



# Preview – Information



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

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

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

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

[rob@supersimplesheets.com](mailto:rob@supersimplesheets.com)



# Google Slides Lessons Preview



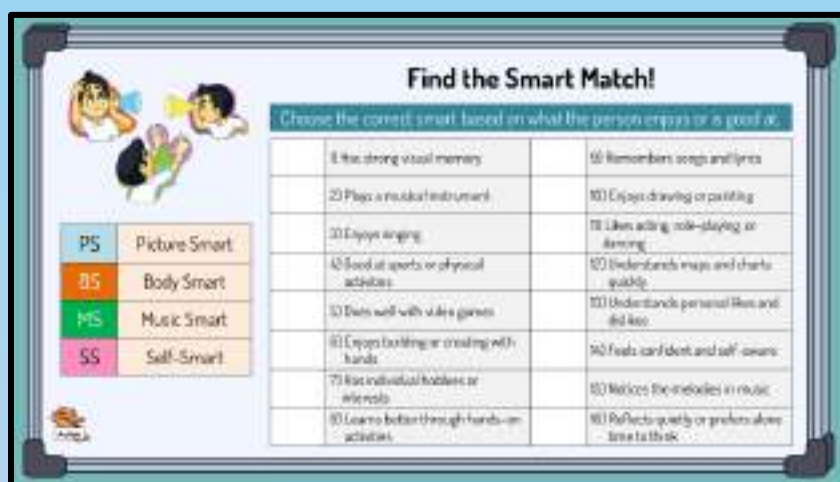
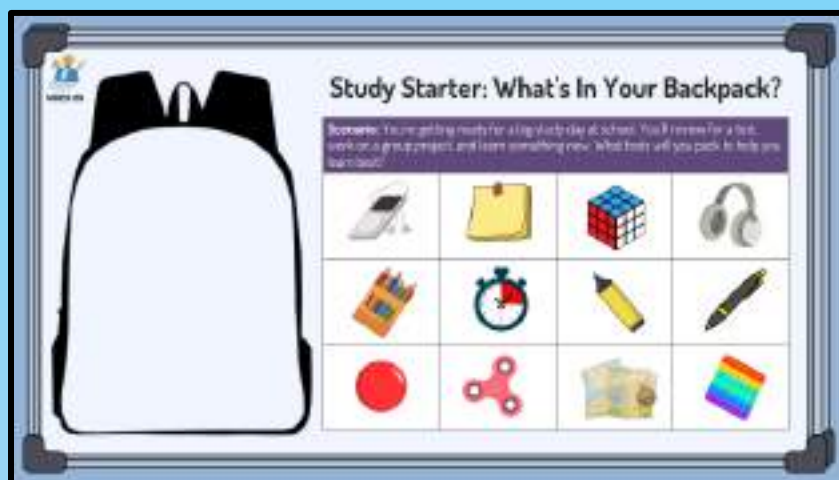


# Alberta Health & Wellness Life Learning Choices Unit – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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

