students will find out where the location is, what activities it offers (e.g., walking paths, soccer fields, basketball courts), and who can access it.
- 5) They will describe how using this spot helps physical health (e.g., heart, lungs, muscles), and which fitness components are improved.
- 6) Ask students to consider how often someone could visit, and what type of activity would be realistic for a teen.
- 7) Students will also reflect on how their home and school environments influence their own fitness habits.

Reference

SAID Principle – Specific Adaptation to Imposed Demands

Category	What It Means	Examples	How Your Body Adapts
Definition	Your body adapts to the <i>specific type</i> of physical stress placed on it.	N/A	You improve in the skill or ability you train.
Endurance	Activities that help you stand and keep going for a long time.	Jogging, biking, swimming	Stronger heart and lungs, more energy over time.
Strength	Doing exercises that make your muscles work harder.	Pushups, sit-ups, training with weights	Increased muscle strength and power.
Flexibility	Stretching muscles regularly and safely.	Yoga, hamstring stretches, toe touches	More range of motion and less stiffness.
Balance, Coordination	Training your body to stay steady and in control.	Balance boards, one-leg stands	Better body control and joint stability.
Skill-Specific Training	Practising a certain movement or sport repeatedly.	Practising free throws, kicking a ball	Better skill performance and muscle memory.

Reference



Student Checklist: What Should My Response Include?

✓	Criteria
☐	I clearly named a local fitness spot (park, gym, trail, rec centre).
☐	I listed at least 2–3 physical activities that can be done there.
☐	I explained how these activities help health (heart, lungs, muscles, etc.).
☐	I connected the reason or purpose to the SAID principle.
☐	I mentioned how often the activity could be done (e.g., weekly).
☐	I described how my home and/or school environment supports or limits my fitness.
☐	I wrote in complete sentences and stayed on topic.
☐	I included personal reflection or ideas for improvement.
☐	I completed the reflection questions thoughtfully.
☐	I finished one of the drawing prompts to visually show what I learned.

Reference



Types of Printed Examples You Can Provide

Type of Resource	What to Include	Where to Get It
City Parks & Recreation Map	Highlight parks, trails, open spaces, and outdoor fitness areas.	Print from your city/town's official website or tourism site.
Community Centre	Weekly or monthly schedules showing fitness classes, gym access, swimming times.	Download from local community centre websites or city leisure guides.
YMCA or Fitness Club Brochures	Show programs, you can use and drop-off by opt	Visit the YMCA website or contact a nearby location for PDFs.
Google Maps Printouts	Zoom in on a map with fitness spots marked (e.g., playgrounds, walking paths, outdoor rinks).	Search on Google Maps > take screenshots > print
Trail or Bike Path Maps	A map of walking/biking trails in your region with estimated distances.	Print out trail maps from a number of local community authorities.
Public School Playground Listings	Info about open-access playgrounds, basketball courts, fields available outside school hours.	Look on your school board's website or include your own school as an example.
Photos of Real Local Spots	Include printed photos of teens walking, playing soccer, using bike paths, or stretching in parks.	Take your own photos (with permission) or use free-use stock images that reflect your area.

Reference



Sample Student Response

Category	Student Response
Student Name	Taylor J.
Fitness Spot Name	Mill Creek Park & Trails
Location	South end of town, near the public library
Facilities	Open green space with walking and biking trails
Activities Available	Walking and running on gravel trails - Biking on gravel path - Yoga/stretching on the grassy area and light soccer
How It Improves Physical Health	Activities at Mill Creek Park build cardiovascular endurance by making the heart and lungs work harder. It also supports flexibility if you do yoga or stretching.
SAID Principle Connection	The body adapts to the activity you do. If you exercise often, my endurance improves. This is the SAID principle: Specific Adaptation to Imposed Demands.
School Connection	I get physical activity in gym class and sometimes play basketball at lunch.
Home Connection	At home, I ride my bike and walk my dog, but I could use the park more on weekends.
Personal Reflection	If I planned regular visits to Mill Creek Park, I could reach a fitness goal like running farther or biking faster.

Reference

Local Fitness Spot Research Worksheet

Category	Student Response
Student Name	
Fitness Spot Name	
Location	
Type	
Activities Available	
How It Improves Physical Health	
SAID Principle Connection	
School Connection	
Home Connection	
Personal Reflection	

Reflection

Answer the questions below.

1) What local fitness spot did you research?

2) What types of physical activities can people do there?

3) Which part of the SMART goal relates to your chosen activity?

Word Scramble

Unscramble the words from the word bank.

WORD BANK

FLEXIBILITY

FREQUENCY

TYPE

JOGGING

ENDURANCE

INTENSITY

GOAL

STRETCH

STRENGTH

TIME

CARDIO

HYDRATION

EECFQRNUY

YTITNISEN

THSRTEC

EDRUNNAEC

XIELBTILIFY

GNRTHSET

Rubric – Research Assignment: Local Fitness Spots

Criteria	1 – Needs Improvement	2 – Developing	3 – Proficient	4 – Excellent
Fitness Spot Description & Activities	Student does not clearly identify a location or activity.	A location is named with limited activity details.	A clear location is given with 2+ appropriate activities.	Location and activities are described in detail and well-matched to community fitness.
Health Benefit Explanation	Little or no explanation or incorrect connection to health.	Some general explanation of health impact.	Clear explanation of at least one health benefit (e.g., cardio, strength).	Strong, accurate explanation of how the activities improve specific body systems.
SAID Principle Application	No SAID included or incorrectly named or connected.	SAID included but not clearly connected to activity.	Correct use of SAID linked to a relevant example.	Thorough explanation of SAID with strong and specific activity connection.
School and Home Connections	No mention of school or home impact.	One connection mentioned but limited.	Connections to both school and home environments are explained.	Thoughtful and realistic connections to both school and home environments.
Reflection and Effort	Little effort shown; incomplete or vague work.	Some parts missing or rushed; basic ideas.	Complete and well-organized work with clear explanation.	Well-organized, thorough, personal, and creative with clear explanation to detail.

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Story: Fitness Effects on Stress and Mood

Leah was a Grade 9 student who often felt tired, anxious, and unmotivated. She struggled to fall asleep at night and had trouble focusing during school. Her grades were slipping, and she didn't feel like herself. She began wondering if there was anything she could do to feel better.

In health class, her teacher explained that physical activity doesn't just help the body—it helps the brain, too. When you move your body, especially during moderate to vigorous activity, your brain releases endorphins, chemicals that make you feel happier and more relaxed. Leah was surprised to learn that just 20 to 30 minutes of movement a day could improve her mood and reduce anxiety.

The teacher also explained that cortisol, a hormone released when you're stressed, can make it hard to sleep or concentrate. But when you do activities that ease stress—like running, biking, or dancing—cortisol levels go down. This effect is even stronger when exercise is done outdoors. In fact, just 15 minutes of outdoor exercise has been shown to improve mental health.



Leah decided to try a few small changes. She started going for a walk after dinner every evening. At first, it felt like a chore, but after a few days, she began to enjoy the fresh air and quiet time. She also started sleeping better. Before, she was getting less than 6 hours of sleep. After a week of walking, she was getting closer to 8 hours a night, which is the recommended amount for teens.

Encouraged by her progress, Leah added a few short online workout videos for beginner cardio and yoga videos on YouTube and followed them a few times a week. These activities not only got her heart rate up but also helped her feel calm and focused. Her stress levels dropped, and she felt more in control of her day.

According to the Canadian 24-Hour Movement Guidelines, teens should get at least 60 minutes of moderate to vigorous physical activity daily. Leah was getting closer to that goal each week, and she was starting to feel the difference—not just in her energy levels, but in her mood and mindset.

By the end of the month, Leah had built a habit of daily movement. She felt more focused in school, her sleep improved, and her overall mood was better. For Leah, fitness became more than just exercise—it became a tool to care for her mental health and succeed in school and life.

Questions

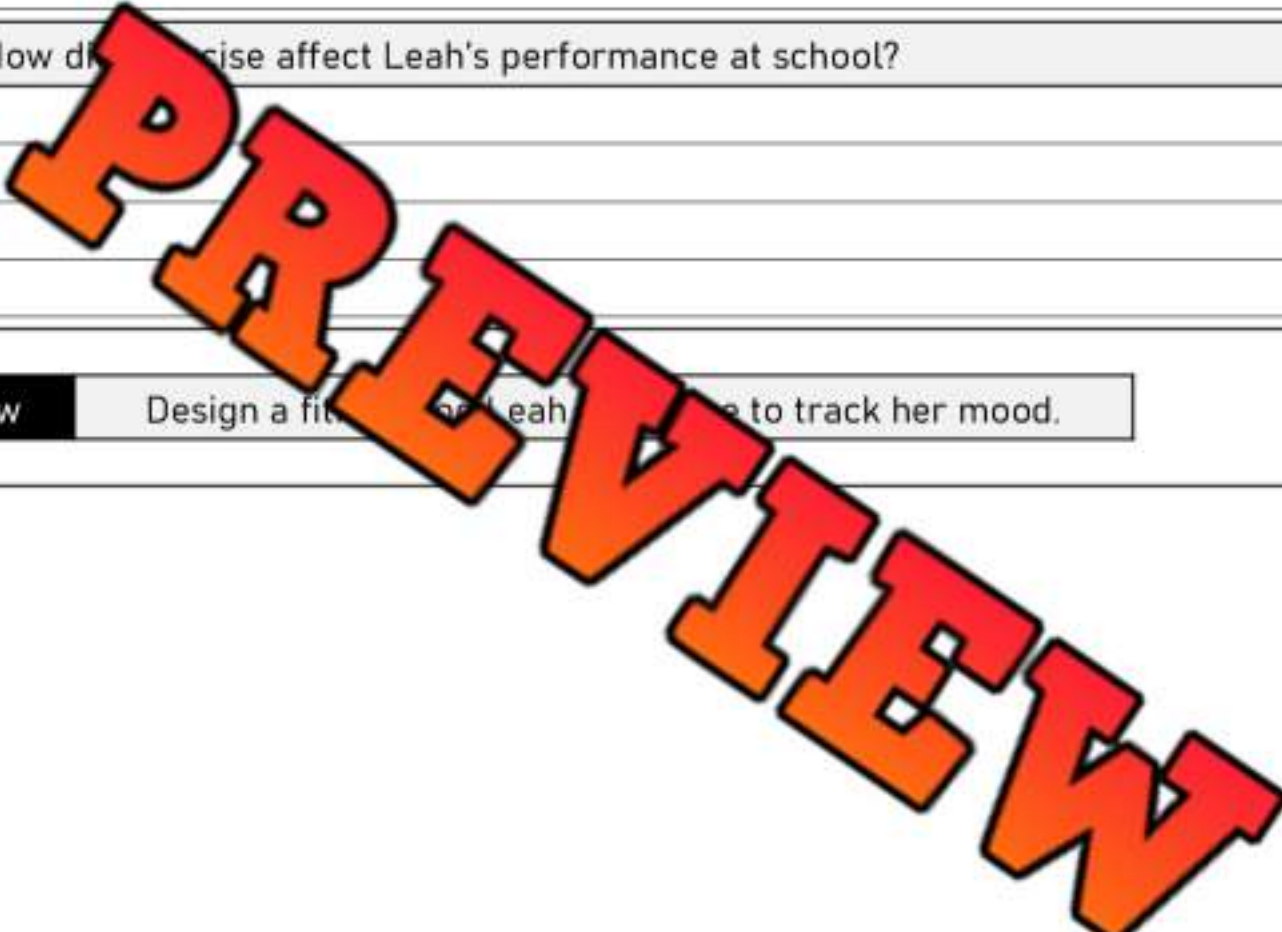
Answer the questions below.

1) What problems was Leah experiencing at the start of the story?

2) How did exercise affect Leah's performance at school?

Draw

Design a fitness tracker for Leah to track her mood.

**True or False**

Is the statement true or false?

1) Exercise releases endorphins that reduce stress and anxiety.	True	False
2) Cortisol is a hormone that boosts energy.	True	False
3) Leah started walking every morning before school.	True	False
4) Outdoor activity can lower cortisol levels faster.	True	False
5) Leah followed 60-minute workout videos every day.	True	False

Healthy Eating for Active Teens

Fueling Your Body the Right Way

Healthy eating is important for everyone, but it's especially important for teens who are active. Your body is still growing, and you need the right fuel to stay strong, focused, and full of energy. Eating well helps you perform better in sports, recover faster, sleep better, and stay focused in class.



Active teens need more energy, so it's important to eat enough food throughout the day. Skipping meals or eating most of your food can lead to low energy, poor focus, and slower recovery after workouts. A balanced diet provides the nutrients it needs to stay healthy and strong.

What Makes a Balanced Diet?

A balanced diet means eating a variety of food from all the food groups. According to Canada's Food Guide, here's what your plate should look like:

- Half fruits and vegetables – like apples, bananas, and fibre
- One-quarter whole grains – like brown rice, oats, and whole wheat pasta
- One-quarter protein foods – such as eggs, chicken, lean beef, and tofu
- Water as the main drink – it keeps your body hydrated without added sugar

Why Protein and Carbs Matter

Protein is important for building and repairing muscles. Active teens should include protein in every meal to help their bodies recover from activity. Good protein sources include fish, lean meats, nuts, seeds, eggs, and dairy.

Carbohydrates give your body energy. Without carbs, you might feel tired or weak during activity. Whole grains, fruits, and vegetables are healthy carbs that help you stay active and focused. Avoid too many sugary snacks or energy drinks—they can lead to energy crashes.

Don't Forget Hydration

Water is one of the most important parts of healthy eating. When you're active, you lose water through sweat, and that needs to be replaced. Drinking water before, during, and after physical activity helps your muscles work properly and prevents cramps and fatigue. Aim to drink at least 6 to 8 cups of water a day—more if you're playing sports.

Healthy food choices give you energy, improve your mood, help you sleep better, and support long-term health. Making smart choices now builds habits that last for life.

True or False

Is the statement true or false?

1) Active teens need less food than inactive ones.	True	False
2) Canada's Food Guide recommends half your plate be grains.	True	False
3) Drinking water helps muscles work properly.	True	False
4) Carbohydrates are the body's main source of energy.	True	False
5) A balanced plate includes grains, protein, and vegetables.	True	False

Questions Answer the questions below.

1) Why is health important for active teens?

2) What does Canada's Food Guide say about portions?

Visualizing

Draw what you were picturing while reading and label your drawing.

Activity – Write a Healthy Snack Recipe**Objective**

What are we learning about?

Students will create a healthy snack recipe that supports energy, well-being, and physical activity. They will learn how nutritious food choices can reduce stress, enhance focus, and support physical fitness goals. This activity encourages creativity and critical thinking about real-life health decisions.

Materials

What do you need for the activity?

- Lined paper or worksheet
- Sample healthy snack ideas (e.g., smoothie, trail mix, yogurt parfait)
- Food category poster (Canada's Food Guide) (optional)

**Instructions**

How will you complete the activity?

- 1) Start with a class discussion about how food affects energy, mood, and performance in physical activity.
- 2) Ask students to list snacks they eat before or after activity, noting which ones make them feel good versus tired or sluggish.
- 3) Introduce the activity: students will write their own healthy snack recipe. The recipe must include real ingredients and support well-being or physical activity.
- 4) Encourage snacks that are easy to make, include natural ingredients, and avoid too much sugar or processed food.
- 5) Students write the name of their recipe and list the ingredients (with amounts).
- 6) They write step-by-step instructions on how to make the snack.
- 7) They describe how this snack helps the body stay energized, strong, and focused.
- 8) Discuss how the snack aligns with the effects of physical activity (e.g., boosting endurance, helping recovery, reducing stress).
- 9) After completing the recipe, students answer reflection questions about their health decisions.

Reference

Canada's Food Guide – Key Highlights for Students

Category	Details to Emphasize
Plate Composition	Half the plate = vegetables and fruits One quarter = whole grain foods One quarter = protein foods
Protein Foods	Includes: eggs, beans, nuts, tofu, dairy, fish, lean meats
Whole Grain Foods	Choose whole grain bread, brown rice, oats, quinoa over white or refined options
Vegetables & Fruits	Eat a variety and aim for different colours; frozen and canned are all good
Healthy Beverages	Water is the best choice; limit sugary drinks to no more than 1 per day
Limit Highly Processed Foods	Cook more often, eat healthy fats, avoid foods high in sodium and saturated fat
Be Mindful of Eating Habits	Eat meals with others, avoid distractions, listen to hunger/fullness cues
Make Water Your Drink of Choice	Carry a reusable water bottle and drink water during and after activity
Be Active Every Day	Combine good nutrition with daily physical activity to support growth and energy

Reference



Nutritious Ingredient Ideas for Healthy Snacks

Category	Examples
Whole Grains	Granola, whole grain cereal, brown rice, quinoa
Fruits	Bananas, apples, berries, oranges, mango, grapes
Vegetables	Cucumber, spinach, bell peppers
Protein Foods	Greek yogurt, boiled eggs, seeds, tofu
Healthy Fats	Peanut butter, almond butter, avocado, oil
Dairy/Alternatives	Low-fat milk, plant-based milk, cheese, cottage cheese
Extras (Smart Choices)	Honey, cinnamon, dark chocolate chips, hummus

Reference



Sample Healthy Snack Ideas Table

Snack Name	Ingredients	Instructions	Fitness Benefit
Berry Smoothie	1 banana, ½ cup frozen berries, ½ cup plain Greek yogurt, ½ cup milk or milk alternative, 1 tsp honey (optional)	1. Blend all ingredients until smooth. 2. Pour into a cup and enjoy.	Natural energy boost, protein, and antioxidants for recovery and focus.
Crunch & Go Trail Mix	½ cup almonds, ½ cup sunflower seeds, 2 tbsp dried fruit (e.g., raisins), ¼ cup whole grain cereal, 1 tbsp dark chocolate chips	1. Mix all ingredients in a container. 2. Enjoy as a snack or in a meal.	Provides fibre, protein, and healthy fats for energy and brain power.
Yogurt Parfait	½ cup yogurt (Greek, vanilla, or coconut), ¼ cup fruit (e.g., berries or banana), 2 tbsp granola or chia seeds	1. Layer yogurt, then fruit, then topping. 2. Repeat if desired.	Calcium, probiotics, and energy for active days and healthy digestion.

Reference



"Healthy Recipe Wall" Setup Guide

Section	Details
Purpose	To showcase student-created healthy snack recipes and promote wellness, creativity, and peer inspiration.
Materials Needed	- Blank wall or bulletin board - Title banner: <i>"Healthy Recipe Wall"</i> - String & clothespins or sticky tack - Recipe cards
Instructions	1. Students complete and decorate their recipe cards. 2. Allow students to place their recipe cards on the wall. 3. Once all cards are displayed, allow students to display freely.
Student Engagement	Encourage students to add new recipes. Allow additions weekly to encourage creativity and health-smart thinking.
Decorations (Optional)	- Cutouts: fruit, spoons, hearts, smoothie makers - - Bright borders or colourful headings
Interactive Add-ons	- "Top Picks" corner (highlight 3-5 per week) - - Peer praise sticky notes - QR codes linking to videos of students explaining recipes
Assessment Option	Use this display to assess effort, creativity, useful information

Reference



Healthy Snack Recipe Planning Worksheet

Section	Student Response
Recipe Name	
Ingredients List with amount	
Step-by-Step Instructions	
How does this snack help the body?	
Which fitness goals does it support?	☐ Strength ☐ Endurance ☐ Focus ☐ Recovery ☐ Endurance ☐ Mood
Why are these ingredients healthy?	
Would you eat this snack? Why or why not?	
What did you learn about food and fitness?	

Reflection

Answer the questions below.

1) What is the name of your healthy snack recipe?

2) What ingredients did you use, and why?

3) What will you change if you make this recipe again?

Word Search

Find the words in the wordsearch.

Protein	Avocado
Vitamin	Spinach
Calcium	Nutrient
Granola	Hydrate
Yogurt	Almonds
Oatmeal	Smoothie

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

Sleep and Screen Time: The Forgotten Fitness Factors

Why Sleep Is a Key Part of Health

Sleep is just as important as eating healthy and staying active. Teens need sleep to grow, heal, and perform well in school and sports. According to the Canadian 24-Hour Movement Guidelines, teenagers between the ages of 14 and 17 should get 8 to 10 hours of sleep each night. When you don't get enough sleep, it can affect your energy, mood, memory, and even your immune system.

During sleep, your body repairs muscles, builds bone, and supports brain function. This is especially important after a day of physical activity. If you're active but not sleeping well, your muscles may not recover properly. You should feel more tired or sore the next day.



The Problem With Too Much Screen Time

One major reason many teens don't sleep well is too much screen time before bed. Phones, tablets, TVs, and gaming devices emit blue light, which can stop your brain from making melatonin, a hormone that helps you fall asleep. Even checking your phone for a few minutes in bed can confuse your body and disrupt your sleep cycle.

Research shows that teens who use screens in bed fall asleep later and sleep less overall. They're also more likely to feel tired in the morning and have trouble focusing during class.

Tips to Improve Sleep and Screen Habits

You can take small steps to improve your sleep and lower screen use before bed. Here are a few ways to start:

- Set a regular bedtime and wake-up time
- Keep phones and tablets out of the bed or under the pillow
- Turn off screens at least 30–60 minutes before bed
- Use a book, journal, or calming music instead of scrolling
- Dim the lights and avoid caffeine late in the day

Sleep helps your body stay strong, your mind stay sharp, and your mood stay steady. Reducing screen time before bed is a smart way to improve your overall health and energy, especially when combined with regular movement and good nutrition. These choices support your energy balance, helping you feel your best every day.

True or False

Is the statement true or false?