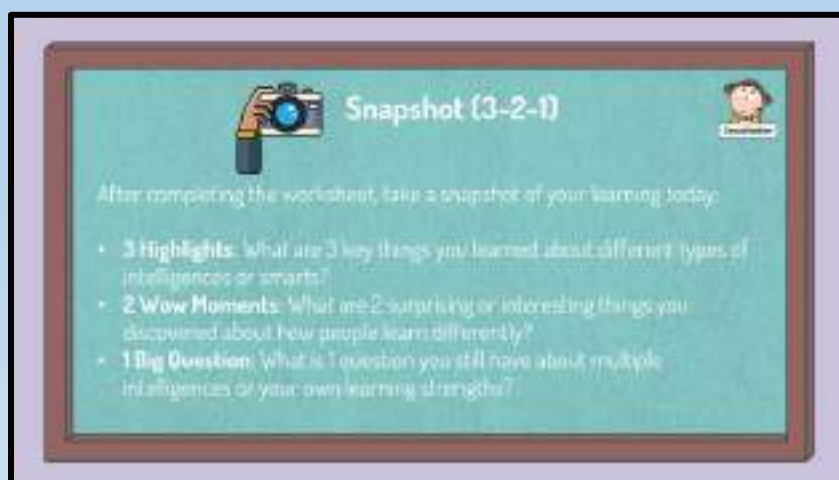


### Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

### Part 3 – Consolidation!


- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary





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

### What You Tell Yourself Matters



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

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

### Study Match-Up

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

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

### Better Choice, Better Outcome

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

Scenario	Better Choice	Positive Outcome
Scenario 1: A friend wants to post a video of you without asking.	Ask them not to post it.	You stay safe and all have fun.
Scenario 2: You're invited to play a game that's rated too old for you.	Say the game is too old for you.	You stay safe and all have fun.
Scenario 3: Someone asks to copy your homework.	Suggest a different game.	You stay safe and all have fun.
Scenario 4: A group chat starts teasing a student.	Tell the truth.	You stay safe and all have fun.
Scenario 5: Your friend pressures you to be to a teacher.	Ask them not to post it.	You stay safe and all have fun.
Scenario 6: Someone makes a joke that crosses a line.	Say the game is too old for you.	You stay safe and all have fun.





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

**Sort It Out: Portfolio Edition**

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

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

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

**Sorting Jobs Through Time**

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

Timeline: 2000 – Jobs from the Past   2020 – Jobs Common Today   2040 – Future Jobs

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

**Use Your Strengths to Help**

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

A Friendly	G Helpful
B Reliable	H Organized
C Welcoming	I Creative
D Gets distracted easily	J Caring and Supportive
E Confident speaker	K Artistic
F Overthinks	L Observant

31 A group is confused about organizing their project.  
40 A student dropped their books in the hallway.  
51 A new student is looking for a friend.  
61 A poster needs to be made for an event.  
70 The class needs a fun idea for a school spirit day.  
81 A classroom is upset after a bad test result.  
91 The recycling bin is full and messy.  
100 The library needs volunteers to sort books.

♥ 🤝 ♥



# Workbook Preview



# Grade 7 – Health Unit

## Life Learning Choices

Learning Strategies		Students will make responsible and informed choices to maintain health and to promote safety for self and others.
	Skill and Procedures	Pages
L7.1	Determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest	6-12, 21-26, 46-50
L7.2		1-26
L7.3		2-45,
L7.4		40-44, 79-82
	personal interests, aptitudes and skills	
L7.5	Update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths	57-60
L7.6	Investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media	69-78
L7.7	Relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community	79-105
L7.8	Investigate the characteristics of a mentor, and practise mentorship in a group setting	69-73, 94-95

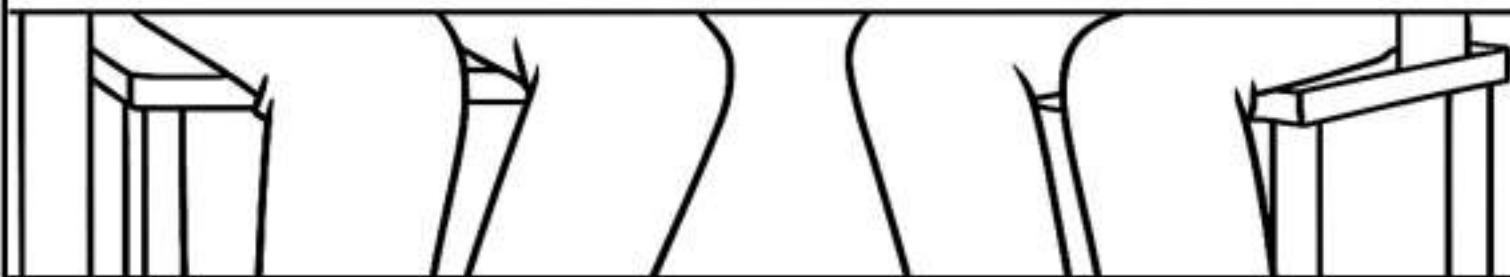
Preview of 75 pages from  
this product that contains  
132 pages total.



NAME: \_\_\_\_\_

# Life Learning Choices

**PREVIEW**





## Learning in Different Ways

### What Are Learning Styles?

Everyone learns in their own way. Some students remember things better when they see them, others when they hear them, and some when they do something with their hands. These are called learning styles. The three most common types are:

**Visual learners** – Learn best by seeing.

- Diagrams, pictures, and charts
- Reading and writing
- Colourful notes and mind maps

**Auditory learners** – Learn best by hearing.

- Listening to lectures and recordings
- Group discussions
- Using music to remember

**Kinesthetic learners** – Learn best by doing.

- Hands-on activities
- Acting, building, or role playing
- Moving around while studying

### How Learning Styles Affect Study Habits

Knowing your learning style can help you study smarter. Here's how each type might approach learning:

- A **visual learner** might draw charts, use sticky notes, or write ideas with colourful markers.
- An **auditory learner** could record themselves reading aloud or talk through concepts with a classmate.
- A **kinesthetic learner** might act out scenes, build models, or take notes while reviewing notes.

### Facts About Learning Styles

- About **65%** of people are visual learners.
- Around **30%** are auditory learners.
- Only about **5%** are mainly kinesthetic learners.
- Many people are **combination learners**. This means that students might find success mixing techniques—like drawing diagrams while talking through the steps.

### Why It Matters

Understanding how your brain works helps you choose study habits that actually work for you. Students who know their learning style are more likely to feel confident, enjoy school more, and manage their time better. Learning becomes less stressful and more fun when you know how your mind works best. Discovering your style early can lead to success inside and outside the classroom.



**PREVIEW**

**True or False**

Is the statement true or false?

1) Everyone has only one learning style.	True	False
2) Visual learners remember best through diagrams.	True	False
3) Auditory learners prefer silence when studying.	True	False
4) Kinesthetic learners learn better by doing activities.	True	False
5) Knowing your learning style can improve your grades.	True	False

**Identify**

Identify the situation and put a ✓ in the box to show whether it fits the learning

	Visual	Auditory	Kinesthetic
1) Uses picture flash cards to			
2) Listens to recorded notes			
3) Builds a volcano model.			
4) Reviews with highlighters and charts			
5) Walks while saying notes aloud.			
6) Watches a video lesson			
7) Repeats vocabulary words out loud			
8) Learns through science experiments.			

**Questions**

Answer the questions below.

1) Why is it helpful to know your learning style?

---



---



---

2) Why might someone use more than one learning style?

---



---



---



## Discover Your Learning Style

**Objective**

What are we learning about?

Students will complete a learning style quiz to identify whether they are visual, auditory, kinesthetic, or multimodal learners. They will reflect on how this understanding can help them study more effectively and feel more confident in class.

**Materials** What do you need for the activity?

- Printed copies of the Learning Style Quiz (or display on a large board)
- Pens or pencils
- Paper for reflecting on results
- Optional: Learning style cards for class discussion

**Instructions**

How will you complete the activity?

1. Begin with a short discussion:
2. Ask students, "Have you ever noticed you remember things better when you see, hear, or do them?" Explain that this activity will help them identify their preferred way of learning.
3. Hand out the Learning Style Quiz or read the questions aloud to the class if printed copies aren't available.
4. Ask students to choose A, B, or C for each of the 20 questions.
5. After completing the quiz, have students count how many A's, B's, and C's they selected.
  - a) Share the Scoring Guide:
    - Mostly A: Visual Learner
    - Mostly B: Auditory Learner
    - Mostly C: Kinesthetic Learner
    - Mixed answers: Multimodal Learner
6. Lead a class discussion:
7. Ask students to raise hands to show which learning style they got. Talk briefly about strategies that work best for each style.

**Learning  
Style Quiz**

Answer honestly based on what you usually prefer. Keep track of how many of each letter you choose.