1) Sleep helps with muscle recovery after activity.	True	False
2) Teens need 5 to 6 hours of sleep.	True	False
3) Melatonin helps your body fall asleep.	True	False
4) Teenagers should aim for 8–10 hours of sleep.	True	False
5) Lack of sleep can lower your immune system.	True	False

Question: Answer the questions below.

1) What is melatonin? Why is it important?

2) How does blue light from screens affect sleep?

Word Search

Find the words in the wordsearch.

Sleep	Improve
Screen	Research
Forgotten	Movement
Fitness	Nutrition
Factors	Caffeine
Recover	Melatonin

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

Exit Cards

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

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Journaling before bed may support better sleep.

T
F

2) Sleep is important for self-care and health.

T
F

3) The bedroom should be dark and quiet.

T
F

4) Sleep has no impact on athletic performance.

T
F

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Understanding Body Image and Self-Perception

How You See Yourself Matters

During the teenage years, your body goes through many changes. This is a normal part of puberty, but it can also lead to confusion or worry about how you look. Body image is how you see your body and how you feel about your appearance. Some teens feel confident, while others may compare themselves to friends or models they see online. Understanding body image and its effects can help you build a healthy relationship with yourself.



How Media Affects Self-Perception

Social media, TV, and ads often show a very narrow idea of what a "perfect" body looks like. Many images are edited, retouched, or posed. According to a Canadian study, over 50% of teens feel pressure to look a certain way because of social media. This can lead to negative self-talk, anxiety, and unhealthy habits like skipping meals or over-exercising.

It's important to remember that bodies come in all shapes, sizes, and abilities. The media doesn't show the full picture, and just because something is popular online doesn't mean it's healthy or real.

What a Healthy Body Image Looks Like

Having a healthy body image doesn't mean loving every part of your body all the time. It means accepting your body and understanding what it can do. A healthy body image includes:

- Feeling proud of what your body can do
- Recognizing that everyone grows at different rates
- Focusing on health and energy, not just looks
- Respecting others' bodies, too
- Being kind to yourself during tough days

How Physical Activity Can Help

Physical activity supports body image because it shifts the focus to how you feel instead of how you look. Moving your body—whether it's through walking, sports, dancing, or stretching—can help reduce stress, boost mood, and build confidence. According to ParticipACTION, teens who are active for at least 60 minutes per day are more likely to feel good about themselves.

Being active for the right reasons—like improving health, having fun, or building strength—is more important than trying to change your appearance. Accepting your body and staying active helps support your mental, emotional, and physical health.

True or False

Is the statement true or false?

1) Body image is how others see your body.	True	False
2) Puberty can affect how teens feel about themselves.	True	False
3) Over 50% of teens feel pressure from social media.	True	False
4) A healthy body image means loving your body daily.	True	False
5) Being kind to yourself builds body confidence.	True	False

Questions _____ Write the answers to the questions below.

1) What is body image?

2) Why can social media impact self-image?

Matching

Draw a line from the terms to their corresponding definition.

Body Image

Time when the body goes through major changes

Healthy Body
ImageCan lead to comparison and unrealistic beauty
standards

Physical Activity

Helps improve mood, confidence, and focus

Puberty

How you feel about your body and appearance

Social Media

Accepting and respecting your body as it is

How Health Ads Try to Influence You

How Health Ads Try to Get Your Attention

Health ads are all around us. Whether it's an energy drink commercial, a protein shake post on Instagram, or a before-and-after photo in a fitness magazine, these ads are designed to make you want something. But are they always telling the full truth? Learning how to break down these messages can help you make smarter choices and think for yourself.



Tricks Health Ads Use

Many health ads use various techniques to grab your attention and influence your behaviour. They might sound good, but they don't always give you the full picture either. Here are some of the most common tricks:

- **Buzzwords** – Words like “burn fat,” “boost metabolism,” and “boost energy” sound healthy but often aren't backed by science.
- **Emotional appeals** – Ads make you feel that buying a product will make you more confident, happier, or more attractive.
- **Before-and-after photos** – These are often edited, or even staged. They don't always show real or healthy results.
- **Celebrity or influencer promotion** – Just because a famous person uses a product doesn't mean it works for everyone.

For example, a protein shake ad might show an athlete saying it helps build muscle fast. But your body can get all the protein it needs from real food like eggs, chicken, and beans—without the expensive powder.

Checking for Credibility

Not all health ads are helpful. Some are more about selling than health. You should always ask:

- Who made this ad, and what are they trying to sell?
- Is there real science behind the product?
- Are the claims too good to be true?
- Is the source trustworthy (like Health Canada or a medical site)?

Why This Matters

Studies show that teens are highly influenced by social media marketing, especially for food and health products. Ads can shape what you buy, what you believe, and how you feel about your body. Knowing how to look past the surface helps you make smart, healthy choices that fit your real needs—not just a company's sales goal.

Questions

Answer the questions below.

1) How do advertisers try to trick consumers?

2) Why are before-and-after photos sometimes misleading?

Cloze Test

Fill in the blanks with correct words from the word bank.

Health ads often use tricks to get your attention. These include
 emotional appeals and popular _____ like _____
 "clean." Many ads feature edited _____ pictures that suggest
 unrealistic results. It's important to check if a product is safe
 _____ behind it. Always think about the ad's _____
 _____ and check the source's _____.

Before

Science

Buzzwords

Use

credibility

True or False

Is the statement true or false?

1) Buzzwords like "clean" and "natural" are often vague.	True	False
2) Before-and-after photos always show real results.	True	False
3) Emotional appeals are used to make you want something.	True	False
4) Health Canada is a trustworthy source for information.	True	False
5) You should always check the source of an ad.	True	False

Story - Sources of Health Information: Who Do You Trust?

Maya was a Grade 9 student who started feeling more tired than usual. She noticed she was having trouble focusing at school and wasn't sleeping well. One night, she searched "how to fix sleep" on TikTok. She found a popular video that claimed drinking a certain herbal tea could solve all her problems. The video had over 1 million likes, so she figured it must be true.

The next day, Maya brought the tea to school. Her friend Malik looked at it and asked, "Where did you hear this works?" When Maya told him it was from an influencer, he raised an eyebrow. "Maybe check with someone who actually studies this stuff," he said. They both decided to compare sources.

She made a list of places people get health information: doctors, TikTok influencers, health blogs, and even her mom. She had something different for each source. The influencer recommended health blogs, suggested meditation apps, and she even tried to sell her sleep gummies, and the doctor's office said teens need 8 to 10 hours of sleep per night, according to the Canadian 24-Hour Movement Guidelines.



Maya learned that not all sources are equal. A credible source is based on facts, science, and research. Doctors, registered dietitians, and health Canada are trained and use peer-reviewed information. On the other hand, influencers might be sponsored or just sharing what worked for them—not what's best for everyone.

Maya also learned to check for bias. If someone is trying to sell something, they might focus only on the positives and ignore risks. The tea company didn't mention that herbal products can cause side effects or interfere with medications.

After some thinking, Maya decided to speak with her school nurse. The nurse explained how things like screen time, nutrition, and bedtime routines affect sleep. With that advice, Maya created a sleep plan that worked—and it didn't require spending money on a product from an ad.

From then on, Maya reminded herself to question health claims, even from popular sources. She knew her health was too important to trust just anyone online.

True or False

Is the statement true or false?

1) Influencers always give accurate health advice.	True	False
2) Doctors use science and research to guide advice.	True	False
3) Health Canada is a trustworthy source of information.	True	False
4) Sponsored posts may be biased toward a product.	True	False
5) Before buying health products, check the science.	True	False

Questions Answer the questions below.

1) Why did Maya search for sleep advice?
2) What are the risks of trusting influencers and

Order the Events

The events below are out of order. Write which came first and which came last (6).

	Maya decides to check if the health sources are trustworthy.
	Maya watches a popular TikTok video about sleep.
	Maya starts feeling tired and searches for answers online.
	Maya speaks to the school nurse for advice.
	Maya learns that not all health information online is reliable.
	Maya makes a sleep plan based on real advice.

Activity – Write a Letter to a Fitness Influencer**Objective**

What are we learning about?

Students will write a letter to a real or imaginary fitness influencer, analyzing how health messages on social media influence personal behaviours and fitness goals. They will evaluate the tone, message, and intensity of online content and reflect on how these messages shape public understanding of fitness and health.

Materials

What do you need for the activity?

- Lined paper or a pre-written template
- Examples of fitness influencers (printed or projected)
- Internet access (optional, for examples)
- Chart of health influences on media culture)

**Instructions**

How will you complete the activity?

- 1) Start with a class discussion about fitness influencers (e.g., YouTube vloggers, TikTok creators, Instagram coaches) and the types of messages they share.
- 2) Discuss how influencers can affect viewers' habits, especially regarding fitness intensity, body image, or unrealistic goals.
- 3) Show or read sample posts or quotes from influencers—both helpful and questionable—and ask students how these might make someone feel or act.
- 4) Introduce the activity: students will write a letter to a fitness influencer of their choice (real or made-up), discussing how that person's content affects their thinking, motivation, or views about health.
- 5) Ask students to include specific examples of messages or advice the influencer gives and reflect on whether it promotes healthy behaviour.
- 6) Encourage students to describe how the influencer's message relates to goal setting or body image, and whether it encourages balance or pressure.
- 7) Students should also suggest improvements or offer thanks, depending on their opinion.

Reference

Sentence Starters for the Letter to a Fitness Influencer

Purpose	Sentence Starters
Introduce their letter	- I chose to write to you because... - Your content often appears on my feed and... - I've followed your posts for a while, and I wanted to share...
Give examples of messages	- The message that stood out to me was...- - I remember a post where you said, "_____," and it made me feel... - You often talk about _____...
Reflect on the impact	- After seeing your content, I started to... - Your message made me _____ because... - This advice helped me show more _____ when...
Offer thanks or encouragement	- I appreciate how you always _____ your audience to... - Thank you for being a positive voice in fitness... - Your honest posts about _____...
Suggest improvements (respectfully)	- I think your message could be even more helpful if... - One thing that sometimes worries me about your posts is...- - I wonder how others might feel...

Reference

Letter-Writing Template: "Dear Fitness Influencer"

Dear [Influencer's Name],

PREVIEW

Sincerely _____

Reference



Social Media Fitness Messages – Analysis Table

Quote	Influencer Handle	Message Type
"Fitness isn't about being perfect—it's about being consistent. Move your body in ways you enjoy!"	@ActiveWithAmy	✓ Balanced/Helpful
"You don't need a gym or fancy gear to get fit. Walk. Stretch. Repeat."	@NoExcusesNico	✓ Balanced/Helpful
"Rest is just as much a part of the program as your body needs to recover as much as work."	@StrongAndSmart	✓ Balanced/Helpful
"One workout won't change your life—but showing up for yourself every week will."	@MindfulMovement	✓ Balanced/Helpful
"Health goals look different for everyone. Don't compare your journey to someone else's."	@MindfulMovement	✓ Balanced/Helpful
"No excuses—train like a beast every single day or don't bother at all."	@GrindOrQuit	⚠ Questionable/Misleading
"If you're not sweating buckets, your workout doesn't count."	@PushPastPain	⚠ Questionable/Misleading
"Abs in 7 days? You just have to want it bad enough."	@QuickShredMax	⚠ Questionable/Misleading
"Don't eat carbs after 6 p.m. if you want to see results. Trust me."	@LeanLifeLaura	⚠ Questionable/Misleading
"Rest is for the weak. Real gains come when you push past the limit."	@BeastBodyBen	⚠ Questionable/Misleading

Reference



How to Spot a Healthy Message

✓	Check for This	Why It Matters
☐	Is it realistic for most people?	Healthy messages support progress, not perfection.
☐	Does it promote balance and rest?	Overtraining is unhealthy—rest is part of fitness.
☐	Is it based on science or evidence-based tips?	Evidence-based tips are safer and more effective.
☐	Does it encourage everyone at any size?	Everyone deserves to feel confident and included.
☐	Does it avoid extreme promises or “quick fixes”?	Real change takes time—beware of “abs” or “detoxes.”
☐	Is the tone positive and supportive—not shameful?	Good information should not pressure you.
☐	Does it promote variety (e.g., different types of activity)?	Healthy messages support options like walking, yoga, or sport—not just one “ideal.”
☐	Would this advice work for a teenager’s lifestyle?	Teen bodies are still developing—messages should reflect that.
☐	Does it help you set your own goals, not compare yourself to others?	A good message empowers you to focus on YOU.

Reference 📱 Instagram-Style Post Template – Design a Healthy Fitness Message

Section	Student Input Area
Name:	
Date:	
Draw Your Picture Here	(Draw a picture that matches your message: e.g., someone stretching, walking, dancing, or enjoying fitness. Use this box for your artwork.) 🎨
Write Your Caption	" _____ _____ _____ _____ "
Create 3 Hashtags	# _____ # _____ # _____
Checklist: Does Your Post...	☐ Promote a realistic fitness message? ☐ Avoid quick fixes or shaming? ☐ Support different body types or skill levels? ☐ Encourage balance, rest, or mental wellness? ☐ Reflect your personal belief about healthy habits?

How Puberty Affects Your Fitness

Changes in the Body During Puberty

Puberty brings many changes that affect how the body moves and grows. During this time, teens go through growth spurts, muscle development, and hormonal shifts. These changes can impact balance, coordination, strength, and energy levels. For example, boys may gain more upper body strength while girls may experience changes in body fat distribution. These shifts are normal and part of healthy development.



Hormones and Performance

Hormones such as estrogen and testosterone increase during puberty. These hormones affect muscle growth and how energy is used. Testosterone helps increase muscle mass, which is why many people notice they can lift heavier weights. Estrogen can affect flexibility and endurance. Both hormones can impact mood, motivation, and sleep, which can affect overall performance.

Why Progress Isn't Always Steady

One important thing to remember during puberty is that fitness progress might not be consistent. Some weeks, students may feel strong and fast, while other weeks, they may feel tired or slower. This is not a sign of failure. Growth spurts can drain energy and can cause soreness or temporary weakness. Being patient and focusing on rest, nutrition, and regular movement is key.

Tips for Managing Changes

Here are ways teens can support their fitness and feel good about their changing bodies:

- Get 8–10 hours of sleep per night to help recovery.
- Eat a balanced diet with protein, fruits, and vegetables.
- Stay hydrated, especially before and after activity.
- Take rest days and listen to signs of fatigue.
- Celebrate small wins, not just big goals.

Puberty can be a confusing time for fitness, but it's also a time of potential. Students who stay active and focus on well-being will see progress over time. Being kind to yourself and understanding your body's signals is a skill that helps during adolescence and beyond.

True or False

Is the statement true or false?

1) Hormone levels change during puberty.	True	False
2) Puberty causes energy levels to always rise.	True	False
3) Muscle growth varies for each person.	True	False
4) Changes in fitness progress are always a bad sign.	True	False
5) Adolescents should ignore fatigue during workouts.	True	False

Questions _____ for the questions below.

1) What one word affects your energy?

2) Why might coordination change during puberty?

Word Search

Find the words in the wordsearch.

Hormone	Endurance
Growth	Patience
Fatigue	Energy
Puberty	Recovery
Muscle	Balance
Strength	Motivation

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

Exit Cards

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

Name: _____

Mark

Is the statement true (T) or false (F)?

1) It's okay to have fitness ups and downs.

T

F

2) Adolescents should compare progress with others.

T

F

3) Puberty affects both emotional and physical health.

T

F

4) Puberty does not impact balance or agility.

T

F

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Tracking Your Progress: Logs, Apps, and Wearables

Ways to Keep Track

Keeping track of your physical activity is a great way to stay motivated and reach your health goals. Today, there are many tools that teens can use. You can keep a simple journal, use a smartphone app, or wear a fitness watch. Each tool has its benefits. For example, fitness watches can track your steps, heart rate, and sleep. Some apps can remind you to move or eat healthy meals. Even a written log can help you stay on track over time.



Using Data to the Right

The numbers that you track—how many steps you take or how many minutes of exercise—can help you notice your progress. For example, Canada's Physical Activity Guidelines suggest youth ages 12–17 should get 60 minutes of moderate to vigorous physical activity per day. Using an app or wearable to track if you meet your goal can help you stay on track.

However, it's important not to get too caught up in the numbers. Some people start to feel anxious if they don't hit their goals every day. That's not the goal. Consistency is key. Ask yourself questions like: "How did I feel today?" or "Did I try my best?" Tracking is about more than numbers.

Choosing the Right Tool

Everyone is different, so the best tool for one person may not be the best for another. A paper log may be easier for someone who doesn't use a phone often. A fitness watch might be best for someone who enjoys seeing graphs and progress. The key is to use something that makes you feel good—not stressed—and helps you stay on top of your habits.

Tips for Success

Here are a few tips to help make tracking helpful:

- Pick a tool you enjoy using
- Track your activity regularly, not perfectly
- Include how you felt, not just what you did
- Review your data weekly to spot changes
- Use your tracking to adjust goals if needed

Tracking can help you learn more about your body, your habits, and how to stay active in a way that works for you.

Questions

Answer the questions below.

1) What are three tools you can use to track fitness? Describe each one.

2) Why is it important when tracking your progress?

Cloze Test

Fill in the blanks with correct words from the word bank.

Tracking your fitness can help you learn about your body. Using

apps, journals, or wearables allows you to see your progress.

It is important to reflect often. Too much data can be distracting.

Choose tools that keep you feeling _____, not overwhelmed. The best

fitness plans build _____, balance, and endurance.

Some trackers also monitor _____.

and movement patterns. Over time, you'll feel more _____.

Consistency

Motivated

Sleep

Confident

True or False

Is the statement true or false?

1) A fitness journal helps track exercise patterns.	True	False
2) Fitness watches can monitor heart rate and sleep.	True	False
3) Apps are the only way to track progress.	True	False
4) Tracking helps you reflect on your health habits.	True	False
5) You must hit your fitness goal every day.	True	False

Unit Test – Healthy and Active Living Unit

Mark

/ 10

Total

/ 35

Multiple Choice

/10

1) Which exercise best improves cardiovascular endurance? a) Swimming b) Weightlifting c) Stretching d) Yoga	2) Which hormone grows muscle mass? a) Insulin b) Estrogen c) Melatonin d) Testosterone
3) What does muscular strength mainly help with? a) Reduce risk of injury b) Flexibility c) Breathing d) Speed	4) What is one benefit of doing cardio regularly? a) Stronger bones b) More fat c) Lower heart rate d) Better eyesight
5) Muscular endurance helps you do what? a) Last longer b) Lift more c) Run faster d) Stretch further	6) What happens to your body when you exercise? a) You get tired b) You breathe faster c) You get warmer d) You lose weight
7) What is body composition measuring? a) Weight only b) Fat and muscle c) Bone length d) Breath rate	8) Which food group gives you energy? a) Protein b) Whole grains c) Sugar d) Salt
9) 18. What is a key tip for tracking progress? a) Use a journal b) Buy new gear c) Watch TV d) Text a friend	10) Why might someone feel tired after a growth spurt? A. They slept too much B. Hormones are low C. Energy is used for growing D. Muscles shrink

True or False

Is the statement true or false?

Mark

/ 5

1) Protein helps your body recover after physical activity.

True

False

2) You can only be fit if you go to a gym.

True

False

3) Walking your dog counts as physical activity.

True

False

4) Team sports can help build confidence and reduce stress.

True

False

5) Drinking water is important during very intense workouts.

True

False

Matching

Match the term to its correct description.

Mark

/ 5

Cardiovascular
EnduranceAbility to bend and stretch joints
throughout the body

Muscular Strength

Percentage of fat, muscle and bone
in the body

Flexibility

How long your muscles can repeat a
movement

Body Composition

How much force your muscles can
create

Muscular Endurance

How well your heart and lungs
support activity

Define

What do the terms below mean?

Mark

/ 6

Term	Definition – What does it mean?
Endorphins	
SAID Principle	
Bone Density	

Short Answer

Answer the questions below – Each question is worth 3 marks.

Mark

/ 9

1) What happens to your bone density if you do regular cardio?

2) How does screen time before bed affect your sleep?

3) What does it mean to have a healthy body image?



Workbook Preview



BC Grade 9 – Health Unit

Mental Well-Being

	Curricular Competencies – Elaborations	Pages
MWB9.1	Analyze strategies for promoting mental	6-44, 45-55, 106
MWB9.2		1
MWB9.3	Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence	62-88
MWB9.4	Explore and describe factors that shape personal identities, including social and cultural factors	89-106

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

MENTAL

WELL-BEING

PREVIEW

KIND

ARTISTIC

ACTIVE

CUDDLY

HELPFUL



What Is Mental Well-Being?

More Than Just Feelings

Mental well-being is not just about being happy or not feeling sad. It includes how you think, feel, and act in your daily life. When you have good mental well-being, you are better able to enjoy life, learn new things, deal with stress, and build strong friendships. It also helps you make healthy choices and manage changes or problems when they come up.

Everyone has mental health, just like everyone has physical health. It can go up and down depending on what is happening in your life. For example, moving to a new school or dealing with family changes can affect how you feel. That's why it's important to learn how to take care of your mental well-being, just like you would take care of your body.

Why It Matters for Teenagers

Mental well-being is very important for teenagers. Your brain is still growing, and the choices and habits you form now can stay with you for a long time. During Grade 9, you may deal with a lot of social changes, and personal identity. All these things can affect your mental well-being.

When your mental well-being is strong:

- You can handle stress better.
- You can focus more in school.
- You can build better relationships with friends and family.
- You are less likely to develop mental illnesses.

Important Mental Health Facts

Here are some recent statistics about youth mental health in Canada:

- 1 in 5 Canadian youth aged 12–17 report symptoms of depression.
- About 70% of mental health problems start during childhood or teenage years.
- Suicide is the second leading cause of death for youth aged 15–24 in Canada.
- Only 1 in 4 Canadian youth who need mental health services actually receive them.