	Question	A (Visual)	B (Auditory)	C (Kinesthetic)
1)	I remember things best when I:	Read about them	Hear them explained	Try doing them
2)	In class, I like it when the teacher:	Uses diagrams and charts	Gives a lecture or tells stories	Lets us do experiments
3)	If I have to follow directions, I prefer:	Written instructions with pictures	Someone telling me step-by-step	Figuring it out by trying it
4)	When I read a story, I:	Picture it in my head	Hear the characters' voices	Imagine acting it out
5)	I study by:	Use flashcards or highlighters	Read my notes aloud	Move around while I study
6)	I enjoy:	Reading or drawing	Listening to music or podcasts	Building or crafting things
7)	When I learn something new, I like to:	Watch someone do it	Listen to an explanation	Jump in and try
8)	I remember things from a video by:	The visuals and actions	The narrator's voice	The actions or steps shown
9)	In a group project, I usually:	Design or plan things	Present or talk	Do the hands-on work
10)	My notes usually include:	Colours, symbols, and diagrams	Full sentences and facts	Quick keywords or sketches
11)	When solving a problem, I:	Draw or write it out	Think it through	Use objects or try it physically
12)	My ideal classroom would include:	Posters, charts, and quiet reading	Podcasts, music, or discussion	Field trips, movement
13)	I prefer teachers who:	Use the board or slides	Talk clearly and tell stories	Let us act out or act stories
14)	My desk or locker usually has:	Neatly written notes and visuals	Audio notes or reminders	Things I can touch from
15)	When someone gives me directions, I:	Like them written down	Like them spoken	Don't need them—just let me try
16)	I relax by:	Watching a movie or drawing	Talking or listening to music	Doing sports or walking
17)	I do best on a test when I:	Study with notes and visuals	Study by explaining it aloud	Study by doing activities or teaching it
18)	I think best when:	I'm writing or doodling	I'm talking it out	I'm walking or moving
19)	In free time I enjoy:	Looking at magazines or reading	Listening to audio or chatting	Building LEGO or dancing
20)	When learning a new skill, I want to:	See a step-by-step video	Have someone talk me through it	Try and figure it out hands-on



**My Learning Style Result****Mostly A's**  
*Visual Learner*

If you're a Visual Learner, you learn best through pictures, diagrams, reading, and writing.

**Mostly B's**  
*Auditory Learner*

If you're an Auditory Learner, you remember best when you hear or say things out loud.

**Mostly C's**  
*Kinesthetic Learner*

If you're a Kinesthetic Learner, hands-on activities and movement help you understand best.

**A Mix of A's, B's, & C's**  
*Multimodal Learner*

If you're a Multimodal Learner, you learn well using a mix of styles.

**Reflection**

Write your reflections below.

1) Which learning style do you think you are? In?

2) Do you agree with your result? Why or why not?

2) What is one way you already use your learning style to help you study?

4) What is one new strategy you'd like to try based on your result?

## Story: Identifying My Learning Style

### Aiden's Learning Style Surprise

Aiden always worked hard in school, but studying for tests often felt confusing and frustrating. No matter how much he tried, he couldn't remember everything he needed to remember. His younger sister could read something once and remember it right away. Aiden had to read his notes again and again—and still forgot most of it. He became discouraged and wonder if he just wasn't a good student.

One day, Mr. Lopez, gave the class something called a learning style inventory. "The best," he explained with a friendly smile. "It's a tool to help you understand how you learn best." Aiden answered each question carefully and honestly, how he would learn best.

When the results came back, Aiden learned he was an auditory learner. That meant he learned best by hearing information. Mr. Lopez explained that not everyone learns the same way. About 65% of people are visual learners who learn by seeing things like charts, diagrams, or reading. About 30% are auditory learners, and only about 5% are kinesthetic learners who understand better when they can move or do things with their hands.

At first, Aiden was surprised, but also curious. He decided to try a new way of studying. That night, he recorded himself reading his notes and played them back while walking around his room. He also started studying with a friend and repeated facts out loud while reviewing.

Soon, he noticed a big difference. Things made more sense, and he remembered more. During group projects, Aiden started leading discussions and explaining ideas aloud. He even helped Jasmine, a kinesthetic learner, by creating a fun math game that involved movement, jumping, and friendly competition.

When report cards came out, Aiden's grades improved. But more importantly, he felt confident, capable, and proud. He finally understood that being a good student isn't about being perfect—it's about discovering how you learn best and using that to grow.





**Making  
Connections**

Have you ever tried studying in a way that didn't work well for you?  
What did you do, and how did it make you feel?

---

---

---

---

---

---

---

---

**True or False**

Write if statements are true or false?

1) There are only two learning styles.	True	False
2) Kinesthetic learners learn by moving.	True	False
3) Visual learners study best by listening to music.	True	False
4) Auditory learners remember things by hearing them.	True	False
5) Knowing your learning style can help you study better.	True	False

**Word Search**

Find the words in the wordsearch.

<input type="checkbox"/> Draw	<input type="checkbox"/> Study
<input type="checkbox"/> Focus	<input type="checkbox"/> Learn
<input type="checkbox"/> Kinesthetic	<input type="checkbox"/> Style
<input type="checkbox"/> Memory	<input type="checkbox"/> Auditory
<input type="checkbox"/> Listen	<input type="checkbox"/> Strategy
<input type="checkbox"/> Think	<input type="checkbox"/> Visual

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

**Fact or Fiction – Learning Styles and How We Learn Best****Objective**

What are we learning about?

To help students understand that everyone learns differently and to explore how learning styles (visual, auditory, kinesthetic) can support success and well-being in school.

**Materials**

What do you need for the activity?

- A list of statements about learning styles
- 'True' and 'False' signs (to be placed on either side of the room)
- Space in the classroom for students to move to either side

**Instructions**

How will you complete the activity?

1. Your teacher will read statements. Listen carefully to each one.
2. Decide if you believe the statement is Fact or Fiction.
3. Walk to the side of the room labelled Fact or Fiction based on your choice.
4. Stay on your side and wait for the answer to be revealed.
5. When the correct answer is shared, return to your seat and get ready for the next round.
6. Keep moving, thinking, and having fun!



**Fact or Fiction**

Read the statements to the class.

#	Statement	Answer
1	Everyone learns in the same way.	Fiction
2	Some people remember better by hearing things instead of reading them.	Fact
3	Kinesthetic learners enjoy learning while moving or using their hands.	Fact
4	Auditory learners do best when they sit silently and take notes.	Fiction
5	Knowing your learning style can help you study more effectively.	Fact
6	A learning style is a test that gives you a grade.	Fiction
7	You can only be one kind of learner.	Fiction
8	Visual learners prefer pie charts, diagrams, and written instructions.	Fact
9	Learning styles don't really affect your performance.	Fiction
10	Creating a math game with movement is helpful for kinesthetic learners.	Fact
11	Only students who get high grades are good learners.	Fiction
12	You can use more than one learning style to help you understand something.	Fact
13	Understanding how you learn best can build your confidence.	Fact
14	Auditory learners might enjoy recording notes and listening to them.	Fact
15	Visual learners prefer listening to lectures without looking at anything.	Fiction
16	Kinesthetic learners do better when lessons include movement or hands-on tasks.	Fact
17	Once you know your learning style, you never need to try other methods.	Fiction
18	Studying with a partner and talking out loud can help auditory learners.	Fact
19	Learning styles are made-up and not useful at all.	Fiction
20	Being a "good student" means understanding how you learn, not being perfect at everything.	Fact

## Smart Ways to Study

### Why Study Strategies Matter

Everyone learns in different ways. That's why using the right study strategy can make a big difference. Good study habits help you understand and remember information better. Researchers have found that students who use study strategies are more likely to score higher on tests and feel less stress when learning new topics. When you have a plan for study, you can use your time more effectively and be more confident in class.



### Study Strategies

There are many different study strategies, but not all strategies work the same for every person. Here are some strategies that students often use and why they can be helpful:

- **Note-taking** – Writing down key points from a lesson or while reading helps organize your thoughts. Cornell and bullet points are common formats. Students who review their notes within 24 hours remember about 60% more. This strategy is especially useful for visual learners.
- **Flashcards** – Flashcards help with memorization, especially for vocabulary, dates, or definitions. Using them for just 15 minutes a day can boost long-term memory by 20–30%. Digital flashcard apps can make this a fun and portable activity.
- **Summarizing** – Writing a short summary after reading a page or chapter helps check your understanding. Students who summarize texts often improve their reading comprehension scores. It also helps you focus on the main ideas instead of small details.
- **Teaching Others** – Explaining what you learned to a friend or family member helps your brain process the information deeply. This method is called the **Feynman Technique** and works well for all types of learners.

### Finding What Works for You

It's important to try different strategies and see what helps you the most. Some students learn better visually, others by listening or doing. The key is to find what keeps you focused, helps you understand, and makes studying feel less stressful.





**Write**

Write a short conversation where a student shares a study tip.



Two empty speech bubbles for writing a conversation.

**Question**

Why is it important to try different learning strategies?

Five horizontal lines for writing an answer.

**True or False**

Is the statement true or false?