What Supports Mental Well-Being?

Some key things that help support strong mental well-being include:

- Getting enough sleep every night
- Talking to someone when you feel overwhelmed
- Eating healthy foods and staying active
- Staying connected to friends and family
- Taking breaks from social media

Taking care of your mind is just as important as taking care of your body. Learning about mental well-being now helps you build habits that will last a lifetime.



True or False

Is the statement true or false?

1) Mental well-being only includes emotions.	True	False
2) Positive relationships have no effect on mental health.	True	False
3) Teens with resilience bounce back from setbacks.	True	False
4) Sleep loss can lower mental well-being quickly.	True	False
5) Healthy coping strategies prevent anxiety escalation.	True	False

Question Answer the questions below.

1) List two ways that mental well-being helps you learn in school.

2) Give one example of a healthy coping strategy and explain how it works.

Matching

Draw a line from the terms to their corresponding definition.

Resilience

Feeling thankful for what you have

Coping Skill

A way to handle stress or problems

Mental Well-Being

Bouncing back after hard times

Gratitude

Overall emotional, social, and thinking health

Sleep

Needed 8–10 hours nightly for strong mental health

Activity - Build Your Own Mental Health Playlist**Objective**

What are we learning about?

Students will explore how music can influence mood and mental well-being by curating a five-song personal playlist and explaining how each track helps them manage or express emotions.

Materials

What will you need for the activity?

- White paper
- Access to a music streaming service, or personal music library (phones/tablets with headphones or classroom computers)
- Optional: speaker for music, coloured pens for decorating

**Instructions**

How will you complete this activity?

- 1) Think about five different emotions you often feel (for example: stress, low motivation, sadness, excitement, calm).
- 2) Search your music library or a streaming platform for a song that helps you process or regulate each emotion.
- 3) Write your playlist in the order you would listen to the songs.
- 4) Beside each song, write one complete sentence explaining how it supports your mental health. Use the sentence starter "This song helps me _____ because _____."
- 5) Check that your explanations describe specific feelings or situations (e.g., "This song helps me relax after exams because the slow tempo and soft vocals lower my heart rate").
- 6) Decorate your playlist section with small doodles or colours that match the mood of each song if you wish.
- 7) Pair up with a classmate and share one song you chose, explaining its emotional impact. Listen respectfully and consider adding new ideas to your own list.
- 8) Reflect silently for one minute on how you felt before and after making the playlist.
- 9) Submit your annotated five-song playlist and reflections to your teacher.

Reference

A creative playlist title

Playlist Title	
Mood Moves	Headspace Harmonies
Feel Good Five	Tune Into You
your days	Sonic Self-Care
Soundtrack to	Rise & Reflect
Emotion in Motion	Let Storm
My Reset Rhythm	Good M
Heartbeats & Headphones	Beats for the B
The Chill Zone	Pause. Play. Breathe.
Waves of Me	Echoes of Emotion
Mindful Melodies	Calm & Collected

Reference



Sentence Starter Guide – How Music Supports My Mental Wellness

Sentence Starter	
This song helps me calm down when I feel stressed because...	This song helps me feel joy when I'm having a rough time because...
This song helps me feel motivated because...	This song helps me feel connected to others because...
This song helps me let go of my worries when I feel overwhelmed because...	This song helps me clear my mind when I'm overwhelmed because...
This song helps me stay focused when I'm working because...	This song helps me slow my breathing when I'm anxious because...
This song helps me relax at the end of the day because...	This song helps me feel grounded because...
This song helps me express myself when I can't find the words because...	This song helps me manage my emotions after a tough day because...
This song helps me feel strong when I'm nervous because...	This song helps me get out of bed when I have no energy because...
This song helps me shift my mood when I feel stuck because...	This song helps me release anger in a healthy way because...

Reference

 Playlist Title: "Vibes & Valleys"

#	Song Title & Artist	Emotion	How it Supports My Well-Being
1	Weightless – Marconi Union	Calm	This song helps me calm down because the slow tempo and soft tones help lower my anxiety.
2	Stronger – Kanye West	Motivation	This song helps me feel motivated because the beat gives me energy before sports practice.
3	Let It Be – The Beatles	Sadness	This song helps me let go of sadness because the lyrics remind me it's okay to not be okay.
4	Happy – Pharrell Williams	Joy	This song helps me feel joy because it's upbeat and makes me want to dance.
5	Lose Yourself – Eminem	Focus	This song helps me focus because it pumps me up before exams and makes me feel confident.

Name: _____

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Playlist Title

Track #	Song Title & Artist	Emotion	How it supports my mental well-being
1			
2			
3			
4			
5			

PREVIEW

Reference



Mini Peer Feedback Rubric

Criteria	Yes	Not Yet	Comments
They explained how songs relate to emotions			
Their song choices show personal meaning			
Their explanations were clear and thoughtful			
They included a variety of emotional moods			
I learned something new from their playlist			

Rubric – Build Your Own Mental Health Playlist

Criteria	1 – Needs Improvement	2 – Developing	3 – Proficient	4 – Excellent
Playlist Completion	Fewer than 3 songs or titles are incomplete.	3–4 songs included; missing some titles or artist details.	5 songs with full titles and artists provided.	5 songs fully listed with creative playlist title and clear structure.
Emotional Link	Minimal or no link to emotions; not clear.	Some songs linked to emotions with general explanation.	Most songs have clear emotional links and thoughtful reasoning.	All songs strongly linked to emotions with deep personal insight.
Sentence Quality	Explanations are incomplete or hard to follow.	Complete sentences show clarity and personal connection.	Complete sentences show clarity and personal connection.	Well-written, clear, and expressive sentences throughout.
Creativity & Presentation	Work appears rushed or lacks effort; little visual appeal.	Basic layout; some drawings or visual effort shown.	Clear, organized, and visually appealing.	Highly creative, well-designed, and visually engaging.

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Stress: What It Is and Why It Matters

Not All Stress Is Bad

Stress is the body's reaction to a challenge or demand. It can affect how you think, feel, and act. But did you know that stress isn't always harmful? There are actually two types of stress:

- Eustress is good stress. It helps you stay motivated and focused. For example, feeling nervous before a test can help you study harder and perform better.
- Distress is harmful stress. It can make you feel overwhelmed, anxious, or even sick if it lasts too long or becomes too intense.

Learning to tell the difference between the two can help you manage stress in healthy ways.

What Causes Stress?

Every teen deals with stress at some point. Some stress is normal, but too much can be a problem. Common causes of stress for teenagers include:

- Schoolwork and tests
- Pressure to fit in or make friends
- Family conflict or expectations
- Social media and self-image
- Making decisions about the future
- Bullying or peer pressure

You might feel stress in different ways. Some students get headaches or stomachaches. Others might feel angry, nervous, or sad without knowing why.

Warning Signs to Watch For

Recognizing the signs of harmful stress is important.

These signs can be emotional, physical, or social.

Here are some common signs of distress:

- Trouble sleeping or sleeping too much
- Changes in appetite (eating more or less than usual)
- Feeling tired all the time
- Pulling away from friends or family
- Trouble focusing in class
- Crying easily or feeling hopeless

If you notice these signs in yourself or a friend, it's a good idea to talk to someone—like a parent, teacher, or counsellor.

First Step: Awareness

The first step to managing stress is recognizing when you're feeling it. Once you know what's causing the stress, you can choose ways to cope, like taking deep breaths, getting active, or writing in a journal. Everyone experiences stress, but with the right tools, you can keep it under control and stay mentally strong.



True or False

Is the statement true or false?

1) Eustress helps us stay motivated and focused.	True	False
2) Distress can cause sleep problems and irritability.	True	False
3) All stress is harmful and should be avoided.	True	False
4) Stress always improves memory and concentration.	True	False
5) Social media can sometimes be a stress trigger.	True	False

Question _____ for the questions below.

1) What is the difference between eustress and distress?

2) Give one example of a good stressor.

Word Search

Find the words in the wordsearch.

Eustress	Awareness
Distress	Journal
Family	Mentally
Decisions	Perform
Trouble	Overwhelmed
Counsellor	Emotional

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

Fact or Fiction - Stress Myths

Objective

What are we learning about?

Students will bust common myths about stress, practise healthy coping strategies such as journaling, and evaluate how these strategies can reduce negative effects like appetite loss or turning to harmful substances.

Material

What will you need for the activity?

- Fact or Fiction signs
- A 'Fact' sign and 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the room for the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each statement is shared.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Keep score of which team has the most correct answers.

Fact or Fiction

Read the statements to the class.

#	Statement	Fact/ Fiction
1	Some teens use solvents to escape stress.	Fact
2	Stress always needs medication.	Fiction
3	Breathing deeply can calm your body.	Fact
4	Stress always makes it go away.	Fiction
5	Doing deep breathing can reduce anxiety.	Fact
6	Everyone gets stress the same way.	Fiction
7	Too much stress can lead to health problems.	Fact
8	You can't get help if you're stressed.	Fiction
9	Moving your body can lower stress.	Fact
10	Stress only affects mental health, not the body.	Fiction
11	Laughter helps reduce stress hormones.	Fact
12	Teens never get stressed about relationships.	Fiction
13	Good sleep can help manage stress.	Fact
14	Stress is always bad.	Fiction
15	Deep breathing slows your heart rate.	Fact
16	Only adults deal with serious stress.	Fiction
17	Talking to someone can help with stress.	Fact
18	If you're stressed, you're weak.	Fiction
19	Music can help reduce feelings of stress.	Fact
20	You can't reduce stress without therapy.	Fiction

Role Play: Managing Stressful Moments

Objective

What are we learning about?

Students will design and act out real-life stressful moments (e.g., exam week, family conflict, peer pressure to vape). They will practise one stress-management strategy—deep breathing—and evaluate how it can improve sleep and reduce unhealthy coping (like tobacco use).

Materials

What will you need for the activity?

- Index cards or paper for writing scenarios
- Timer or phone watch
- Two chairs put up for the set-up



Instructions

How will you complete the activity?

- 1) Divide the class into groups of four.
- 2) Ask each group to write a short 3-sentence scenario involving a teen facing stress (exam pressure, sports try-outs, peer pressure, or being offered tobacco).
- 3) Collect cards, shuffle, and redistribute so each group receives a scenario they did not write.
- 4) Give groups five minutes to plan a 90-second role play that shows the stressful moment and the immediate reaction (panic, worry, stress).
- 5) Pause planning and teach the class a simple deep-breathing routine: inhale four counts, hold two, exhale six counts. Practise three cycles together.
- 6) Groups now revise their role play to include the breathing routine as the main coping tool. They must also show how using the routine might improve sleep that night or reduce the urge to vape or smoke.
- 7) Perform each role play, keeping to ninety seconds.
- 8) After each performance, the class briefly discusses: Did the breathing appear to lower stress? How could this help sleep later?
- 9) Students individually complete the reflection sheet with 10 questions (below).
- 10) Wrap up by reviewing which situations might need extra support (talking to a counsellor, calling Kids Help Phone) and link to curriculum goals of evaluating mental-health strategies.

Scripts

Scenarios

Scenario	Description
Test Day Panic	A student arrives at school and suddenly remembers there's a big math test they forgot to study for. They feel their chest tighten, their stomach churn, and their breathing get faster. They consider skipping the class or pretending to be sick. They must figure out how to calm down and get through it using grounding techniques.
Late Assignment Stress	The deadline for a history project is today. A student procrastinated because of distractions and is now in a panic. They feel overwhelmed, embarrassed, and unsure how their teacher will respond. They debate making excuses or owning up and asking for support. They must manage the stress and take responsible action.
Friendship Conflict	A student overhears a close friend talking badly about them behind their back. They feel shocked, hurt, and furious. The student now must process their emotions and whether to talk to the friend or distance themselves. They explore how deep breathing, and reflection can help before reacting.
Pressure to Vape	At a party, a group of friends starts vaping and one passes a vape pen to the student. The student feels nervous, pressured to fit in, and unsure how to say no. Their heart pounds as they weigh their options. They practise calmly and confidently refusing while protecting their relationships and values.

Scripts

Scenarios

**Sleepless Before
Tryouts**

A student has important volleyball tryouts the next morning. That night, they lie awake thinking of every way they could mess up. Their thoughts race, their muscles feel tense, and they worry they'll fail from lack of sleep. The student learns to apply mindfulness or breathing to relax and fall asleep.

**Family Argument
Over Grades**

After receiving a low mark on a science test, the student's parent reacts with disappointment and criticism. The student feels ashamed, frustrated, and misunderstood. They want to shout or shut down. They explore how to express feelings calmly, set boundaries, and communicate needs without escalating the argument.

**Social Media
Stress**

Scrolling through TikTok and Instagram, a student sees perfect images of other people's lives. They begin to feel insecure about their own appearance and life. They feel down, anxious, and withdraw. They reflect on how social media affects mood and practice positive self-talk or limiting screen time to protect their self-image.

**Group Presentation
Anxiety**

On the day of a big English presentation, a student begins sweating and shaking. Their voice cracks, and their mind goes blank. They want to disappear. They explore calming strategies like breathing exercises and grounding thoughts to face the fear and do their best in front of the class.

**Conflict With a
Teammate**

During a tense soccer match, a teammate blames the student for a missed goal and yells at them in front of everyone. The student feels angry, humiliated, and defensive. They consider yelling back or quitting. Instead, they practice managing anger and resolving conflict respectfully and constructively.

Name: _____

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My Role

Draw a picture of your role during the role-play and write a paragraph about what you did.

PREVIEW

Rubric – Managing Stressful Moments

Criteria	1 – Needs Improvement	2 – Developing	3 – Proficient	4 – Excellent
Understanding of Stress	Shows limited awareness of stress	Shows basic awareness with few examples	Clearly identifies stress with good examples	Thorough understanding with detailed, realistic examples
Communication Skills	No or ineffective communication used	One basic strategy attempted	Two strategies used and explained	Multiple strategies used clearly and effectively
Collaboration & Teamwork	Rarely contributes or cooperates	Participates with some understanding	Participates actively and cooperatively	Strong leader, supports and includes others
Reflection & Insight	Reflection off-topic or very short	Simple ideas, lacks depth	Reflection with some specific insights	Deep reflection with clear learning and self-awareness

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Anxiety and Depression: What Are The Signs

What Are Anxiety and Depression?

Anxiety is when worry or fear becomes so strong that it keeps you from enjoying life or doing daily tasks. Depression is a lasting feeling of deep sadness or emptiness that does not go away, even after good things happen. Both are medical conditions that can be treated—just like asthma or a broken arm—and they are not signs of weakness.

Recognizing the Signs Early

Everyone feels nervous or sad sometimes, but watch for signs that last more than two weeks.

Common signs include:

- Loss of interest in hobbies
- Sudden overeating
- Sleeping too much or not sleeping at all
- Irritability, anger, or crying spells
- Low energy and trouble focusing in class
- Pulling away from friends, family, or clubs

If you notice several of these signs in yourself or a friend, it is time to reach out for help.



Facts That Matter

Research from *Statistics Canada* shows that about 1 in 5 teenagers experience anxiety symptoms, and nearly 1 in 5 show signs of depression. Untreated depression is linked to lower grades and a higher risk of dropping out of school. Good news: with counselling, healthy habits, and sometimes medication, 70% of teens see improvement within six months.

Real Stories and Campaigns

Olympic speed-skater Clara Hughes speaks openly about her depression. Music and exercise helped her return to sport. National campaigns like Bell's *Let's Talk* and Kids Help Phone's "Feel Out Loud" share teen voices and raise millions of dollars for school counsellors and youth helplines. Hearing these stories shows that seeking help is a strength, not a failure.

Taking Action and Finding Help

Recognizing symptoms is the first step. Here are places you can turn for support:

- 1) Trusted adults – parents, teachers, or coaches who will listen
- 2) School supports – guidance counsellors or wellness rooms
- 3) Helplines – text "CONNECT" to 686868 in Canada for free 24/7 chat
- 4) Community clinics – many have walk-in mental-health hours
- 5) Peer groups – talking with classmates facing similar struggles

Asking for help shows courage and respect for your own health. Remember: anxiety and depression are common, treatable, and nothing to be ashamed of.

True or False

Is the statement true or false?

1) Anxiety can stop you from enjoying daily life.	True	False
2) Depression goes away quickly after good news.	True	False
3) Loss of appetite can be a warning sign.	True	False
4) Earning high marks means you can't be depressed.	True	False
5) Social withdrawal is often a symptom of depression.	True	False

Questions 1-5 Answer the questions below.

1) What is anxiety, in your own words?

2) What is depression, and how is it different from sadness?

Word Scramble

Unscramble the words from the word bank

WORD BANK

ANXIETY	IRRITABILITY	SLEEP	ENERGY
DEPRESSION	WITHDRAWAL	SUPPORT	MOTIVATION
SYMPTOMS	APPETITE	THERAPY	COURAGE

RWLADIHWAT

EETIATPP

NPOEDRSEIS

TVOANOITMI

RPTOSPU

YRPHAET

Role Play: Seeking Help for Anxiety

Objective

What are we learning about?

To help students recognize anxiety symptoms and practise realistic strategies for seeking help. The role play will focus on positive communication, peer support, and help-seeking behaviours that can reduce emotional distress and the risk of unhealthy coping strategies like substance use.

Materials

What will you need for the activity?

- Scenario cards describing situations involving anxiety
- Chairs for seating groups
- Optional: cue cards for assigning character roles



Instructions

How will you complete the activity?

- 1) Divide the class into small groups of 3-4 students.
- 2) Give each group a scenario card describing a situation that causes anxiety (e.g., before a test, during a sports competition, or at home).
- 3) Assign roles within each group: the person experiencing anxiety, a friend, and (if needed) a school counsellor or teacher.
- 4) Groups will spend 5-7 minutes preparing a short role play that illustrates the character seeking help.
- 5) Encourage them to include realistic, respectful dialogue that shows empathy and understanding.
- 6) Ask each group to present their scene to the class.
- 7) After each role play, lead a brief class discussion about what went well and what strategies were used.
- 8) Ask students to write down one new strategy they learned from another group.
- 9) As a class, create a list of effective ways to support friends with anxiety.
- 10) Wrap up the activity by connecting the role plays to how seeking help supports mental well-being and can reduce the risk of turning to unhealthy coping methods.

Scripts

Scenarios

Scenario

Description

Test Day Panic

Jordan feels sick to their stomach and shaky before a big math test. They've studied, but their mind keeps going blank. They decide to talk to a friend about how anxious they feel and ask for ways to calm down.

Social Media Stress

Maya feels anxious after a classmate posts an embarrassing video of them on TikTok. They're worried about what others think and feel stuck. They talk to their older cousin about how to handle the embarrassment.

Sports Performance Pressure

Riley is the top scorer on the volleyball team but has trouble sleeping and is stressed out. They talk to everyone down. They continue in. They help them set healthier goals and manage their stress.

Family Argument Overwhelmed

Priya had a loud argument with her parents about her phone use. She locks herself in the bathroom, crying. A friend messages her, and Priya explains how overwhelmed she feels and gets support and reassurance.

Scripts

Scenarios

Too Many Responsibilities

Dylan has schoolwork, a part-time job, and helps take care of younger siblings. They're constantly exhausted and feel anxious all the time. They make an appointment with the school guidance counsellor to talk.

Friend Group

Taylor's friend group is in a fight, and everyone's picking sides. Taylor is caught in the middle and feels anxious and isolated. They go to a trusted teacher to talk through how it's affecting their mental health.

Presentation Nerves

Sam feels nervous and dizzy whenever she thinks about her upcoming class presentation. She's afraid of messing up. She decides to talk to her teacher about her anxiety and ask for alternative options.

Pressure to Try Vaping

Jessie is hanging out at a friend's house when someone passes them a vape. Jessie is nervous and doesn't want to do it but feels so much pressure. Later, they talk to a peer mentor about handling pressure.

Feeling Left Out

Morgan's friends have been hanging out without them, and they've seen it all over Snapchat. Morgan feels invisible and anxious. They decide to open up to their older sibling, who helps them talk about their feelings.

**Two Stars
And A Wish**

Identify two strengths (stars) and one area for improvement (wish) about your group's performance.

Write two strengths and one weakness of your group's performance.

PREVIEW



Rubric – Seeking Help for Anxiety

Criteria	1 – Needs Improvement	2 – Developing	3 – Proficient	4 – Excellent
Understanding the Situation	Struggles to understand anxiety or help-seeking	Shows basic understanding, misses key points	Demonstrates clear understanding of the scenario	Deeply understands the situation and offers insightful response
Communication & Dialogue	Unclear or off-topic responses	Somewhat clear, limited engagement	Communicates clearly and stays mostly on topic	Communicates with clarity, empathy, and confidence
Use of Coping Strategies	Attempts 1-2 strategies, with limited effectiveness	Attempts 1-2 strategies, with limited effectiveness	Uses 2-3 strategies appropriately	Applies 3+ strategies thoughtfully and with strong relevance
Empathy & Sensitivity	Shows limited empathy or respect in role play	Shows some empathy or respect in role play	Demonstrates empathy and respect for others' feelings	Fully models empathy, care, and respectful conversation
Teamwork & Participation	Rarely contributes to the role play	Participates with some needs prompting	Actively participates and encourages others	Leads positively and encourages inclusive participation

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Story - How to Talk About Mental Health Without Shame

Keisha adjusted her teal Bell Let's Talk bracelet as she walked into English class. Mr. Patel had assigned a group project on mental well-being, and Keisha's team—Tyler, Zoe, and Miguel—was nervous. Tyler whispered, "People will think I'm weird if I mention my panic attacks."



"Not weird," Keisha said. "Try saying 'I'm living with anxiety.' It's a health issue, like asthma."

Mr. Patel shared a fact: one in five Canadian youth experience a mental disorder each year, according to the Canadian Mental Health Association. "That's nearly eight students in this room," he said. "Talking openly can cut stigma by almost 40 percent, according to a 2023 McMaster University survey."

Zoe raised her hand. "Let's Talk has raised over 139 million dollars for mental health services since 2010. Every time you use the hashtag on awareness day donates five cents to the cause."

Miguel added, "Clara Hughes, the Olympic swimmer who won five medals, said that sharing her depression story helped her recover. She said it 'dropped the weight of silence.'"

Mr. Patel nodded. "Respectful language matters. Say 'someone with depression,' not 'a depressed person.' That shows the illness doesn't define who they are."

During group time, Tyler practiced his part. "Last month I had some panic attacks. Talking to our guidance counsellor helped me calm down." Keisha smiled. "Statistics show that 70 percent of teens who get help early see major improvement within six months."

At lunch, a younger student, Ava, sat alone, her head down. Miguel whispered, "She's always acting crazy." Keisha gently corrected him. "Let's use kinder words. Maybe she lives with depression." They invited Ava to sit with them. She admitted mornings felt "heavy." Tyler shared his anxiety story. Ava's shoulders relaxed.

That night, the group finished their slideshow. Tyler would start by saying, "Speaking up is brave, not shameful." Their presentation included tips on how to show empathy, how language shapes safety, and how untreated depression can lead to lower school grades and even increased dropout risk. Tyler closed with a reminder: suicide is the second leading cause of death among Canadians aged 15 to 24.

When they finished, Mr. Patel applauded. Ava, now seated with a group of friends, clapped too. Words really did matter.

True or False

Is the statement true or false?

1) One in five Canadian youth face mental disorders yearly.	True	False
2) Stigma gets worse after people talk openly about mental health.	True	False
3) Clara Hughes shared depression to "drop the silence weight".	True	False
4) Guidance counsellors are valid sources of mental-health support.	True	False
5) Hashtag campaigns show youth voices matter in advocacy.	True	False

Question _____ Answer the questions below.

1) Explain how respectful language reduces mental-health stigma.

2) List two consequences of unmet needs in school.

Cloze Test

Fill in the blanks with the correct words from the box.

Every year, 1 in 5 Canadian youth experience a mental health disorder. Campaigns like Bell Let's Talk raise millions to fight _____. Olympic athlete Clara Hughes spoke openly about her _____ to show that asking for help is brave. Using _____ language like "living with anxiety" encourages _____ and reduces fear of _____.

Empathy

Depression

Stigma

Judgment

Respectful

Substance Use and Mental Health

How Substances Affect the Brain

Substances like alcohol, tobacco, and cannabis can have strong effects on the brain, especially during the teen years when the brain is still developing. The prefrontal cortex, which helps with decision-making, is one of the last parts of the brain to fully develop. Using substances too early can interfere with this growth. They can lead to problems with judgment, focus, and self-control.



Effects on Mental Health

Substance use is closely linked to mental health. For example, alcohol can make someone feel happy at first but can lead to sadness or anger later. Cannabis has been linked to higher risks of anxiety and depression, especially in youth who use it often. Tobacco contains nicotine, which is addictive and can cause mood swings and irritability.

A 2021 report from the Canadian Centre on Substance Use and Addiction (CCSA) showed that about 1 in 5 Canadian students in Grades 7-12 used cannabis in the past year. It also found that teens who used cannabis were more likely to report poor mental health compared to those who didn't use at all.

Relationships and Decision-Making

Substance use can hurt friendships and family relationships. It can lead to skipping school, lying to parents, or fighting with friends. These actions can lead to isolation or feeling misunderstood, which can make mental health worse. While using substances to cope with stress may seem like a solution, it often creates bigger challenges.

Making Informed Choices

It's important for students to think carefully before using any substance. Knowing the risks helps you make safer decisions. Talk to trusted adults, learn from people who have had real experiences, and think about your long-term goals.

Key Facts to Remember:

- The teen brain is still developing until age 25.
- Cannabis use is linked to higher risks of anxiety and depression.
- Alcohol can lower self-control and increase risky behaviours.
- Tobacco addiction can start after just a few cigarettes.
- Over 20% of Canadian teens report past-year cannabis use.

Making informed choices now, can help protect your brain, health, and future.

True or False

Is the statement true or false?

1) The teen brain is fully developed by age fifteen.	True	False
2) Weekly cannabis use is linked to poorer mental health.	True	False
3) Alcohol relaxes first then worsens mood later.	True	False
4) Tobacco addiction only happens after smoking for many years.	True	False
5) Substances impair prefrontal cortex decision making.	True	False

Question

Answer the questions below.

1) What part of the brain helps with decision-making?

2) How can alcohol affect mood after drinking?

Word Search

Find the words in the wordsearch.

Substance	Tobacco
Mental	Irritability
Health	Addictive
Judgment	Solution
Impulse	Isolation
Alcohol	Depression

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

Exit Cards

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

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Smoking tobacco harms both heart and brain.

T
F

2) The brain's decision center develops first in teens.

T
F

3) Substance use may lead to risky behaviours.

T
F

4) Weekly cannabis users report better mental health.

T
F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Smoking tobacco harms both heart and brain.

T
F

2) The brain's decision center develops first in teens.

T
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3) Substance use may lead to risky behaviours.

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T
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4) Weekly cannabis users report better mental health.

T
F

Where to Go for Help: School Supports

People Ready to Help You

Every public high school in Canada must provide mental-health support under provincial education laws. In most schools the first stop is the guidance counsellor. Counsellors are trained teachers with extra certificates in mental health and career planning. A 2024 Ontario study found that 73 % of students who met a counsellor felt less stressed within two weeks. Many schools also have a school social worker who can meet once a week, and some boards—such as the Toronto District School Board—employ full-time child and youth workers for crisis situations.

What Each Role Does

- **Guidance Counsellor** – helps with scheduling, conflict, and first-step counselling.
- **School Social Worker** – helps with longer-term issues like anxiety, family change, or substance use.
- **Child & Youth Worker** – offers support plans during urgent moments and may lead support groups.
- **Teacher Allies** – have mental health first aid certificates; look for the green “I’m a Safe Adult” sign outside classrooms.

Statistics Canada reports that students who seek professional help early are 40 % less likely to miss class due to mental-health issues.

How to Book Time

Most schools use one of three methods:

- 1) **Online Form** – a link on the school website; look for “mental health concern” and preferred time.
- 2) **Student Services Desk** – sign your name on the clipboard; you will receive a hall pass.
- 3) **Email Request** – write a short message: “Hi Ms. Turner, I’m struggling with anxiety and would like to talk. Are you free this week?”

Under provincial privacy rules, staff keep what you share confidential unless there is in danger. That means your notes stay in a locked file, not in your report card.

What to Say When You Arrive

Start with three points:

- **Feeling** – “I’ve been anxious every morning.”
- **Impact** – “It’s hard to focus in math.”
- **Need** – “I want ideas to calm down.”

Counsellors can teach breathing skills, offer a check-in pass, or suggest outside agencies like Kids Help Phone (text 686868). Early support matters; a University of British Columbia review showed students who reached out within one month of symptoms improved twice as fast as those who waited.



Questions

Answer the questions below.

1) What are ways a social worker can help you?

2) Where could you go for help? How would you go about making an appointment?

Cloze Test

Fill in the blanks with the correct words from the word bank.

Every Canadian school offers services to _____ student mental health. Guidance counsellors, social workers, and health workers are available to help. You can book a meeting by filling out a form, or visiting the student _____. Most information is kept private unless someone is in _____. Asking for help is a _____, first step toward feeling better and building relationships _____.

Smart

Danger

Support

Help

Relationships

True or False

Is the statement true or false?

1) Every public school offers mental-health support.	True	False
2) Guidance counsellors only help with course selection.	True	False
3) Social workers help with stress and substance use.	True	False
4) The prefrontal cortex is fully developed in teens.	True	False
5) Students can email to request a meeting.	True	False

Exit Cards

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

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Early support makes no difference in recovery time.	T
	F
2) Asking for help can improve focus and learning.	T
	F
3) One in five students feel overly stressed.	T
	F
4) Teachers with green stickers are safe adults.	T
	F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Early support makes no difference in recovery time.	T
	F
2) Asking for help can improve focus and learning.	T
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3) One in five students feel overly stressed.	T
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	F
3) One in five students feel overly stressed.	T
	F
4) Teachers with green stickers are safe adults.	T
	F

Community Mental Health Resources

Why Community Support Matters

Feeling alone can make stress or sadness feel bigger. A 2023 Statistics Canada survey found that teens who used a community mental-health service were 35 % less likely to miss school because of anxiety. Support outside school also helps when classes are closed or parents are working. Knowing where to turn keeps small problems from growing into crises.



Key Resources

Many regional and local regions offer free or low-cost services for youth aged 12–18. Below are starter links to swap items based on your own town.

- Kids Help Phone – 1-800-686-868 or text 686868 (24 / 7). In 2024, it answered over 4.2 million contacts.
- Mental Health Virtual Clinics – Offered in community health centers; brief therapy without appointments.
- Youth Wellness Hubs – Offer drop-in mix counselling, art rooms, and nurse visits. 87 % of visitors report feeling better after one session.
- Foundry BC – Centers in Vancouver, and other cities. Services include group therapy and substance-use support.
- Hope for Wellness Chat – 24-hour phone (1-855-331-3316) or webchat for Indigenous youth, available in Cree, Ojibwe, and Inuktitut.
- Local Peer-Support Group – Many public libraries host peer support groups run by trained volunteers.

How to Reach Out

Start with a simple message: “Hi, I’m 14 and feeling stressed. Could I talk to you?” If calling feels hard, many services use texting or webchat. Provide only first name, age, and what you need (e.g., “help with panic attacks” or “support for family conflict”). Services follow privacy laws—workers cannot share your story unless someone is in danger.

Supporting Friends Safely

When a friend says they are overwhelmed, listen without judging, thank them for trusting you, and share one resource from the list. According to a 2022 Canadian Pediatric Society report, teens who receive a peer’s help line number are 50 % more likely to seek help within a week. Remember, you are a bridge, not a therapist.

Building Your Own Resource List

Write down three local phone numbers, two websites, and one drop-in location. Keep the list in your locker, phone, or planner. Updating it each semester ensures you—and your classmates—always know where safe, accessible help is waiting.

Questions

Answer the questions below.

1) How does staying active help prevent disease?

2) Why do youth sometimes choose text or chat support?

Matching

Draw a line from each term to their corresponding description.

Kids Help Phone

Youth Wellness

Hubs Ontario

Hope for

Wellness

Foundry BC

Peer Support

Groups

Safe and trained youth help other youth

B.C. and men's youth centers with walk-in therapy and no-fee visits

In-person support centers for youth health and wellness services

Offers 24/7 phone and online help across Canada

Cultural and language-based support for Indigenous teens

True or False

Is the statement true or false?

1) Foundry BC is only for adults over 18.

True

False

2) Talking to someone can prevent small issues from growing.

True

False

3) Walk-in clinics require a scheduled appointment.

True

False

4) Youth Wellness Hubs combine health and support services.

True

False

5) Peer support groups are often hosted in libraries.

True

False

Memory Game – Matching Help Terms

Objective

What are we learning about?

Students will learn to recognize and connect key support terms (e.g., "guidance counsellor," "Kids Help Phone," "peer mentor") with the type of help each offers. By matching pairs, they will practice identifying reliable resources for mental well-being, substance-use concerns, and challenges.

Materials

What do you need for the activity?

- Memory Game cards with terms and definitions (provided)
- A small table or clear space for the activity



Instructions

How will you complete the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
- 2) Have each group lay all the cards face down in a grid on a table.
- 3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After the game, review the terms and definitions with the class.
- 8) Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

Guidance CounsellorHelps with school stress and
emotional support

Kidline

A 24/7 text or phone line
for youth**Peer Mentor**A student who listens
and supports others**Trusted Adult**Someone you can talk about
problems with**School Nurse**Helps with health concerns
and puberty questions**PREVIEW**

Cards

Memory Game Cards

Mental Health WorkerSupports students with emotional
or mental health needs

Par... an

Family support at home and
in personal situations**Social Worker**Helps students to services
and personal support**Doctor**Treats both physical and
mental health problems**Online Chat Service**Anonymous support and
advice for teens**PREVIEW**

Cards

Memory Game Cards

Crisis LinePhone help during a serious
emotional crisisCan listen and refer students
to help at school**Youth Drop-In Centre**Safe space for teens to
get support and hang out**Community Health Clinic**Offers local medical and
counselling services**Coach or Club Leader**Encourages mental wellness
through activities**PREVIEW**

Story - Helping a Friend in Crisis

Ava loved lunchtime ping-pong in the school gym, but on Monday she noticed her best friend, Liam, was missing. By Wednesday he hadn't posted a single meme on their group chat—unusual for the kid who averaged 40 snaps a day, according to his own brag. Statistics Canada says when teens suddenly pull back from friends for more than a week, it can be an early sign of emotional crisis in one out of five.



On Thursday, Ava found Liam at his locker, staring at the floor. His hoodie was pulled up, covering his hands even though it was warm. "You want to play after class?" she asked. Liam shrugged. "Doesn't matter." The Canadian Psychiatric Association notes that sudden mood shifts, like going from jokey to indifferent, often occur before suicidal thoughts in 70 % of reported teen cases.

Ava remembered their health teacher's talk about a plan called "ACT"—Ask, Care, Tell. She took a quiet breath.

"ASK: I've noticed you've been down. Are you okay?"

Liam hesitated. "Just tired."

"CARE: I'm worried because you skipped ping-pong at lunch." Her voice soft, just like the training video showed.

His eyes watered. "It's been rough. I even thought... maybe it didn't matter."

That triggered red flags. The Kids Help Phone website says talking about suicide or self-harm means you should seek adult help right away. Ava knew her job. "TELL: Let's go to Ms. Patel together. She's a safe adult," she said.

At first, Liam resisted. But Ava explained confidentiality: teachers keep conversations private unless someone's safety is at risk. She repeated a key fact—teens who speak to an adult within 24 hours of suicidal thoughts are four times more likely to get professional care within a week.

They walked to the guidance office together. Ms. Patel thanked Ava for speaking up, then met with Liam while Ava waited outside. Later, Ms. Patel assured Ava she'd reached Liam's parents and connected him with a community counselor. Ava felt relief. She also set a boundary: she'd still be Liam's friend, but the adults would handle the heavy stuff.

That weekend, Liam texted a simple thanks. Ava saved it as a reminder that noticing, asking, and telling can truly save a friend's life.

Questions

Answer the questions below.

1) What warning signs did Ava notice in Liam?

2) What does "safe adult" mean in a school setting?

Word Search

Find the words in the wordsearch.

Statistics	Speak
Triggered	Professional
Website	Office
Hopelessness	Connected
Confidentiality	Community
Conversations	Counsellor

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

True or False

Is the statement true or false?

1) ACT stands for Ask, Care, Tell.	True	False
2) Ava told Liam he had to cheer up.	True	False
3) Students should keep secrets if a friend is at risk.	True	False
4) Liam said, "Doesn't matter," when invited to hang out.	True	False
5) Ava used calm and supportive words.	True	False

Friendship in the Teen Years

Why Friendships Matter

From Grade 8 to Grade 12, teens spend more waking hours with friends than with parents or teachers. A 2024 Statistics Canada survey of 4,000 students found that 83 % said close friends help them manage stress better than any other support. Strong friendships build self-esteem, teach cooperation, and even improve grades: students with at least one “best friend” in class scored an average 6 % higher on math tests.



Changes You May Notice

Adolescents' interests, schedules, and boundaries often change, leading friend groups to shift. According to the University of British Columbia's Teen Social Skills Study, 70 % of Grade 9 students changed their main friend group within the past year. Reasons include changing sports teams, developing romantic interests, or exploring different identities. While still many teens begin to set clearer limits on what feels comfortable—such as how much information they share online.

Healthy vs Toxic Signs

Friendships should feel supportive. Below are signs of healthy and toxic teen stories collected by Kids Help Phone highlight patterns that signal whether a friendship is healthy or toxic.

Healthy	Toxic
Celebrates your successes	Belittles your goals
Respects privacy and boundaries	Pushes you to share more than you want
Talks through conflicts calmly	Spreads rumors or secrets
Takes responsibility for mistakes	Blames others for every problem
Accepts you have other friends	Demands constant attention

Skills for Respectful Communication

Experts at the Canadian Mental Health Association recommend three steps for keeping friendships fair and balanced:

- **Use “I” Statements:** Say “I feel left out when plans change without notice” instead of “You always ditch me.” This reduces blame and defensiveness.
- **Negotiate Boundaries:** Agree on how often to text, how to handle group chats, and what is off-limits to post. A small study in Ontario high schools showed that students who set clear digital rules had 30 % fewer friendship conflicts online.
- **Practise Active Listening:** During disagreements, restate the other person's point: “So you felt ignored at lunch?” Research from McGill University indicates that teens who use active listening report 25 % fewer misunderstandings with peers.

When friendships grow apart, end them with kindness. Saying “I value our memories, but we've grown apart” shows respect. Healthy friendships build you up; toxic ones wear you down. Knowing the difference helps keep your social life positive.

True or False

Is the statement true or false?

1) Close friends often boost teen self-esteem in class.	True	False
2) Teens with best friends score six percent higher on Math tests.	True	False
3) Eighty-three percent of students rely on friend support.	True	False
4) Boundary setting becomes weaker during high school years.	True	False
5) Loyalty and respect define healthy teen friendships.	True	False

Questions

Answer the questions below.

1) Name two real-life friend groups that might shift.
2) List behaviours found in healthy friendships.

Matching

Draw a line from the terms to their corresponding description.

Active Listening

"I" Statement

Healthy Friendship

Toxic Friendship

Digital Boundaries

Spreads rumours or screenshots

Accepts you having other friends

Reduces online drama and texting pressure

Saying "I feel left out" calmly

Helps reduce misunderstandings by 25%

Exit Cards

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

Name: _____

Mark

Is the statement true
or false?1) Ending a friendship kindly
preserves mutual respect.

T

F

2) Friendships never change
once adolescence starts.

T

F

3) Blaming others for all
problems shows toxicity.

T

F

4) Best friends lessen school
stress for most students.

T

F

Name: _____

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stress for most students.

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F

Romantic Feelings and Changing Relationships

Brain and Body Signals

During puberty your brain releases new hormones that increase interest in romantic and sexual feelings. A 2023 Public Health Agency survey found that 58 % of Canadian Grade 9 students said they had experienced their first crush before age 14. These feelings are completely normal. The limbic system (emotion center) speeds up, while the prefrontal cortex (decision center) is still wiring. That gap explains why a sudden glance or text can make your heart race or your cheeks feel hot.

Shifts in Friend Groups and Family Dynamics

Crushes can shift the balance inside friend groups. The survey also showed that 41% of teens felt awkward hanging out with a friend they liked "more than friends." Parents also set new rules about dating. Open talk with teens who talk with parents about relationships. 80% of teens feel pressured to date, according to a 2024 survey of Toronto study.



Consent Is Non-Negotiable

Consent means freely agreeing to any form of physical or emotional closeness. In Ontario, health classes teach the "Yes, Every Time" rule: you need a clear, enthusiastic agreement—even for a first hug. Violating consent can harm trust and may be against the law. Statistics Canada notes that 94 % of Grade 9 students could define consent in a classroom lesson, but only 67 % felt confident asking for it in real life.

Consent Quick-Check List

- Ask: "Is this okay with you?"
- Listen for a clear "yes."
- Check body language—relaxed, smiling, leaning in.
- Accept "no" or silence; that means stop.
- Re-ask whenever things move to a new level.

Honesty and Communication Skills

Good early relationships rely on truthful sharing. Experts at Kids Help Phone suggest using "I" messages: "I like spending time one-on-one" sets expectations without blame. Teens who practiced "I" messages in workshops reported 25 % fewer misunderstandings with partners over six months.

Emotional Growth and Social Change

Romantic experiences can teach empathy, boundary setting, and respect—skills useful in every part of life. They also build identity; deciding what qualities you value in a partner reflects who you are becoming. Remember that strong relationships grow from mutual respect, honest words, and clear consent.

True or False

Is the statement true or false?

1) Romantic feelings often begin during adolescence.	True	False
2) Hormones from puberty affect thoughts and emotions.	True	False
3) The limbic system controls long-term decision making.	True	False
4) The prefrontal cortex is fully developed by age 14.	True	False
5) A crush can sometimes change friend group dynamics.	True	False

Questions Answer the questions below.

1) What does conflict mean? Why is it non-negotiable?

2) How does puberty change your feelings toward romance?

Visualizing

Draw what you were picturing while you were reading. Explain the picture.

Fact or Fiction - Puberty Changes

Objective

What are we learning about?

Students will identify common myths about puberty, practise separating fact from fiction, and discuss how physical changes can affect emotions, romantic feelings, and relationship boundaries.

Material

What will you need for the activity?

- Fact or Fiction signs
- A 'Fact' sign and 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the room for the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each statement is shared.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Keep score of your correct answers.

Fact or Fiction

Read the statements to the class.

#	Statement	Answer
1	Puberty can begin as early as age 8.	Fact
2	Puberty only affects boys.	Fiction
3	Both boys and girls experience voice changes in puberty.	Fact
4	Everyone starts puberty at the same age.	Fiction
5	Stress is responsible for many puberty changes.	Fact
6	Boys don't experience puberty.	Fiction
7	Mood swings happen during puberty.	Fact
8	Girls stop growing once they start their period.	Fiction
9	Puberty can cause an increase in height.	Fact
10	You can control when puberty starts.	Fiction
11	Acne is a common part of puberty.	Fact
12	Only girls get emotional during puberty.	Fiction
13	Menstruation is a normal part of puberty for girls.	Fact
14	Voice changes only happen to singers.	Fiction
15	Growth spurts happen during puberty for most people.	Fact
16	Puberty ends after one year.	Fiction
17	Puberty can affect sleep patterns and energy.	Fact
18	Having body odour means you're unhealthy.	Fiction
19	Emotional changes are just as important as physical ones.	Fact
20	You should be worried if puberty feels confusing.	Fiction

Emotional Regulation Tools for Teens

Why Emotions Need a Plan

During adolescence the brain's emotion center (amygdala) grows faster than the self-control center (prefrontal cortex). That timing gap explains why a small argument can feel huge. A 2024 McGill University survey of 3,000 Canadian teens found that those who practised at least one regulation skill each day reported 28 % fewer classroom conflicts. These tools now, trains the brain to react with calm instead of impulse.