1) Flashcards are only helpful for science class.	True	False
2) Teaching someone else is called summarizing.	True	False
3) Reviewing notes after one week boosts memory.	True	False
4) Using flashcards for 15 minutes daily helps.	True	False
5) Teaching others is a good way for all learning styles to study.	True	False

## Case Study: Standing Up for Who You Are

### Meet the Leadership Circle

In Calgary, Alberta, a group of Grade 7 Indigenous students formed a leadership circle at their school. They met during lunch to talk about their experiences, support each other, and find ways to help others feel included. One of their goals was to create a more respectful school community where everyone's voice mattered.



At first, not everyone understood what they were doing. Some students outside the group teased them or said they were just trying to get "special treatment." Others asked why they always met during lunch or sharing stories. But the leadership circle didn't back down. They decided that being proud of your culture is something to celebrate—not something to be ashamed of.

Some students in the group had been told to "stay quiet," or "stop talking about their culture" so they wouldn't stand out. But when they realized these messages came from harmful stereotypes, they decided to stand up to that pressure. They made a decision—to speak up. They practiced their speeches if they could share their voices at the next school assembly, though some were nervous.

When the day came, the students stood on stage and talked about their families, their traditions, and why identity and pride are so important. They spoke from the heart, knowing their stories mattered. Not everyone clapped. A few students rolled their eyes or whispered. But many others—teachers, younger students, and classmates—thanked them afterward. Some said they had never really thought about those things before and were glad someone spoke up.

The leadership circle knew they had made the right choice. One student said, "We don't have to pretend to be something we're not. We just have to respect ourselves and each other." Their courage reminded the school that leadership comes in many forms—and that being proud of who you are is a powerful act of strength and kindness.



## True or False

Is the statement true or false?

1) All students supported the leadership circle at first.	True	False
2) The group was made up of Grade 8 students.	True	False
3) Some people said the group wanted special treatment.	True	False
4) Students in the circle felt proud of their culture.	True	False
5) Everyone clapped after the assembly speech.	True	False

Questions 1-2 Answer the questions below.

1. Why did the students in the leadership circle decide to speak at the assembly?

---

---

---

---

2. What did the students learn about leadership from their experience?

---

---

---

---

Making  
Connections

Write about a time you saw someone standing up for themselves or others at school. What happened? How did people react? How does it connect to what the leadership circle did in the story?

---

---

---

---

---

---

---

---

## Activity – Would You Rather?

### Objective

What are we learning about?

Students will learn to recognize the difference between making a free choice and being influenced by pressure or manipulation. They will also practise how to accept "no" and respect others' boundaries during group interactions.

### Materials

What will you need for the activity?

- Printed "Would You Rather?" scenario cards
- Blank index cards or small slips
- A pencil or pen for each student
- Open space for group discussion or movement (optional)



### Instructions

How will you complete the activity?

1. The teacher introduces the idea of free choice, peer pressure, and explains how recognizing pressure helps us make better, more informed choices.
2. Each student receives or draws a "Would You Rather?" card with a realistic school scenario.
3. The student silently writes down what they would choose and why on a blank card.
4. In small groups, students take turns reading their scenario aloud, but they do not share their answers right away.
5. Group members discuss what pressures could affect each choice (e.g., fear of missing out, wanting approval, standing up for others).
6. After the discussion, the student reveals their original answer and explains how they came to their decision.
7. Finally, the whole class reflects on how it felt to make choices without judgment and how to say or hear "no" respectfully.



## Scenario Cards

Cut out the topics below.

## Would You Rather Scenario Card

Would you rather speak up when a friend is teased, or stay quiet?

Would you rather tell a friend "no" about lying, or go along?

Would you rather skip lunch for popularity, or hang out with real friends?

Would you rather be honest, or say what someone wants to hear?

Would you rather say "no" to someone who is uncomfortable, or agree?

Would you rather let someone copy your work, or tell them to try?

Would you rather include someone who is left out, or stick with your group?

Would you rather walk away from a situation, or stay to fit in?

Would you rather report something unfair, or stay quiet?

Would you rather stick to your opinion, or go along with the friends?

Would you rather stop a rumour, or let it continue?

Would you rather say "no" to lending things again, or give in?

Would you rather say you don't want to join, or pretend to enjoy it?

Would you rather skip a pressured party, or go so you don't miss out?

Would you rather support someone speaking up, or stay silent?

Would you rather admit a mistake, or blame someone else?



**Response Sheet**

Cut out the slips below.

**Student Response Sheet**

My Choice: \_\_\_\_\_

Why I chose this?