Grounding and Breathing Exercises

Grounding brings attention back to the present. The 5-4-3-2-1 method works anywhere: notice five things you see, four you feel, three you hear, two you smell, and one you taste. This sensory check-in lowers stress levels within 60 seconds in 75 % of users, according to the Canadian Journal of Psychology.

Box breathing is another quick technique. Inhale four counts, hold four, exhale four, hold four. A University of British Columbia study found that teens who did box breathing for five minutes before tests scored 12 % higher on math tasks.

Training Your Mind with Self-Talk

Thoughts shape feelings. Replacing "I can't handle this" with "I can take one step" is called positive self-talk. Brain-scan research at SickKids Hospital found that switching to supportive language reduces activity in the stress area of the brain. Mindfulness apps such as Mindshift or Headspace Teens guide five-minute practices to catch negative thoughts without judging them. Teens who used a mindfulness app regularly slept 35 minutes longer per night on average.

Quick Practice Checklist

Try one tool from each row every day:

- **Grounding:** 5-4-3-2-1 walk • Hold an ice cube
- **Breathing:** Box breath • Smell-the-flower/Blow-the-candle trick
- **Self-Talk:** Write three encouraging sentences • Say "I'm learning" instead of "I'm failing"
- **Mindfulness:** Five-minute body scan • Notice ten steps while walking to class

Emotions are always valid, but reactions can be managed. Regular use of these skills builds a stronger prefrontal cortex, helping you stay calm during stress, arguments, and sports pressure. The more you practice, the faster your brain remembers to choose control over chaos.

True or False

Is the statement true or false?

1) The amygdala develops faster than the prefrontal cortex.	True	False
2) Grounding helps bring your mind back to now.	True	False
3) Positive self-talk can change how we feel.	True	False
4) Box breathing should last exactly ten seconds.	True	False
5) You only need emotional regulation during emergencies.	True	False

Questions

Answer the questions below.

1) What part of the brain controls decision-making?

2) What is one mindfulness app or technique?

Word Scramble

Unscramble the words from the word bank.

WORD BANK

GROUNDING	BREATHING	SUPPORTIVE	ADOLESCENCE
MINDFULNESS	PRESSURE	HEADSPACE	EMOTIONAL
ATTENTION	REGULATION	PSYCHOLOGY	MINDSHIFT

IONRETAGLU		CEEDSONALCA	
GNIDNRUOG		CEASAHDEP	
HCOYPLSGYO		NDLFISMSEUN	

Word Search – Emotion Words

Objective

What are we learning about?

Students will build emotional vocabulary and apply understanding of puberty-related emotions, impulses, and relationship boundaries by creating custom word searches.

Materials

What will you need for the activity?

- Blank word search templates (grid paper)
- A list of words related to stress and inclusion
- Pencils and erasers

**Instructions**

How will you complete the activity?

- 1) Begin by discussing puberty-related emotions, impulses, and relationship boundaries.
- 2) Hand out the blank word search templates and a list of words.
- 3) Instruct students to create their own word searches by placing words in the grid, either horizontally, vertically, or diagonally.
- 4) Encourage them to fill the remaining spaces with random letters.
- 5) Once they have created their word searches, ask them to exchange papers with a classmate.
- 6) Each student then tries to find all the terms in the word search they received.
- 7) After completing the word searches, discuss the meanings of each term as a class.
- 8) Encourage students to ask questions about any terms they found confusing or interesting.
- 9) Celebrate their efforts in learning and creating.

Reference

List of words for the word search

Joy	Crush	Respect	Pause
Anger	Attraction	Boundaries	Breathe
Sadness	Desire	Trust	Think
	Flirting	Communication	Calm
Nervousness	Infatuation	No	Reflect
Embarrassment	Jealousy	Yes	Balance
Excitement	Increase	Warning	Control
Jealousy	Risk	Clarity	Regulate
Guilt	Curiosity		Focus
Fear	Daydream	Voice	
Shame	Physical change	Agreement	Deep breath
Frustration	Fantasy	Ask	Walk away
Confusion	Crushes	Honest	Count to ten
Pride	Admire	Assertive	Journal
Disappointment	Compulsion	Decision	Grounding

Name: _____

Word Search

Create your own word search below:

Word Bank

PREVIEW

Personal Identity and How It Evolves

Many Pieces of Who You Are

Identity is the answer to the question, "Who am I?" It goes far beyond gender or the place your family comes from. Researchers at the University of Toronto say identity includes at least five main parts: gender, culture, interests, beliefs, and body image. A 2024 survey of 5,000 Canadian teens found that 82 % chose hobbies or passions—like gaming, music, or sports—as one of the ways they describe themselves.



Why Identity Changes in Teen Years

During adolescence, the brain rewires faster than at any other time except infancy. This rewiring, along with social experiences, makes identity feel flexible. Statistics Canada reports about 90 % of teens try a new club, sport, or style every year. Each experiment adds a piece to the "Who am I?" question. Trying something and deciding "That's not me" is as useful as finding "That's me."

Building Blocks of Identity

The Canadian Mental Health Association lists key factors that shape self-image:

- **Values:** What you believe is right or important (fairness, creativity).
- **Activities:** Sports, arts, games, or volunteering that give you a sense of purpose.
- **Relationships:** Friends and family who influence your choices and beliefs.
- **Body Image:** How you think and feel about your appearance.
- **Beliefs:** Faith, traditions, or personal philosophies that guide your choices.

Teens who actively explore these areas report 25 % higher confidence with peers who feel forced into labels, according to a 2023 McGill University study.

How Identity Guides Decisions

When you know your values, choices get clearer. For example, if kindness is part of your identity, you are more likely to step in when classmates argue. Data from Ontario's "Choose to Lead" program show students who wrote down three core values made 35 % fewer impulsive decisions over six months.

Reflect and Grow

Try the "Identity Snapshot" exercise: list five words that describe you now. One year later, write a new list and compare. Change is normal; keeping track shows growth. Remember, identity is not a test to pass but a map you update as you explore new interests, beliefs, and goals.

True or False

Is the statement true or false?

1) Identity is only about gender and culture.	True	False
2) Hobbies and passions shape personal identity.	True	False
3) Identity stays the same throughout your life.	True	False
4) Most teens try new things every school year.	True	False
5) Teens who explore identity feel more confident.	True	False

Questions

Answer the questions below.

1) What two things shape a person's identity?

2) What is body image? Describe your body.

Word Search

Find the words in the wordsearch.

Sleep	Improve
Screen	Research
Forgotten	Movement
Fitness	Nutrition
Factors	Caffeine
Recover	Melatonin

```

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

```

Exit Cards

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

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Decisions have nothing to do with personal values or beliefs.

T

F

2) Trying something new is part of exploring identity.

T

F

3) Keeping a journal helps track identity growth.

T

F

4) A teen's identity stays exactly the same every year.

T

F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Decisions have nothing to do with personal values or beliefs.

T

F

2) Trying something new is part of exploring identity.

T

F

3) Keeping a journal helps track identity growth.

T

F

4) A teen's identity stays exactly the same every year.

T

F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Decisions have nothing to do with personal values or beliefs.

T

F

2) Trying something new is part of exploring identity.

T

F

3) Keeping a journal helps track identity growth.

T

F

4) A teen's identity stays exactly the same every year.

T

F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Decisions have nothing to do with personal values or beliefs.

T

F

2) Trying something new is part of exploring identity.

T

F

3) Keeping a journal helps track identity growth.

T

F

4) A teen's identity stays exactly the same every year.

T

F

Activity - Letter to My Future Self About Identity

Objective

What are we learning about?

Students will reflect on their present beliefs, achievements, cultural and social influences, and future hopes by writing a one-page letter to their future selves. This exercise fosters self-awareness and highlights how identity can develop over time.

Materials

What will you need for the activity?

- Scrap paper or index cards
- Envelopes (one per student)
- Optional: Prompt cards (e.g., "One thing I want to stay the same is...")
- Stickers or colored paper for decorating envelopes



Instructions

How will you complete the activity?

- 1) Think quietly for two minutes about what matters to you right now (values, hobbies, cultural roots, friendships, achievements).
- 2) Brainstorm key points on scrap paper such as traditions, favourite traditions, or goals.
- 3) Begin a one-page letter to your future self; date it to the present.
- 4) Write an opening line that greets the future you and explains the purpose of the writing.
- 5) Describe at least three things you believe in or value today and explain why they are important.
- 6) Share two accomplishments or qualities you feel proud of and how they shape your identity.
- 7) Mention cultural, community, or social influences that matter to you and give specific examples.
- 8) Include one challenge you are currently facing and advice for your future self on handling similar situations.
- 9) End the letter with hopes or goals you'd like "future you" to remember or achieve.
- 10) Seal the letter in an envelope, write "Open on _____ (date)" on the front, and store it safely until the chosen date.

Reference

Sentence Starter Table – Letter to My Future Self

Sentence Starter	
Dear future me, I hope you still remember that...	Right now, I believe in...
Something I'm proud of is...	One thing I want to stay true to is...
My cultural background gives me...	A challenge I'm facing today is...
When I think about who I am, I feel...	What is most important to me is...
One person who really influences my identity is...	I hope that in the future...
The kind of person I want to become is...	Something I never want to forget is...
If I could give myself one piece of advice, it would be...	A tradition or value I want to carry forward is...

Reference

Sample Letter to My Future Self

Date: June 24, 2025

To: Me, a few years from now

Dear Future Me,

Right now, I'm 14 years old and in Grade 9. I'm writing this letter because I want to remember who I was at this time in my life. Things aren't always easy, but I'm proud of who I'm becoming.

One thing I want to remember is my kindness. I always try to treat people with respect, even when I'm having a tough day. I believe that being a good friend and listening to others really matters. I hope you're still someone who others feel safe talking to.

Something I'm really proud of is joining the school's art club this year. I wasn't sure if I'd be good enough, but I pushed through. Creating art helps me express myself, especially when I'm stressed or overwhelmed. I hope you haven't stopped making things, even if life gets busy.

My cultural background is a big part of my identity. I speak two languages and celebrate traditions that remind me of my grandparents. I want to keep that connection strong and teach others to appreciate where I'm from too.

Right now, I'm working on setting better boundaries with people. Sometimes I say "yes" too much because I want to make others happy. But I've learned it's okay to put my own needs first sometimes. Future me—I hope you're still doing that.

My biggest hope is that you're living with confidence and not afraid to try new things. If things get hard, remember how strong you've already been.

Sincerely,

[Your Name]

Reference

Letter-Writing Template: "Dear Future Me"

Dear [Future Me],

PREVIEW

Sincerely _____

Reflection

Answer the questions below.

1) Which part of the letter was easiest to write and why?

2) What new insight did you gain about your personal values?

PR

3) Sketch an object or symbol that reminds you of a cultural or family tradition you value.

What new insight did you gain about your personal values?

Sketch an object or symbol that reminds you of a cultural or family tradition or value.

PREVIEW

Story - Social Media and Self-Image

When Lucas scrolled through Instagram before school, it felt like everyone else was perfect. His classmates were posting beach selfies, gym videos, and funny TikToks with thousands of likes. Lucas looked in the mirror and wondered, Why don't I look like that?

Lucas wasn't alone. According to a 2023 survey by MediaSmarts, 94% of Canadian teens use social media daily, and over 70% say it affects how they see themselves. Apps like Instagram, Snapchat, and TikTok offer edited images and filters that can change features in seconds. Many people only post their best moments—vacations, parties, or gym progress—leaving out hard days, acne, or arguments.



One afternoon, Lucas tried a new TikTok filter. It smoothed his skin, brightened his eyes, and made his jaw sharper. He barely recognized himself. The video got more views than usual. "I should use this filter all the time," he thought, but something didn't feel right.

In health class, the teacher showed a video from the #NoFilter campaign, where influencers revealed their real faces without makeup or filters. "The app is setting a fake standard," one said. "We compare ourselves to something that is not real."

Lucas learned that comparing his behind-the-scenes life to the highlight reel was unfair. In fact, research from The Canadian Journal of School Psychology found that teens who spend more than 3 hours daily on image-focused apps are more likely to experience low self-esteem and anxiety.

Lucas decided to clean up his feed. He unfollowed some accounts that made him feel worse about himself and followed ones that promoted body positivity and real-life stories. He also started a "No Filter Friday" on his private account, sharing regular photos with honest captions.

Over time, Lucas felt less pressure to look perfect online. He still enjoyed TikTok and Instagram, but he used them on his terms. "My real life," he thought, "deserves just as much space as my online one."

In the end, Lucas realized that healthy self-image isn't about filters or followers—it's about knowing your worth, on and offline.

True or False

Is the statement true or false?

1) Social media always shows what life is really like.	True	False
2) Most teens in Canada use social media daily.	True	False
3) Filters can change how someone sees their own face.	True	False
4) Comparing yourself to perfect posts can affect your mood.	True	False
5) The #AsYouAre campaign showed people without filters.	True	False

Question

Answer the questions below.

1) What are two things in the story? How do they contribute to self-image?

2) What kind of posts made Lucas feel less confident?

Order the Events

The events below are out of order. Write which came first (1) to which came last (6).

	His health teacher explained how filters create unrealistic standards.
	He applied a TikTok filter that changed his appearance.
	Lucas felt insecure after scrolling through perfect posts on Instagram.
	Lucas started a "No Filter Friday" series on his private account.
	Lucas decided to unfollow accounts that hurt his self-image.
	Lucas watched a video from the #AsYouAre campaign in class.

Activity – Design a Mental Health Billboard

Objective

What are we learning about?

Students will design a paper or digital billboard that promotes teen mental health awareness using clear, engaging, and supportive messaging. The billboard must include a slogan, 1–2 factual statements, and one youth-friendly call-to-action.

Materials

What will you need for the activity?

- Paper or digital printouts
- Markers, colored pencils, pens
- Access to a computer or tablet
- Mental health resources or websites to sites like TeenMentalHealth.org, Kids Help Phone, or CAMH.ca



Instructions

How will you complete the activity?

- 1) Read a short fact sheet or visit a trusted teen mental health website.
- 2) Choose one mental health topic or message that speaks to you (e.g., anxiety, loneliness, asking for help, mindfulness).
- 3) Think about what kind of message would stand out to your peers and make them feel supported.
- 4) Come up with a short, catchy slogan that promotes teen mental health in a positive, inclusive way (e.g., "You're not alone", "It's okay to ask for help", "Breathe. Talk").
- 5) Write down 1–2 factual statements to support your message. Use your own words and make sure the info is teen-friendly.
- 6) Add one action step that your peers could take (e.g., "Call Kids Help Phone", "Open up to someone", "Write in a journal").
- 7) Choose a format: draw your billboard by hand or design it digitally using Slides or Canva.
- 8) Include visuals (images, colour, symbols) that reinforce your message and tone.
- 9) Review your billboard: Is the message clear? Is it encouraging? Would it make a difference to someone reading it?
- 10) Submit your final design and complete the reflection questions.

Reference



Slogan Examples for Teen Mental Health Awareness

Type	Sample Slogans
Support & Connection	- You're Not Alone - We All Struggle Sometimes - Talk It Out, Not In - Friends Listen. So Do We.
Asking for Help	- It's Okay to Ask - Strong Minds Ask for Support - Needing Help, Reach Out - Needing Help Is Normal
Emotional Health	- Pause. Breathe. Ask. - Feel It. Name It. Manage It. - Mood Check. Make It. - Storms Pass. Stay Grounded.
Self-Care & Balance	- Rest Is Productive- Recharge Before Collapse - Protect Your Peace - Take a Break, Not a Breakdown
Empowerment	- Your Voice Matters - Mental Health = Real Health - Strong Doesn't Mean Silent - Own Your Journey

Reference



Trusted Teen Mental Health Websites

Website	What You'll Find
Kids Help Phone	24/7 text/call support, facts, how to get help
Jack.org	Youth-led stories, mental health education, advocacy tools
TeenMentalHealth.org	Articles on depression, anxiety, self-care, school resources
MindYourspace.ca	Creative mental health tools, youth stories, coping ideas
Focus BC	Mental health & wellness info for youth (BC-based, helpful)

Reference

Mental Health Facts for Teens

Fact	Detail
1 in 5	Canadian youth aged 12-19 experience symptoms of depression.
70%	Of mental health issues begin in childhood or adolescence.
2nd leading cause	Suicide is the second leading cause of death for ages 15-24.
1 in 4	Youth who need mental health services actually use them.
2x recovery	Students who seek help early recover faster than those who don't.
8-10 hours	Recommended amount of sleep for teens to support mental health.
60 mins daily	Physical activity that can lower stress and boost mood.
35% lower anxiety	Teens in community programs report lower anxiety symptoms.
78%	Grade 9 students say they feel "very strong emotions" twice weekly.
94%	Grade 9 students could define consent after one lesson.
42%	Teens say being left out hurts more than failing a test.
30% fewer risky choices	Teens who sleep well or practice mindfulness regularly.

Name: _____

104

Curriculum Connection
MWB9.1, MWB9.4

PREVIEW

Reference



Peer Review Checklist

Criteria	Yes	Kind Suggestion
1. The message is clear and easy to understand.	☐	
2. The slogan is catchy, short, and relevant.	☐	
3. The facts or points shared are accurate and helpful.	☐	
4. The design is creative and neat.	☐	
5. The colours, fonts, or layout match the message (if used).	☐	
6. It includes a call to action or way to help others.	☐	
7. The tone feels positive and supportive.	☐	
8. It makes me think or feel something important.	☐	
What I liked most:		
One idea to make it stronger:		

Reflection

Answer the questions below.

1) What is the main message of your billboard?

2) Why did you choose this slogan?

3) What facts did you include and why did they matter?

Word Search

Find the words in the wordsearch.

Billboard	Design
Slogan	Poster
Emotion	Action
Message	Visual
Support	Health
Wellness	Idea

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

Unit Test – Mental Well-Being Unit

Multiple Choice

/10

Mark

/ 10

Total

/ 35

1) What brain part controls decision-making in teens?

- a) Prefrontal cortex
- b) Amygdala
- c) Brain stem
- d) Limbic system

2) What technique uses '5-4-3-2-1' senses?

- a) Pausing
- b) Mind race
- c) Grounding
- d) Breathwork

3) What hormone do you feel stress?

- a) Insulin
- b) Cortisol
- c) Adrenaline
- d) Serotonin

4) Which brain part develops first in teens?

- a) Prefrontal cortex
- b) Hippocampus
- c) Cerebellum
- d) Amygdala

5) What helps calm the nervous system quickly?

- a) Cardio
- b) Homework
- c) Texting
- d) Caffeine

6) Why is social media use riskier for teens?

- a) It makes me feel better
- b) It is distracting
- c) No side effects
- d) It's not legal

7) Which stress type helps motivation?

- a) Distress
- b) Overstress
- c) Eustress
- d) Hyper stress

8) What helps when emotions are strong?

- a) Exercise
- b) Isolation
- c) Bottling up
- d) Blaming others

9) How many teens report strong emotions weekly?

- a) 20%
- b) 50%
- c) 78%
- d) 99%

10) How can culture shape identity?

- A. Only clothing
- B. Language and values
- C. One belief
- D. Popularity

True or False

Is the statement true or false?

Mark

/ 5

1) The amygdala matures faster than the prefrontal cortex.

True

False

2) Regular sleep has no effect on emotional control.

True

False

3) Deep breathing can help calm the nervous system.

True

False

4) Friends can support mental well-being and reduce stress.

True

False

5) Most teens feel emotions less often than adults.

True

False

Mark

/ 5

Matching

Match the term with the correct description.

Amygdala

Brain part for managing impulse control

Eustress

Support line for youth and adults

Prefrontal Cortex

Positive stress that can motivate you

Kids Help Phone

Releases emotions like fear or excitement

Box Breathing

Breathing technique to calm the body and brain

Define

What do the terms below mean?

Mark

/ 6

Term	Definition – What does it mean?
Eustress	
Grounding	

Short Answer

Answer the questions below – Each question is worth 3 marks.

Mark

/ 9

1) Why is the teen brain more sensitive to emotional triggers?

2) What are two signs that someone might be experiencing harassment?

3) What role does the prefrontal cortex play in decision-making?



Workbook Preview



BC Grade 9 – Health Unit

Social and Community Health

	Curricular Competencies – Elaborations	Pages
SCH9.1	Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or	6-42
SC		6, 13
SCH9.3	Propose strategies for developing and maintaining healthy relationships	8-12, 63-69, 87-109, 112-113
SCH9.4	Create strategies for promoting the health and well-being of the school and community	110-111

**Preview of 75 pages from
this product that contains
153 pages total.**

SOCIAL AND COMMUNITY HEALTH



Setting Boundaries: Saying No Without Guilt

Why Boundaries Keep Us Safe

Boundaries are clear limits we set to protect our bodies, feelings, and online lives. A 2024 Canadian Red Cross survey found that teens who practise boundary-setting are 43 % less likely to report unwanted physical contact and 31 % less likely to experience cyberbullying. Boundaries lower stress, improve self-esteem, and cut down on conflict because everyone knows what is—and is not—okay.



Type of Boundary

- **Physical:** Protects your safety, touch, and control over your belongings. The Public Health Agency of Canada recommends keeping at least an arm's length (about 75 cm) from someone who is bothering you, which reduces the risk of harassment by 40 %.
- **Emotional:** Protects your feelings, thoughts, and mental health. Studies show students who label and share their "I feel" statements ("I feel upset") have 25 % fewer peer conflicts.
- **Digital:** Managing passwords, limiting screen time. MediaSmarts (2023) reports 62 % of Grade 9 students have felt pressured to share a password; those who refused were 50 % less likely to be locked out of accounts. Students whose passwords changed without consent.

Steps for Saying "No"

- 1) Stand tall: Keep shoulders back; steady eye contact with the person. Research shows a 55 % reduction in peer pressure.
- 2) Use a clear, firm voice: Speak at normal volume; avoid whispering or giggling.
- 3) State the boundary: "I'm not okay with sharing that photo."
- 4) Offer a short reason (optional): "I keep my photos private."
- 5) Repeat once if needed, then walk away or get help.

Research from Kids Help Phone shows that teens who follow these five steps feel 35 % less guilt compared to those who give in under pressure.

Reading and Respecting Others' Limits

Learning to notice when someone else sets a limit is just as important. Signs include crossed arms, stepping back, pausing before replying, or saying "I need space." Ignoring these cues can lead to loss of trust; 72 % of students say they stop sharing personal news with peers who push past their stated limits. Practise active listening: nod, paraphrase ("So you'd like me to stop tagging you?"), and adjust your actions. Respecting boundaries shows maturity and builds strong friendships, which the Canadian Mental Health Association links to higher school engagement scores by 18 % among Grade 9s.

True or False

Is the statement true or false?

1) Boundaries help cut unwanted contact by forty-three percent.	True	False
2) Cyberbullying drops thirty-one percent when teens set limits.	True	False
3) "I" statements lower peer conflict by sixty-five percent.	True	False
4) Refusing password sharing halves account lock-out chances.	True	False
5) Five-step refusal process reduces guilt by twenty-five percent.	True	False

Question

Answer the questions below.

1) State two boundaries that protect digital boundaries.

2) Identify some physical signs that show you need more space.

Matching

Draw a line from the terms to their corresponding definition.

Physical Boundary

Saying "I feel upset" in conflict

Emotional Boundary

Backing away or stepping aside

Digital Boundary

Choosing not to share your password

Non-verbal Cue

Protecting your body and belongings

Assertive Response

Saying "No" with a firm, calm voice

Role Play: Setting Boundaries in Different Situations**Objective**

What are we learning about?

Students will explore how to clearly and respectfully set personal boundaries in various everyday situations. Through short role plays, they will practise assertive communication, understand different ways to say no, and reflect on the importance of tone, body language, and context in keeping interactions respectful and safe.

Materials

What do you need for the activity?

- Slips of paper with boundary-setting scenarios
- Space for small group rotations

**Instructions**

How will you complete the activity?

- 1) Start with a class discussion about what boundaries are and why they are important in friendships, dating, and daily life.
- 2) Divide the class into small groups of 3-5 students.
- 3) Assign each group a unique social setting (e.g., gym, grocery store, classroom, locker room).
- 4) Give each group a boundary-setting prompt (e.g., saying no to a hug, asking for space, refusing a hug, turning off camera in a call).
- 5) Instruct the groups to create a 1-2 minute role-play scene that shows one person clearly setting a boundary and the other responding—respectfully, disrespectfully, or unsure—depending on what they choose.
- 6) Encourage them to focus on tone of voice, body language, and word choice in the boundary-setting moment.
- 7) Allow 10-15 minutes for rehearsal.
- 8) Groups take turns performing their scenes for the class.
- 9) After each scene, have a brief discussion on what went well, what could be improved, and how the boundary was communicated.
- 10) After all presentations, students complete the reflection questions and choose one drawing prompt to complete on their worksheet.

Scripts

Scenarios

Scenario

Description

Group Hangout

A group of friends are hanging out after school when one of them suggests skipping last period to go get food. One student clearly feels uncomfortable but doesn't want to seem uncool. They decide to set a boundary by saying no in a firm but friendly way, while still staying part of the group.

Online Chat

_____ and keeps sending messages late at night, even though one student has said they need sleep for school. The student finally decides to set a boundary by explaining why late-night messages are a problem and asking the friend to respect their time.

Locker Room

While changing after gym class, one student stands too close and comments on the other's appearance. The other student feels uncomfortable and wants to assert their privacy without creating drama or confrontation.

Classroom

During study time, a classmate frequently asks to copy homework or see answers. At first, the student allows it but now feels taken advantage of. They decide to speak up and say they're not comfortable sharing anymore, while trying to maintain the friendship.

Scripts

Scenarios

Lunch Table

A student is often the target of teasing that others say is "just joking." Even though the others laugh, the jokes are personal and hurtful. The student chooses to assertively tell the group the comments are not okay, and they want it to stop.

Social Media

A peer keeps tagging a student in memes or photos they don't like or agree with. The student feels embarrassed and wants to message the person privately to ask them to stop tagging without permission.

One-on-One Study

During a recess session at school, a student notices another student brushing their arm or sitting too close. They don't want to accuse anyone but feel uncomfortable and need to communicate early on so that contact isn't okay.

School Project

A group is working on a class project and one student always takes control of the project, ignoring everyone else's input. Another group member decides to set a boundary by respectfully saying they want equal say and their ideas to be considered too.

Bus Ride

On the way home from school, a friend begins gossiping and making rude comments about another student. The listener doesn't agree and wants to set a boundary by calmly saying they're not comfortable with gossip and suggesting a change of topic.

**Two Stars
And A Wish**

Identify two strengths (stars) and one area for improvement (wish) about your group's performance.

Write two strengths and one weakness of your group's performance.

PREVIEW



Rubric – Setting Boundaries in Different Situations

Criteria	1 – Needs Work	2 – Developing	3 – Proficient	4 – Excellent
Understanding	Boundary unclear or unrealistic.	Some understanding shown.	Clear and appropriate boundary.	Strong, realistic, and respectful boundary shown.
Communication	Weak or unclear communication.	Some clarity, lacks assertiveness.	Respectful and assertive communication.	Confident, clear, and thoughtful communication.
Response	Unrealistic or unrelated response.	Basic response, lacks depth.	Realistic and respectful response.	Insightful, respectful, and well-developed response.
Tone & Body Lang.	Inappropriate or confusing.	Some clarity.	Supports message clearly.	Enhances scene with strong nonverbal cues.
Teamwork	Poor group effort or planning.	Some participation and cooperation.	All team members contribute.	Excellent teamwork, support, and creativity.

Teacher Comments**Mark****Student Reflection – How did you do on this assignment? What could you do better?**

Power Imbalances and Exploitation

What Is a Power Imbalance?

A power imbalance happens when one person in a relationship has more control than the other. This can be due to age, popularity, social status, money, or physical strength. When someone has more power, they can sometimes pressure others into doing things they don't want to do. In a 2022 Canadian survey, 64 % of teens said they had felt pressure along with something just to keep a relationship or friendship.



How Power Affects Consent

Consent means someone is saying yes freely and clearly. It must be given without fear, pressure, or guilt. In relationships with a power imbalance, true consent is hard to give. For example, if a much older person asks for something personal, the younger person might feel like they can't say no, even if they don't want to.

Common power imbalances include:

- Older partner and younger
- Popular student and someone trying to fit in
- Teacher, coach, or boss and a student or employee
- Friends who use secrets, money, or favours to control their relationship

According to Kids Help Phone, 1 in 3 teens didn't realize their relationship was unfair until it ended. This shows how important it is to learn the warning signs.

Recognizing Exploitation

Exploitation happens when someone uses their power to take advantage of you. It often starts small—like asking for favours or secrets—and gets worse over time. If someone makes you feel uncomfortable, guilty, or afraid to say no, it might be exploitation. A 2021 Canadian study found that 42 % of teens felt they had been taken advantage of by someone they trusted.

Standing Up for Yourself and Others

It's important to speak up when something doesn't feel right. You can say:

- "I don't feel okay with this."
- "I need time to think."
- "This feels one-sided."

Also, talk to a trusted adult—like a teacher, guidance counsellor, or parent. Respect and fairness should always go both ways in any relationship. When power is shared equally, everyone feels safe, respected, and heard.

True or False

Is the statement true or false?

1) A power imbalance means both people have equal control.	True	False
2) Age, popularity, and money can create power gaps.	True	False
3) Sixty-four percent of teens reported giving in to pressure.	True	False
4) Saying no in a relationship is always disrespectful.	True	False
5) A younger teen can never be in danger of exploitation.	True	False

Question

Answer the questions below.

1) What is a power imbalance? What can they lead to?

2) What is exploitation? Give an example.

Word Search

Find the words in the wordsearch.

Consent	Guilt
Pressure	Power
Fairness	Trusted
Respect	Secrets
Control	Imbalance
Exploitation	Decision

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

Understanding Sexual Harassment

What Sexual Harassment Means

Sexual harassment is when someone does or says something sexual that makes another person feel uncomfortable, unsafe, or disrespected. It can happen to anyone, no matter their gender, and it is never okay. It's important to know that sexual harassment is not just physical — it can also be verbal or digital.

Examples of sexual harassment include:

- Unwanted touching or brushing up against someone on purpose
- Making sexual jokes or comments
- Sending or asking for sexual photos
- Sharing photos without permission
- Bullying someone out after they've said no

Even if someone says they're "just joking," it can still be harassment if it makes the person feel uncomfortable.

Where It Can Happen

Sexual harassment can happen anywhere, not just something that happens in a hallway or movies. It can happen:

- In school hallways, classrooms, or locker rooms
- On social media apps like Snapchat or Instagram
- Through texts or direct messages
- In public spaces like buses or malls

Sometimes people think harassment only happens to girls, but boys can be harassed too. It's important to remember that no one ever "asks for it" or causes it. The person who does the harassment is always responsible.

How to Respond and Help

If you or someone you know is experiencing sexual harassment, there are ways to respond that can help keep everyone safe and supported.

Ways to Respond to Sexual Harassment:

- 1) Say "Stop" – If it feels safe, tell the person clearly to stop.
- 2) Report It – Tell a trusted adult, like a teacher, parent, or school counsellor. You can also report it through your school's online system if available.
- 3) Don't Blame Yourself – It is never your fault.
- 4) Support Others – If a friend tells you they were harassed, listen to them, believe them, and help them report it.

Students have the right to feel safe and respected. Learning about sexual harassment helps everyone protect themselves and look out for each other.

True or False

Is the statement true or false?

1) Sexual harassment can be verbal, physical, or digital.	True	False
2) Sexual harassment always includes physical contact.	True	False
3) Asking for private photos may be harassment.	True	False
4) Joking comments cannot harass if laughter occurs.	True	False
5) School hallways are common places for harassment.	True	False

Questions Answer the questions below.

1) Define sexual harassment in your own words.

2) List three non-physical examples of harassment mentioned in the report.

Word Scramble

Unscramble the words from the word bank.

WORD BANK

SEXUAL	PURPOSE	COUNSELLOR	DISRESPECTED
HARASSMENT	RESPONSIBLE	INSTAGRAM	REPORT
UNCOMFORTABLE	PARENT	SNAPCHAT	PERMISSION

EPLSROBNSIE		RGNITASMA	
URESOLNLOC		RSPMIEISON	
RUFETOMLBCNAO		RSMHAESNT	

Exit Cards

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

Name: _____

Answer the following questions?

1) Give two examples of trusted adults you could report harassment to.

2) Describe one way a bystander can help someone being harassed.

Name: _____

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1) Give two examples of trusted adults you could report harassment to.

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Name: _____

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Name: _____

Answer the following questions?

1) Give two examples of trusted adults you could report harassment to.

2) Describe one way a bystander can help someone being harassed.

Story - Why Survivors React Differently

At Eastwood Secondary, Ms. Graham's Grade 9 class sat quietly as she introduced a topic many had never talked about openly—how survivors of harassment or trauma react differently.

She began with a video. It showed three fictional teens—Ava, Daniel, and Meena—each dealing with different forms of abuse. Ava froze when a teacher made inappropriate comments. Daniel avoided talking after being bullied online. Meena spoke up right away when harassed at a party.



After the video, Ms. Graham explained: "There's no 'normal' way to respond to trauma. Some people freeze, some shut down, some speak up. And all those reactions are valid."

Students learned that about 30% of teens has experienced some form of bullying or harassment. A 2022 national survey found that 1 in 5 teens experienced sexual harassment, but only 32% told someone. Many survivors are scared of being blamed or not believed.

When Liam raised his hand and asked, "Why didn't Ava speak up right away?", Ms. Graham answered, "Freezing is a common reaction to trauma. Your brain goes into 'survival mode.' It doesn't mean the person is lying or weak."

She also explained terms like grooming—a tactic where an abuser builds a relationship with a young person to exploit them later—and reminded the class that grooming often goes unnoticed because the abuser might seem friendly or helpful at first.

"Every survivor deserves support," Ms. Graham continued. "Blaming them for their reaction adds to their pain. Listening without judgment is one of the best things you can do."

The class did a short quiz, and Meena whispered to her friend, "I thought people had to react right away to be taken seriously."

"Nope," her friend replied, "that's what the stigma is. And we're learning to change that." By the end of the lesson, students had not only learned the facts but also how to be more empathetic. They learned that believing someone, being patient, and reducing judgement can make a huge difference. Survivors don't need to "prove" anything. They need safety and support.

Ms. Graham finished with a reminder: "Your reaction matters—but how you support others matters just as much."

True or False

Is the statement true or false?

1) Every survivor reacts the same way to trauma.	True	False
2) Freezing is a common response to abuse.	True	False
3) Survivors must speak up immediately to be believed.	True	False
4) One in five teens experience sexual harassment.	True	False
5) Trauma can affect the brain's survival response.	True	False

Question: _____ the questions below.

1) What are the ways people react to trauma?

2) Why might a survivor choose not to speak up right away?

Cloze Test

Fill in the blanks with the correct words from the bank.

Not everyone reacts the same way after facing trauma or _____. Some people freeze, while others avoid talking or speak up right away. These are all valid _____. Studies show that only 32% of teens report harassment immediately. Instead of blaming, we should listen without _____ and help reduce harmful _____. Survivors need our _____.

Judgement

Support

Harassment

Reactions

Stigma

Blog Post: Online Safety: Tricks and Lures of Predators**By: Jenna M. Lawrence | June 26, 2025 5-minute read**

The internet is a fun and powerful tool—but it also has dangers. Online predators are people who use the internet to trick, manipulate, or harm others, especially teens. It's important to know how they operate so you can stay safe and help protect others too.

Online predators often use social media, gaming platforms, or messaging apps to connect with young people. They might start off being friendly, complimenting your looks, sharing your interests, or sending you virtual gifts. This process is called grooming—when someone builds trust slowly to take advantage of it.

You might not always recognize a predator right away. But they often pretend to be your age, use fake profiles, and act like they really care. In Canada, over 40% of teens have been contacted online by someone they didn't know, and many of those people had inappropriate intentions.

Watch for warning signs. If someone asks you to keep your conversations secret, that's a red flag. If they ask for photos or videos, especially private ones—there's a serious issue. Some will try to move conversations to less secure apps quickly. Others might pressure you by getting upset if you don't respond fast enough.

Never share personal information like your real name, address, or daily routine with someone you met online. Predators use small pieces of info to figure out where you are or when you're alone.

The good news is that you're not powerless. You can block and report anyone who makes you feel uncomfortable. You can talk to a trusted adult if something feels off. Remember—if someone behaves inappropriately, it's not your fault. You deserve to be safe online.

Your safety matters more than being polite or worrying about disappointing someone's feelings.

By: Jenna M. Lawrence

Comments:

Caitlyn_97 – June 26, 2025

This blog is so helpful! I had no idea grooming could start with something as simple as compliments or video game chats. I think schools should talk about this more. A study in 2023 said 60% of teens don't report sketchy online behaviour because they feel embarrassed. That needs to change.

Like Reply 7h ago



Jordan_Gamer_13 – June 26, 2025

I agree it's important, but not everyone online is a predator. I've met real friends through games and social apps. I think more education is good, but we shouldn't make teens afraid of everyone. Balance is key—just learn the signs and be smart.

Like Reply 5h ago

Multiple Choice

Circle the correct answer based on the article.

1) What percent of teens meet strangers online?

a) 10%

b) 25%

c) Over 40%

2) If a stranger asks you to keep a conversation secret, what should you do?

a) Keep it a secret

b) Tell a trusted adult

c) Ask your friends what to do

3) How should you act at first?

a) Angry and rude

b) Shy and quiet

c) Friendly and caring

4) What should you do if someone asks for private photos?

a) Block and report them

b) Send them

c) Ask them to stop

5) What's a red flag?

a) Sharing memes

b) Asking for secrets

c) Sending jokes

Summarize

Summarize the blog post by writing the main idea and details.

Exit Cards

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

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Staying alert online helps prevent unsafe situations.	T
	F
2) Online predators can act friendly and supportive.	T
	F
3) You should always share your location with friends.	T
	F
4) All online strangers are trying to hurt people.	T
	F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Staying alert online helps prevent unsafe situations.	T
	F
2) Online predators can act friendly and supportive.	T
	F
3) You should always share your location with friends.	T
	F
4) All online strangers are trying to hurt people.	T
	F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Staying alert online helps prevent unsafe situations.	T
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2) Online predators can act friendly and supportive.	T
	F
3) You should always share your location with friends.	T
	F
4) All online strangers are trying to hurt people.	T
	F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Staying alert online helps prevent unsafe situations.	T
	F
2) Online predators can act friendly and supportive.	T
	F
3) You should always share your location with friends.	T
	F
4) All online strangers are trying to hurt people.	T
	F

Activity - Text Message Scenarios: Red Flag Responses**Objective**

What are we learning about?

Students will learn how to recognize manipulation, coercion, and grooming in digital conversations and practise assertive, respectful communication to protect themselves and others.

Materials

What will you need for the activity?

- 3 worksheets with sample text message conversation scenarios
- Highlighters (one per group)
- Lined paper or worksheets for responses
- Optional: sticky notes for marking red flags around the classroom

**Instructions**

How will you complete the activity?

- 1) Divide the class into groups of 3 or 4 and hand out one of the 3 text message conversation scenarios to each student.
- 2) Ask students to read each scenario carefully and discuss.
- 3) In each conversation, students should highlight any red flag phrases (pressuring, guilt-tripping, love bombing, threats, etc.).
- 4) On the same sheet or lined paper, students will write a short, assertive response to each situation that sets a boundary and maintains respectful communication.
- 5) Ask students to share one of their responses with their group, discussing whether it feels realistic and respectful.
- 6) Have each group come up with their own example of a text with red flag behaviour and give an assertive reply.
- 7) As a class, discuss what kinds of phrases or tactics were most commonly used to pressure someone, and how students responded.
- 8) Post one "healthy" reply from each student group on a class board or wall for peer learning.
- 9) Wrap up the activity with a whole-class debrief, emphasizing the importance of boundaries, consent, and knowing when to get help.

Reference

Consent and Boundary Reference Handout

Key Term	What It Means
Consent	Clear, freely given permission. It must be enthusiastic, ongoing, and specific.
Affirmative Consent	A direct "yes" from everyone involved. Silence or uncertainty is not consent.
Boundary	A personal limit that protects your comfort, safety, or well-being.
Emotional Boundary	Protects your feelings about what you're okay discussing or how you want to be treated.
Digital Boundary	Controls how your personal content, photos, or time are shared online.
Physical Boundary	Involves personal space, safe touch, and control over your body.
Respecting "No"	Accepting someone's limit without pressure, guilt, or argument.
Red Flag Behaviours	Signs of disrespect or manipulation (e.g., pressuring, guilt-tripping, threats).

Reference

Text Message Scenarios: Spot the Red Flags

Scenario	Conversation
Guilt-Tripping	Avery: You didn't reply for like two hours. Avery: I guess I don't matter to you anymore. Jordan: I was just at dinner with my family. Avery: You could've at least said something. You always ignore me now.
Love Bombing Pressure	Riley: You're the only one who really understands me. I've never felt this way before. Riley: I think we should hang out, just the two of us. Tell me you're sure if I'm ready for that. Taylor: Come on, it's not a big deal. You'd do it if you
Coercion	Kai: Just send me the picture. I promise I won't show anyone. Kai: It'll be just between us. I won't tell anyone. Morgan: I don't know, I don't want to send it. Kai: Don't be boring. You know you liked it.
Isolation	Sami: Why do you even hang out with them? Sami: They're a bad influence. I don't want to be hanging out with them anymore. Emery: They're my friends. Sami: If you cared about me, you'd listen.
Grooming Language	Unknown: Hey, I saw your profile. You seem really mature for your age. Unknown: I think we'd get along great. Can I message you privately? Alex: Who is this? Unknown: Just someone who knows a good person when they see one 😊

Reference

Text Message Response Sheet

Scenario	
1. You and your friend notice this message.	
2. How would you respond in a clear, respectful way? <i>Write your assertive response.</i>	
3. What boundary are you setting in your reply?	☐ Emotional ☐ Digital ☐ Physical ☐ Other: _____

Reflection

Answer the questions below.

1) What were some red flags you noticed in the conversations?

2) How did you decide where to set a boundary?

3) Which assertive response was most difficult to write? Why?

Word Scramble

Unscramble the words from the word bank.

WORD BANK

MANIPULATION

BOUNDARIES

PRESSURE

FLAG

GROOMING

CONSENT

ISOLATION

TRUST

COERCION

ASSERTIVE

RESPECT

COMMUNICATION

OISNTILOA

OITUCONACMIMN

SNIDABUROE

ITPNAUMOLAIN

ITARSVSEE

RCOOICEN

Rubric – Text Message Scenarios: Red Flag Responses

Criteria	1 – Needs Improvement	2 – Developing	3 – Proficient	4 – Excellent
Identifying Red Flags	Rarely identifies inappropriate or manipulative behaviours	Identifies some red flags but with limited explanation	Identifies most red flags with clear understanding	Accurately and thoroughly identifies all red flags with insightful reasoning
Assertive Responses	Responses are unclear and show lack of understanding of the situation	Attempts assertiveness but lacks clarity or respect	Responses are mostly clear, respectful, and assertive	Responses are confident, respectful, and model strong boundary-setting
Reflection Responses	Provides few or no reflections, or reflections are incomplete with minimal thought	Shows some understanding but lacks depth	Reflections are thoughtful and show personal insight	Reflections are thorough, insightful, and show deep understanding
Class Engagement	Rarely contributes and may be off-task or disruptive	Participates occasionally but needs reminders	Participates appropriately and contributes to group tasks	Fully engaged, encourages others, and shows leadership in group tasks

Teacher Comments**Mark****Student Reflection – How did you do on this assignment? What could you do better?**

Gender-Based Violence and Coercion

Understanding Gender-Based Violence and Coercion

Gender-based violence (GBV) happens when someone is hurt, threatened, or controlled because of their gender or sexuality. It can affect anyone, but it is most often experienced by girls and women. GBV is not just physical. It can include emotional harm, verbal abuse, and controlling behaviour. In Canada, nearly 1 in 3 women over age 15 has experienced some form of sexual violence. Understanding what this looks like is the first step in stopping it.

Spotting the Signs of Coercion and Control

Coercion is when someone is forced to do something they don't want to do using pressure, fear, or guilt. Relationships that look like someone is making all the decisions or taking someone's phone without asking, or asking themselves if their partner wants to break up, are not signs of love—they are signs of coercion.



- Controlling behaviour is a strong sign of coercion. It includes:
 - Telling a partner who they can and cannot talk to
 - Tracking where someone goes without their permission
 - Demanding passwords to social media or phones
 - Getting angry when someone says "no"
 - Using alcohol or drugs to pressure someone into having sex

How Pressure Makes It Harder to Say No

Sometimes people feel forced to do something because of peer pressure or cultural beliefs. For example, someone might think they "owe" their partner sex because they've been dating for a while. This is not true. Consent must be clear and can be taken back at any time.

Alcohol and drugs can also make things confusing. In Canada, sexual activity with someone who is drunk or high and cannot consent is considered assault. This is why it's important to watch for situations where someone might not be able to say "no."

Key Facts to Remember

- GBV can be physical, emotional, or sexual
- Coercion uses pressure or guilt to control others
- Controlling behaviour is a red flag in any relationship
- Consent must be given freely and can be taken back
- In Canada, it is illegal to have sex with someone who can't consent due to drugs or alcohol

True or False

Is the statement true or false?

1) Gender-based violence is always physical violence.	True	False
2) One in three Canadian women experience sexual violence.	True	False
3) Coercion means choosing freely without pressure.	True	False
4) Asking for someone's password is controlling behaviour.	True	False
5) GBV can happen to boys and girls.	True	False

Questions Answer the questions below.

1) What is GBV and who can it affect?

2) Describe two signs of controlling behaviour.

Word Search

Find the words in the wordsearch.

Gender	Alcohol
Violence	Drugs
Coercion	Threats
Consent	Abuse
Pressure	Behaviour
Control	Relationship

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

Exit Cards

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

Name: _____

Mark

Is the statement true (T) or false (F)?

1) It is legal to pressure someone who is drunk.

T

F

2) Pressuring someone is a kind of control.

T

F

3) GBV includes emotional and verbal harm.

T

F

4) A person must always feel safe to say no.

T

F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) It is legal to pressure someone who is drunk.

T

F

2) Pressuring someone is a kind of control.

T

F

3) GBV includes emotional and verbal harm.

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F

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3) GBV includes emotional and verbal harm.

T

F

4) A person must always feel safe to say no.

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F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) It is legal to pressure someone who is drunk.

T

F

2) Pressuring someone is a kind of control.

T

F

3) GBV includes emotional and verbal harm.

T

F

4) A person must always feel safe to say no.

T

F

Memory Game – Safety Strategies and Definitions

Objective

What are we learning about?

Students will build and reinforce their understanding of key safety-related terms and definitions through a fun, interactive memory game. This activity supports vocabulary retention and helps students recognize important language used in conversations about consent, boundaries, and safety.

Materials

What do you need for the activity?

- Memory Game cards with terms and definitions (provided)
- A small table or clear space for the game



Instructions

How will you complete the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
- 2) Have each group lay all the cards face down in a grid on a table.
- 3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After the game, review the terms and definitions with the class.
- 8) Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

ConsentSaying yes freely
and willinglyBuilding fake trust to take
advantage of someone**Assertive**Speaking clearly and
respectfully**Boundary**A personal line that
protects your comfort**Safe Adult**A grown-up you can trust
and go to for help**PREVIEW**

Cards

Memory Game Cards

Peer Pressure

Feeling pushed to do something by others

Ma n

Tricking or controlling someone unfairly

Harassment

reated unwanted attention that feels unsafe

Digital Safety

Making smart, positive choices online

Bystander

Someone who sees something happen but isn't involved

PREVIEW

Cards

Memory Game Cards

Upstander

A person who speaks
up to stop harm

Verbal Consent

Details like your
address or passwords

clear spoken "yes"

Non-Verbal Clues

Body language that shows
how someone feels

Unwanted Touch

Physical contact that
wasn't asked for or allowed

PREVIEW

What Is Discrimination and How Does It Affect People?

What Discrimination Really Means

Discrimination is when a person or group is treated unfairly or differently because of who they are. This can include things like race, gender, religion, age, disability, or sexual orientation. For example, if a teacher always picks students of one race to answer questions, or if a student is bullied because of their religion, that's both forms of discrimination. It can be direct, like name-calling or threats, or indirect, like being left out or ignored by others.



In Canada, there are laws to protect people from discrimination. The Canadian Human Rights Act says no one should be treated unfairly based on their identity. Still, discrimination happens every day in schools, workplaces, online, and even in public spaces.

Where Discrimination Can Happen

Discrimination doesn't always look the same. Sometimes it is obvious and hurtful, but other times it is harder to notice. It can happen in many places:

- Bullying someone because of how they look or speak
- Making jokes or comments about someone's background
- Not hiring someone because of their name or religion
- Schools banning hairstyles that are important to certain cultures
- Only including certain types of people in group activities

A survey by the Canadian Centre for Diversity and Inclusion found that 1 in 5 students in Canada say they have been treated unfairly at school because of their identity. It's important to understand the signs and stand up when we see it.

How to Be Part of the Change

Everyone has a role to play in stopping discrimination. That includes speaking up when something is unfair and making spaces more welcoming for everyone. You don't need to be the one being hurt to say something. Being an ally means supporting others and helping them feel safe and respected.

You can help by:

- Including people who are being left out
- Calling out unfair rules or comments
- Learning about cultures that are different from your own
- Standing up when you see bullying or unfair treatment
- Talking to a teacher or trusted adult when something feels wrong

Being kind, fair, and inclusive makes everyone feel like they belong.

Questions

Answer the questions below.

1) What is discrimination?

2) Give two examples of discrimination that could happen at school.

Cloze Test

Fill in the blanks with the correct words from the word bank.

Discrimination is unfair treatment based on race, gender, or

religion. In Canada, the _____ Human Rights Act

protects people from this. Still, many face discrimination in

schools and communities. Being an _____ is an opportunity

standing up for others. We all share the _____ responsibility

safe spaces where everyone has equal _____ and freedom.

they _____.

Belong

Canadian

Opportunity

Responsibility

True or False

Is the statement true or false?

1) Discrimination only happens to adults.

True

False

2) Teasing someone's accent is a form of discrimination.

True

False

3) Everyone can help stop unfair treatment.

True

False

4) Discrimination always involves physical violence.

True

False

5) Leaving someone out can be discrimination.

True

False

Exit Cards

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

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Identity can include gender, race, or ability.	T
	F
2) You should stay quiet if you see unfairness.	T
	F
3) Learning about other cultures can reduce discrimination.	T
	F
5) Schools are always inclusive to all students.	T
	F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Identity can include gender, race, or ability.	T
	F
2) You should stay quiet if you see unfairness.	T
	F
3) Learning about other cultures can reduce discrimination.	T
	F
5) Schools are always inclusive to all students.	T
	F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Identity can include gender, race, or ability.	T
	F
2) You should stay quiet if you see unfairness.	T
	F
3) Learning about other cultures can reduce discrimination.	T
	F
5) Schools are always inclusive to all students.	T
	F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Identity can include gender, race, or ability.	T
	F
2) You should stay quiet if you see unfairness.	T
	F
3) Learning about other cultures can reduce discrimination.	T
	F
5) Schools are always inclusive to all students.	T
	F

Role Play: Standing Up to Discrimination

Objective

What are we learning about?

Students will learn how to identify different forms of discrimination and practise respectful, supportive ways to interrupt harmful behaviour. Through role play, they will explore safe and effective allyship strategies and build the confidence to act when they witness unfair treatment.

Materials

What will you need for the activity?

- Slips of paper with discrimination scenarios (to be prepared in advance)
- Space to act out scenes (e.g., hallway)



Instructions

How will you complete it?

- 1) Begin with a short discussion about what discrimination means and the different forms it can take (e.g., race, gender, religion, appearance).
- 2) Divide students into small groups of 3-5.
- 3) Assign each group one type of discrimination or give them a scenario to act out.
- 4) Ask each group to create a short role-play scene (1-2 minutes) where one person experiences the discrimination and another person steps in supportively.
- 5) Remind students that the goal is to show a safe, respectful, and realistic way of interrupting the harmful behaviour.
- 6) Give students about 10-15 minutes to prepare their role-play, encouraging them to be thoughtful and respectful in their choices.
- 7) Each group performs their scene in front of the class.
- 8) After each performance, invite a short discussion: What worked? What other responses could have been effective?
- 9) After all performances, hand out the reflection questions.
- 10) Allow students to finish by choosing one of the drawing prompts to complete in a small space on their worksheet.

Reference

List of Discrimination Types

Type of Discrimination	Description
Racial Discrimination	Treating someone unfairly because of their race or skin colour.
Religious Discrimination	Excluding or mocking someone because of their religion or beliefs.
Gender Identity Discrimination	Mistreating someone for being transgender, non-binary, or not following gender expectations.
Sexual Orientation Discrimination	Bullying or excluding someone based on who they are attracted to.
Disability Discrimination	Making fun of or mistreating someone with a physical or mental disability.
Cultural Discrimination	Judging or excluding someone based on their language, customs, or cultural clothing.
Appearance-Based Discrimination	Bullying someone for their body size, hairstyle, or clothing.
Age Discrimination	Treating someone unfairly due to being younger or older.

Role Play

Scenarios

Scenario	Description
Race-Based Discrimination	During a group project, a student mocks a classmate's accent and says, "Do you even understand English well enough to help?" Others laugh, and the targeted student looks upset. No one speaks up.
Gender Stereotyping	A boy says, "Girls aren't strong enough to be on our team," and tries to exclude a girl from a competitive activity. The teacher overhears and intervenes.
Religious Discrimination	A student wearing a religious headscarf is being whispered about by two peers. They say, "Why does she have to wear that?" and giggle. The student hears them and looks embarrassed.
Disability Discrimination	A student with a learning disability asks for help during a class activity. Another student rolls their eyes and says, "Why is he even in this class if he can't keep up?" Others stay silent.

Scripts

Scenarios

Sexual Orientation

A student uses "That's so gay" as an insult when a classmate answers a question incorrectly. Some students laugh while others look uncomfortable but say nothing.

Body Shape

In the hallway, a group of students make fun of another student's body, whispering and laughing while pointing. The student hears them and quickly walks away.

Cultural Stereotyping

A student wears traditional clothing and classmates nearby say, "Ew, that smells so gross." "What is that?" They cover their noses and laugh, embarrassing the student.

**Gender Identity
(Transphobia)**

A student who uses they/them pronouns is repeatedly misgendered by classmates. Even after correcting them, one student says, "It's too confusing. I'll just call you 'he'."

**Socioeconomic
Discrimination**

A student without a smartphone or brand-name clothes is mocked when someone says, "You must be too poor to even have TikTok." The student looks hurt but says nothing.

Name: _____

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My Role

Draw a picture of your role during the role-play and write a paragraph about what you did.

PREVIEW

Rubric – Standing Up to Discrimination

Criteria	1 – Needs Improvement	2 – Developing	3 – Proficient	4 – Excellent
Understanding of Discrimination	Shows minimal understanding of the topic or uses inaccurate examples.	Shows basic understanding with limited clarity or detail.	Shows clear understanding with relevant examples.	Demonstrates deep understanding with accurate, insightful examples.
Respectful Ally	Does not include an appropriate or realistic intervention.	Includes an attempt to intervene but lacks clarity or realism.	Includes a respectful and realistic intervention.	Shows a strong, thoughtful, and respectful intervention that inspires others.
Group Collaboration	Group was disorganized and did not cooperate.	Group showed some collaboration but was not fully cooperative.	Group worked well together and shared roles fairly.	Group was highly cooperative, supportive, and collaborative.
Creativity and Effort	Scene was unclear or lacked effort.	Scene was somewhat creative.	Scene was creative and showed effort.	Scene was highly creative, engaging, and showed excellent effort.
Presentation Skills	Unclear delivery; hard to hear or understand.	Some clarity but limited expression or engagement.	Clear and engaging delivery.	Highly clear, expressive, and confidently presented.

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Stereotypes and Why They're Harmful

What Are Stereotypes and Where Do They Come From?

Stereotypes are ideas or beliefs that assume all people from a certain group are the same. These beliefs are often based on things like race, gender, religion, or where someone is from. They usually oversimplify people and don't leave room for personal differences. For example, saying "boys don't cry" or "girls aren't good at sports" are stereotypes that put unfair limits on how people should act.

Stereotypes can come from media, social media, history, or things passed down from family or friends. They can seem harmless at first, but they affect how people are treated and how they feel in daily life. When people believe stereotypes, they may not get to know others as individuals.

Why "Positive" Stereotypes Are Still Harmful

Some stereotypes sound like compliments, such as "Black people are great athletes" or "Asian students are good at math." Even though they may sound kind, these ideas are still harmful because they:

- Create pressure to perform in certain ways
- Ignore personal interests, talents, or abilities
- Make people feel like they have to "fit the mold"
- Treat individuals as if they're all the same
- Lead others to ignore when someone needs help

A study from the University of British Columbia found that students who feel pressured by stereotypes may experience more anxiety, stress, and lower self-esteem—even if the stereotype sounds "positive."

How Stereotypes Affect Our Thinking

When people believe stereotypes, they often act without realizing it. This is called "implicit bias." For example, a teacher might call on a student more often because of a stereotype about their background. Or a classmate might assume someone is bad at sports because of their size or gender. These actions can lead to unfair treatment and hurt feelings.

Ways to Challenge Stereotypes

Everyone can help stop stereotypes. You can start by:

- Getting to know people as individuals
- Not repeating or laughing at stereotype-based jokes
- Speaking up when you hear unfair comments
- Asking questions instead of making assumptions
- Learning about different cultures, identities, and experiences



Questions

Answer the questions below.

1) How are stereotypes harmful?

2) Give an example of a positive stereotype and explain why it is harmful.

Matching

Draw a line from the terms to their corresponding description.

Stereotype

Positive stereotype

Implicit bias

Media influence

Individuality

A judgement you may not notice
right away

Saying "all girls can't lead"

Treating someone based on a label, not
the person

Saying "Asians are nerdy"

Seeing someone for who they really are

True or False

Is the statement true or false?

1) Saying "girls can't lead" is a stereotype.	True	False
2) All people from one group are the same.	True	False
3) Positive stereotypes can create pressure and stress.	True	False
4) Stereotypes help people feel understood and respected.	True	False
5) Implicit bias is when actions are unfair but hidden.	True	False

Activity - Advice Column – Responding to Stereotypes**Objective**

What are we learning about?

Students will practise empathy and respectful communication by writing advice to fictional peers experiencing identity-based teasing or exclusion. Through "Dear Abby"-style responses, they will suggest positive, inclusive strategies that reflect critical thinking and anti-discrimination awareness.

Materials

What will you need for the activity?

- Printed "Dear Abby" style letters (5–6 fictional scenarios)
- Lined paper or index cards for writing replies
- Space for reflection and sharing

**Instructions**

How will you complete the activity?

- 1) Start with a short class discussion about what stereotypes are and how they can cause harm through exclusion, teasing, or discrimination.
- 2) Share examples of supportive, respectful advice-seeking and the tone of an advice column (helpful, kind, clear).
- 3) Hand out or display fictional advice-seeking letters (e.g., "My classmates say I act 'too smart' for a girl... What should I do?").
- 4) Ask each student to choose one letter (or assign them) and write a thoughtful response as if they are an advice columnist.
- 5) Their reply should: a) Use respectful and supportive language b) Acknowledge the feelings of the writer c) Offer at least one realistic strategy (e.g., assertive response, talking to a teacher, setting boundaries)
- 6) Encourage students to proofread their tone and make sure their advice is kind, not judgmental.
- 7) After writing, students can pair-share responses and reflect on different ways to help.
- 8) Lead a brief class conversation: "What makes advice helpful in tough situations?"

Reference

 Vocabulary Reference Sheet – Advice Column: Responding to Stereotypes

Word	Definition (Student-Friendly)
Stereotype	A fixed idea about a group of people that isn't always true or fair.
Discrimination	Unfair treatment of someone based on who they are (e.g., race, gender, ability, religion).
Bias	A preformed attitude that unfairly favours one group over another.
Exclusion	Leaving someone out on purpose, often because of their identity or background.
Empathy	Understanding and caring about how someone else feels.
Respect	Treating others with kindness and fairness, even if they are different from you.
Microaggression	A small action or comment that may seem harmless but can be hurtful or insulting.
Identity	The qualities, beliefs, and background that make a person who they are.
Assertive	Confidently standing up for yourself in a calm, respectful way.
Inclusive	Welcoming and valuing people from all backgrounds, without judgment.

Reference



Fictional Advice Letters Table – Responding to Stereotypes

#	Letter Title	Situation Summary	Signed By
1	Academic Stereotype	A student who enjoys learning is being teased as a “try-hard” and “teacher’s pet” and feels torn between doing well and keeping friends.	Tired of Being Teased
2	Gender Stereotype	A student who enjoys baking and art but is told those are “girl things,” and he feels pressured to “be a man” and “do sports” he loves.	Just Want to Be Me
3	Cultural Exclusion	A student brings a traditional lunch to school and is teased for the smells. Now they feel nervous about sharing their culture.	Feeling Left Out
4	Sports Stereotype	A girl who plays competitive sports is told girls aren’t as strong or competitive. She feels like she’s not taken seriously.	Proving Them Wrong
5	Quiet Student Assumption	A naturally quiet student is told to “speak up more” like others. They feel pressured and less comfortable participating.	Not Just Shy
6	Neighbourhood Judgment	A student is told they’re “well-spoken for someone from your area.” It feels off, but they’re unsure how to respond.	Confused and Upset

Reference

✉ Response to: "Feeling Left Out"

Date: June 24, 2025

Dear Feeling Left Out,

Thank you for writing in and sharing your experience. I want you to know that what happened to you at lunch was not okay, and your feelings are completely valid. Being laughed at for something that connects to your culture, especially food from home, can be hurtful and make you feel like you don't belong. But you do belong. Your culture and identity are something to be proud of.

Unfortunately, some people make rude or ignorant comments because they haven't learned to appreciate differences yet. When someone says food "smells weird," they really mean "it's unfamiliar to me." That doesn't make their comments right, but it's important to know that you need to grow. Your lunch is part of your story and your background. It's something unique that deserves respect, not teasing.

If you feel comfortable, one idea is to simply speak up and let people know that those kinds of comments are hurtful. You could say something like, "This food is special to me. I'd appreciate it if you didn't make fun of it." It might feel too hard in the moment, talking to a trusted teacher or adult could help you decide how to respond. Make sure it doesn't keep happening.

It may also help to connect with classmates who are open-minded about similar experiences. Sharing your culture with people who are already respectful can build stronger friendships. You could even turn the situation around by offering to explain what the dish is and where it's from, if that feels comfortable. Education is a powerful tool against ignorance.

In the end, please remember that you are not the problem—those who choose to mock what they don't understand are. Keep bringing your lunch with pride if that's what you want. You have every right to feel safe and respected for being yourself. You're not alone.

Sincerely,
Your Ally

Name: _____

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Reference

Letter-Writing Template

Dear _____

PREVIEW

Sincerely,

Reference



Empathy & Strategy Checklist – Advice Column Writing

Check Each Box That Applies to Your Response	
I used a kind and supportive tone throughout my letter.	
I acknowledged the feelings of the person who wrote the letter.	
I avoided blaming or judging the letter writer.	
I explained why the letter might be hurtful or unfair.	
I offered at least one specific, realistic strategy the person could try.	
I made sure the strategy is safe and realistic in the person's setting.	
I included a possible sentence or action the person could use in the situation.	
I encouraged the person to be proud of their identity or feelings.	
I avoided telling the person to "just ignore it."	
I showed understanding that these situations are complex and don't have easy answers.	

Reflection

Answer the questions below.

1) What was the issue in the letter you responded to?

2) How did you show empathy in your response?

3) Draw a kind and supportive response to someone being teased.

PREVIEW

Fact or Fiction - Discrimination and Stereotyping**Objective**

What are we learning about?

Students will analyze statements about discrimination and stereotyping, determine if they are factual or false, and explain their reasoning. This activity builds critical thinking, empathy, and encourages respectful discussion around inclusion, fairness, and harmful assumptions.

Materials

What will you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the room for the 'Fact' and 'Fiction' signs, allowing students to move to either side

**Instructions**

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each statement is shared.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Keep score of your correct answers.

Fact or Fiction

Read the statements to the class.

#	Statement	Answer
1	Assuming someone's abilities based on their appearance is a form of bias.	Fact
2	If it's a joke, it can't be discrimination.	Fiction
3	Everyone has stereotypes, even if they don't mean to.	Fact
4	Stereotypes are always negative.	Fiction
5	Standing up for someone who is targeted can make a difference.	Fact
6	Discrimination only applies to adults.	Fiction
7	Discrimination can happen online as well as in person.	Fact
8	It's not discrimination if it happens once.	Fiction
9	Stereotyping can lead to unfair treatment.	Fact
10	Only people from minority groups experience discrimination.	Fiction
11	People can face discrimination because of their religion.	Fact
12	Discrimination only happens between strangers.	Fiction
13	You can respectfully challenge a stereotype when you hear one.	Fact
14	It's okay to stereotype if you say "I was just kidding."	Fiction
15	Treating someone differently because of their gender identity is discrimination.	Fact
16	All stereotypes are based on truth.	Fiction
17	Discrimination can affect someone's mental health.	Fact
18	You should never get involved if someone else is being mistreated.	Fiction
19	Teachers and students can both be part of stopping discrimination.	Fact
20	You should always laugh along to avoid being a target of discrimination.	Fiction

Meme Redesign: Turn a Harmful Message Into a Healthy One

Objective

What are we learning about?

To help students critically analyze harmful messages in popular media and transform them into positive, respectful messages that support inclusion, consent, and healthy identity development.

Materials

What will you need for the activity?

- Printed examples of outdated or harmful memes or phrases
- Blank paper or meme templates
- Markers, pens, and colored supplies
- (Optional) Access to school computer or digital meme generators or digital drawing tools
- Scissors and glue (if using printed images)



Instructions

How will you complete the activity?

- 1) Begin with a short discussion on how media and messages influence thoughts about gender, identity, and relationships.
- 2) Show 4–6 examples of outdated or harmful messages, such as, "boys don't cry," "no means try harder," "man up," "girls are too emotional."
- 3) As a class, talk about why each example is harmful or untrue and how it might be affected by it.
- 4) Ask students to choose one meme or phrase they want to "redeign."
- 5) On a blank piece of paper or template, they will draw or digitally remake the meme, flipping the message to promote respect, consent, and empathy (e.g., change "boys don't cry" to "All feelings are human").
- 6) Students must include both an image and a caption in their redesigned meme.
- 7) Encourage creative, empowering, and inclusive messages in their final designs.
- 8) Once done, have students present their redesign and explain the original harm and their intention in the positive version.
- 9) Display their redesigns around the classroom or school hallways to promote healthy relationship values.
- 10) End with a class circle or journal reflection on how media impacts how we treat others and ourselves.

Reference

Examples of Harmful Memes or Phrases

Harmful Phrase or Meme	Why It's Harmful
"Boys don't cry."	Reinforces harmful gender norms and discourages emotional expression in boys.
"No, try harder."	Promotes disrespect of boundaries and ignores consent.
"Men are tough."	Pressures boys to suppress emotions and act "tough."
"You throw like a girl."	Stereotypes girls and reinforces sexist stereotypes.
"Don't be so sensitive."	Invalidates someone's emotions and experiences.
"She asked for it."	Blames victims and promotes harmful views about assault and consent.
"Real men don't back down."	Promotes aggression and discourages conflict resolution.
"Girls are too emotional."	Generalises based on gender and dismisses emotional experiences.
"Friend zone = rejection."	Suggests people are owed romantic relationships, dismissing autonomy and boundaries.
"All guys only want one thing."	Stereotypes boys and reduces their identity to harmful assumptions.

Reference

Elaborated example

Category	Content
Harmful Phrase	No means try harder.
Why It's Harmful	- Disrespects personal boundaries - Undermines the concept of consent - Implies persistence is more important than respecting a clear refusal - Encourages coercive and manipulative behaviour - Sends a dangerous message about relationships and communication
Respectful Redesigns	- No means no. - Respect the answer. Respect the person. - Listening is strength. Respect is power. - Real strength is accepting boundaries. - Consent is clear, kind, and final.

Reference

Empowering Alternatives / Positive Message Starters

Outdated or Harmful Message	Empowering Alternative
"Boys don't cry"	"All feelings are human"
"Man up"	"It's strong to ask for help"
"No means no—hard"	"No means no—always"
"Girls are too emotional"	"Emotions are a strength, not a weakness"
"Real men don't talk about feelings"	"Real strength is sharing honestly"
"She's asking for it"	"Respect always starts with consent"
"You throw like a girl"	"Girls are powerful athletes"
"You're too sensitive"	"Everyone's feelings matter"
"That's so gay" (used as insult)	"All identities deserve respect"
"Toughen up"	"It's okay to be vulnerable"

Reference



Success Criteria Checklist – Meme Redesign

Criteria	✓
I identified a harmful or outdated message in a meme or phrase	
I clearly explained why the original message is harmful	
I redesigned the message to show a respectful, inclusive message	
My new message supports healthy relationships and consent	
I used thoughtful, positive wording in my redesign	
My image or drawing supports the new message	
I made sure my redesign includes everyone and avoids stereotypes	
I checked my spelling, grammar, and clarity	
I can explain the meaning of my redesigned message	
I reflected on how media influences behaviour and relationships	

Reflection

Answer the questions below.

1) What harmful message did your original meme or phrase send?

2) Who might be hurt or excluded by the original message?

3) Do you think we are living in a more or less likely to use these types of stereotypes versus 10-20 years ago?

Word Search

Find the words in the wordsearch.

Consent	Equality
Respect	Integrity
Boundaries	Compassion
Empathy	Assertive
Inclusion	Identity
Stereotype	Media

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

Story - Microaggressions: Small Comments, Big Impact

Jasmin had just moved to Toronto from Vancouver. Her parents were born in Canada, and so were her grandparents. But by her second week at school, she had already heard the same question five times: "Where are you really from?"

At first, she smiled politely and said, "I'm from Vancouver." Every time someone added, "No, like original Vancouver," it felt like they didn't believe her answer.



What Jasmin was experiencing is called a microaggression. Microaggressions are small comments or actions that may not seem to mean on purpose, but they still hurt. They often happen based on someone's race, ethnicity, religion, disability, or sexual orientation.

For example, asking a person, "Where are you from?" or telling a girl, "You're strong—for a girl," are both microaggressions. Even though they might seem like casual comments, they can make people feel excluded or hurt.

According to the Canadian Centre for Diversity and Inclusion, 70% of racialized youth say they've experienced microaggressions at school. These experiences can cause stress, lower self-esteem, and make students feel like they don't belong.

Jasmin started noticing more examples. A teacher always mispronounced her friend Ahmed's name, even after being corrected. Another classmate said, "You're strong for a girl," to a student who had just come out. No one screamed or called names—but these comments still felt real.

Jasmin decided to speak up. During a group project, when someone asked her where she was "really from," she gently replied, "I know you didn't mean anything by it, but that question makes people feel like they don't belong. I'm Canadian, just like you."

The room got quiet. Then someone said, "I never thought of it that way. Thanks for telling me."

That moment didn't change everything, but it was a start. Understanding the difference between impact and intent is key. Even if a comment wasn't meant to hurt, it can still cause harm. The respectful thing to do is to listen, learn, and try to do better next time.

Small actions can make a big difference—and help everyone feel like they belong.

Questions

Answer the questions below.

1) What is a microaggression?

2) Give an example of a microaggression from the story. Why is it harmful?

Word Search

Find words related to microaggression.

Statistics	Speak
Triggered	Professional
Website	Office
Hopelessness	Connected
Confidentiality	Community
Conversations	Counselor

**True or False**

Is the statement true or false?

1) Microaggressions are always meant to be hurtful.	True	False
2) "Where are you really from?" is a microaggression.	True	False
3) Microaggressions can affect how someone feels at school.	True	False
4) Assuming someone's gender is a type of microaggression.	True	False
5) Microaggressions can come from classmates or teachers.	True	False

Responding to Bullying: Bystanders, Allies, and Advocates

Understanding the Role of Bystanders

When bullying happens, it's rarely just between the person bullying and the person being bullied. Often, other people are nearby watching. These people are called bystanders. Bystanders might stay silent, laugh along, or walk away. Even if they don't mean to cause harm, doing nothing can make bullying worse. Studies show that bullying stops within 10 seconds more than half the time when a peer steps in.



Bystanders have a choice: they can ignore the situation, or they can become upstanders—people who speak up or take action to help. Becoming an upstander doesn't mean confronting the bully directly. It can mean quietly helping the person being bullied or reporting what you saw to an adult.

Ways to Safely Step In

There are many ways to respond if you see someone being bullied. Not all of them involve risk or direct confrontation. Here are some safe and effective actions:

- **Distract:** Change the subject or say something to change the matter.
- **Support:** Stand beside the person being bullied. Look to the bully and speak up.
- **Report:** Tell a trusted adult, teacher, or counselor.
- **Include:** Invite the person being targeted to join you.
- **Speak up:** If safe, say something like "That's not okay" or "Stop it."

Even small actions can make a big difference. The person being bullied might feel safer, and others might follow your example.

Becoming an Ally or Advocate

An ally is someone who supports others and works to stop unfair treatment. Allies notice when something is wrong and find ways to help safely. An advocate takes things further—by speaking out for change in the school or community. For example, an advocate might help start an anti-bullying campaign or write a message for the school newspaper.

According to PREVNet (Promoting Relationships and Eliminating Violence Network), about 75% of students say they've seen bullying happen. That means most students will have a chance to be an ally, upstander, or advocate at some point. Learning how to respond in safe and respectful ways helps create a school environment where everyone feels safer and more included.

True or False

Is the statement true or false?

1) Bystanders are people who ignore bullying.	True	False
2) Bullying is only a problem between two people.	True	False
3) Most bullying happens when no one is watching.	True	False
4) Standing beside someone is a way to support them.	True	False
5) Reporting bullying is tattling and not helpful.	True	False

Question Write the answers to the questions below.

1) What is a bystander? What are some situations where bystanders are not helpful? Why are they not helpful?

2) What is the difference between an ally and an advocate?

Word Search

Find the words in the wordsearch.

Bystander	Distraction
Upstander	Reporting
Bullying	Escalation
Advocate	Inclusion
Ally	Peer
Support	Distract

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

Practising Consent in Everyday Life

Consent Happens Every Day

Consent means giving permission for something to happen. While many people hear about consent in dating, it actually comes up in many daily situations. You show consent when you ask someone before hugging them, borrowing their phone, or sharing a secret. Consent helps build respectful, safe, and trusting relationships with friends, family, classmates, and others.



In a survey by the Women's Foundation, only 1 in 3 teens said they fully understood what consent means. That's a problem, because without clear consent, people can feel disrespected, uncomfortable, or even unsafe. Students need to know that consent isn't only about sex topics—it happens every day.

What Consent Really Means

Consent is not just a quick "yes." It must be freely given, ongoing, and respectful. Someone should never feel pressured or forced to say "yes." Consent also means that people can change their mind at any time.

Here are key facts about consent:

- Consent must be given freely. No one should be forced or pressured.
- It must be clear. Silence or "I guess" is not consent.
- It should be specific. Saying "yes" to one thing doesn't mean "yes" to everything.
- It can be taken back. People can say "stop" at any time.
- You should always ask first. Never assume someone is okay with something.

These rules apply whether you're asking for a high-five, a hug, or to borrow someone's stuff.

Learning to Respect "No"

A big part of consent is learning how to respect when someone says "no." You don't need to argue, pressure them, or take it personally. Saying "no" is a right. If you ask to borrow a pencil and they say "no," your job is to say, "Okay, no problem," and move on.

Real-life examples make it easier to understand. Imagine your friend looks upset. Instead of hugging them right away, you ask, "Do you want a hug?" If they say yes, great. If they say no, you've still done the right thing—because you respected their choice.

Practising consent every day helps make schools and friendships stronger and safer for everyone.

True or False

Is the statement true or false?

1) Consent means giving permission clearly and freely.	True	False
2) You should always assume someone is okay with touch.	True	False
3) Consent can only be used in dating situations.	True	False
4) People can change their minds after saying yes.	True	False
5) Saying "no" is a normal and healthy response.	True	False

Question: Answer the questions below.

1) What does consent mean in your own words?

2) Why is consent important in different situations?

Visualizing

Draw what you were picturing while you were reading the picture.

Affirmative Consent and “Yes Means Yes” Culture

Understanding Affirmative Consent

Affirmative consent means both people clearly say “yes” to what is happening. It’s not just about avoiding a “no”—it’s about making sure everyone involved agrees and feels safe. Saying “yes” should be clear, enthusiastic, and ongoing. This means a person can change their mind at any time. If someone is silent, unsure, afraid, or feels pressured, that is not consent.



The concept of affirmative consent is part of a culture that promotes respect and safety. This culture says people must give and that permission must be clear—not guessed. In Canada, the law says that consent must be voluntary and informed. This means both people must fully understand what they are agreeing to and want to take part freely.

Why Silence Isn't Enough

Some people think that if someone doesn't say "no," then it's okay to move forward. But this is wrong and unsafe. Silence often means a person is scared, nervous, or unsure of how to say "no." That's why it's important to always get a clear "yes" before doing anything physical or intimate.

Consent also applies in digital situations. For example, sending or asking for sexual pictures (called sexting) must include clear permission. No one should be forced or tricked into sharing private content.

Where Consent Matters

Affirmative consent isn't just about romantic or sexual situations—it also applies to everyday relationships like friendships, school settings, and online chats. Respecting personal space and choices is a basic part of healthy communication.

Here are some places where affirmative consent should always be used:

- Dating relationships (before any touching, kissing, or sexual activity)
- Online messaging (before sending photos or asking for pictures)
- In-person friendships (before hugging or touching)
- Group situations (like parties, school events, or hangouts)

Key Facts Students Should Know

- In Canada, the legal age of consent is 16 years old, with exceptions for close-in-age teens.
- Consent cannot be given if someone is drunk, high, or asleep.
- About 1 in 3 Canadian teens say they don't fully understand what consent means.
- In a 2022 survey, 47% of teens said they had felt pressured to do something sexual.
- Consent should be asked for every time—you can't assume it based on the past.

True or False

Is the statement true or false?

1) Silence always means someone agrees.	True	False
2) Consent must be ongoing and enthusiastic.	True	False
3) You can assume consent based on past actions.	True	False
4) You must ask for consent each time.	True	False
5) "Yes, means yes" encourages respect and clarity.	True	False

Questions Answer the questions below.

1) What does affirmative consent mean?

2) What does the phrase "yes means yes" mean?

Word Scramble

Unscramble the words from the word bank

WORD BANK

CONSENT	SILENCE	VOLUNTARY	SAFETY
RESPECT	DIGITAL	COMMUNICATION	PERMISSION
PRESSURE	LEGAL	RELATIONSHIP	CULTURE

ISIERPSMON		CLENSIE	
UAROLYNVT		GDIIATL	
REPSRUSE		LATNISERIOHP	

Recognizing Emotional Manipulation in Relationships

What Emotional Manipulation Looks Like

Emotional manipulation happens when someone uses feelings to control or hurt another person. It often happens in relationships, but not always romantic ones. Friends, classmates, or even family members can use emotional manipulation. This behaviour is harmful because it can make people feel confused, guilty, or like everything is their fault. It's important to learn the signs so you can protect yourself.



One common type is guilt tripping. This happens when someone makes you feel bad for not doing what they want. For example, they might say, "If you really cared about me, you would..." to make you feel guilty and give in.

Another form is gaslighting. This is when someone lies or twists the truth to make you doubt your memory or feelings. For example, a person might say, "You're just being too sensitive" when they hurt your feelings, making you question what actually happened.

Silent treatment is also a form of manipulation. This is when someone ignores you on purpose to punish you or get their way. It can make you feel lonely, anxious, or desperate to fix things—even when you didn't do anything wrong.

How to Tell if It's Manipulation

Not all conflicts are manipulation, but if someone keeps trying to control how you feel or act, it might be emotional abuse. You might feel like you're "walking on eggshells" because your feelings don't matter. Here are some common signs:

- They make you feel guilty for setting boundaries.
- They blame you for everything, even their actions.
- They lie or leave out key details.
- They use love or friendship to get what they want.
- They often play the victim to avoid responsibility.

What You Can Do

Recognizing manipulation is the first step. It's okay to stand up for yourself and ask for help. Talk to a parent, teacher, or school counsellor. Setting limits—called boundaries—helps protect your emotions. You can say things like, "I don't like it when you ignore me" or "I need time to think about this."

In Canada, schools teach about healthy relationships to help students learn self-awareness and how to handle pressure or manipulation. You deserve to feel safe, heard, and respected in every relationship.

True or False

Is the statement true or false?

1) Gaslighting makes people question their own memory.	True	False
2) Silent treatment is a healthy way to solve problems.	True	False
3) Emotional manipulation only happens in romantic relationships.	True	False
4) Guilt-tripping can make someone feel ashamed.	True	False
5) Blaming others for everything is a sign of manipulation.	True	False

Questions Answer the questions below.

1) What is guilt-tripping? Give an example.

2) How does gaslighting affect someone?

Word Search

Find the words in the wordsearch.

Sleep	Confused
Guilt	Control
Gaslighting	Blame
Boundaries	Victim
Emotions	Assertiveness
Respect	Support

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

Four Corners: What Would You Do?

Objective

What are we learning about?

Students will explore real-life social and safety situations by choosing their response and discussing their reasoning. This activity encourages self-awareness, respectful dialogue, and critical thinking about discrimination, consent, and decision-making.

Materials

What do you need for the activity?

- A list of questions
- Labels for each corner (A, B, C, D)



Instructions

How will you complete the activity?

- 1) Prepare the classroom by labelling each corner with A, B, C, and D.
- 2) Explain to the students that you will read out questions relating to real-life social and safety situations, and each question will have four options.
- 3) When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
- 4) Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
- 5) Repeat with different questions to reinforce their understanding of concepts.

#	Scenario Question	A	B	C	D
1	A friend makes a racist joke.	Say nothing	Laugh	Ask to stop	Report it
2	Someone is excluded from a party.	Go anyway	Ignore it	Ask host	Don't go
3	Classmate teased for how they dress.	Join in	Stay silent	Include them	Tell adult
4	Friend messages you late at night.	Ignore them	Block them	Ask to stop	Tell adult
5	Someone copies your homework.	Let them	Say no softly	Say no firmly	Tell teacher
6	You hear a rumor type.	Stay silent	Stay silent	Speak up	Change topic
7	Classmate keeps touching you.	Push it away	Remind them	Report it	
8	Friend posts your photo without asking.	It's fine	Ignore it	Ask to remove	Report it
9	Group chat excludes someone.	Join in	Ignore it	Add them	
10	Friend jokes about disability.	Laugh	Stay quiet	Speak up	Tell adult
11	You offend someone by accident.	Get upset	Say nothing	Apologize	Tell them
12	Friend looks uncomfortable in a game.	Ignore it	Keep playing	Check in	Speak up
13	You want to hug a friend.	Hug them	Ask first	Offer high-five	Do nothing
14	Classmates mock an accent.	Stay quiet	Joke along	Support them	Report it
15	You see hallway bullying.	Walk past	Watch silently	Check in	Get help

Unit Test – Social and Community Health Unit

Multiple Choice

/10

Mark

/ 10

Total

/ 35

1) What does setting boundaries help reduce? a) Conflict b) Power c) Grades d) Discipline	2) What percentage of teens feel grooming starts friendly? a) 80% b) 25% c) 55% d) 35%
3) What can happen to your private thoughts? a) Verbal b) Physical c) Digital d) Emotional	4) What can affect ability to give consent? a) Power imbalance b) Texting c) Eye contact d) New friendships
5) What is not a sign of manipulation? a) They blame you for everything. b) They say, "hi" every time they see you c) They make you feel guilty for setting boundaries. d) They lie or leave out key details.	6) Which is a form of coercion? a) Guilt b) Flattering c) Laughing d) Explaining
7) What can boost listener attention by 55%? a) Standing still b) Shouting c) Eye contact d) Texting	8) What is a clear sign of manipulation? a) Debating b) Explaining c) Complimenting d) Gaslighting
9) Which is a step in saying "No"? a) Firm voice b) Loud laugh c) Quick nod d) Look away	10) What law protects Canadians from discrimination? A. Human Rights Act B. Education Act C. Online Safety Law D. Justice Code

True or False

Is the statement true or false?

Mark

/ 5

1) Boundaries help reduce conflict and improve self-esteem.	True	False
2) Silence is a clear way of giving consent.	True	False
3) Identity-based bullying targets changeable behaviours or habits.	True	False
4) Gaslighting makes people doubt their feelings and memories.	True	False
5) Healthy relationships include pressure and guilt to show love.	True	False

Matching

Match the term with its best description.

Mark

/ 5

Physical boundary

Grooming

Emotional
manipulation

Power imbalance

Affirmative consent

When someone uses praise or
flattery to manipulate youClear, explicit, and freely
and ongoingDistance or safe touch limits to
protect your bodyUnequal control due to age, status, or
strengthUsing guilt or twisting facts to hurt
feelings

Define

What do the terms below mean?

Mark

/ 6

Term	Definition – What does it mean?
Stereotype	
Affirmative conser	
Upst	

Short Answer

Answer the questions below – Each question is worth 3 marks.

Mark

/ 9

1) What are digital boundaries? List 2

2) How does emotional manipulation affect someone's mental health?

3) What's the difference between a stereotype and a personal opinion?