---

---

---

My Choice: \_\_\_\_\_

Why I chose this?

---

---

---

My Choice: \_\_\_\_\_

Why I chose this?

---

---

---

My Choice: \_\_\_\_\_

Why I chose this?

---

---

---

My Choice: \_\_\_\_\_

Why I chose this?

---

---

---

My Choice: \_\_\_\_\_

Why I chose this?

---

---

---

My Choice: \_\_\_\_\_

Why I chose this?

---

---

---

My Choice: \_\_\_\_\_

Why I chose this?

---

---

---

**Reflection**

Answer the questions below.

1) Rate your experience of the activity by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

How much did you enjoy the "Would You Rather?" activity?



How much did you learn about peer pressure and free choice?



How well did you respect each other's opinions?



How challenging was it to keep your choice without group influence?



How confident do you feel about making respectful choices now?



2) How did this activity help you understand free choice and peer pressure?

---

---

---

---

---

3) What did you learn about respecting others' choices?

---

---

---

---

---

## Role Play - Taking Control of My Decisions

**Objective**

What are we learning about?

To practise making respectful, independent choices in situations involving peer pressure, social media, or family expectations.

**Materials**

What will you need for the activity?

- Role-play cards (with social situations)
- A safe space (classroom) for group acting
- Optional: Props for acting (e.g., school bag, phone, lunchbox)

**Instructions**

How will you complete the activity?

1. Divide students into small groups of 3-4.
2. Give each group one role-play card with a short scenario involving a choice.
3. Students act out the scene, showing how some can stay in control of their own decisions while being respectful.
4. Encourage respectful strategies like:
  - Saying "no" without guilt
  - Respecting when someone says "no"
  - Asking for space or time to think
  - Avoiding pressure or manipulation
  - Listening without judgment
5. After acting, each group explains:
  - What decision was made
  - How boundaries were respected (or not)
  - What might have gone differently
6. As a class, reflect on how healthy boundaries, consent, and honest choices can lead to safer, kinder relationships at school and at home.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Peer Pressure at a</b>	Mateo is at a party and his friends dare him to do something risky for a video. He doesn't want to, but everyone is watching. What can Mateo say or do to keep control of his decision?
<b>Sharing Private Posts</b>	Riley posts a funny photo of her friend online. Her friend is upset. Riley thought it was just a joke. What could Riley have done differently?
<b>Handling Group Chat Pressure</b>	A group chat starts picking on a classmate who isn't part of the chat. Jamie wants to join but doesn't want to be left out. How can Jamie make a respectful choice?
<b>Respecting Different Beliefs</b>	Priya doesn't want to join a school activity for personal reasons. Her friends tease her and say she's being dramatic. How can Priya respond? How can her friends be more respectful?

## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Feeling Left Out in a Group Project</b>	Sam is paired with classmates who ignore his ideas and make decisions without him. He wants to speak up but is afraid of causing drama. How can Sam express himself respectfully? What should the group do differently?
<b>Saying No to Online Dares</b>	Taylor gets tagged in a trend where people film themselves doing silly dares. One dare feels like Taylor can't want to seem boring or weak. How can Taylor stay true to themselves and while staying safe and respectful?
<b>Dealing with Family Pressure</b>	Noor's parents want her to focus on academics and avoid joining the drama club. But Noor loves performing and wants to join. How can Noor talk to her family about her passion while respecting their views?
<b>Supporting a Friend's "No"</b>	Leo's friend says he doesn't want to play a violent video game everyone else is into. Some kids call him boring. How can Leo support his friend's choice? What can others learn about respect and differences?



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Turning Down a Challenge	Noah's friend dares him to post something rude on social media as a joke. Noah knows it's not right. What can he say or do to say no and still stay friends?
Sibling Pressure	Ava's brother keeps pressuring her to lie to their parents. She feels stuck between doing what's right and trying to keep him happy. What should Ava do to protect her values?
Respecting "Not Now"	Ethan asks Maya to help him with a project after school. She says she's busy. Ethan keeps asking her to help. She owes him. What's a better way Ethan can handle the situation?
Changing Your Mind	Lily agrees to hang out with friends but later feels overwhelmed and wants to stay home. She's afraid they'll be mad. What can Lily do to set a boundary without hurting 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.

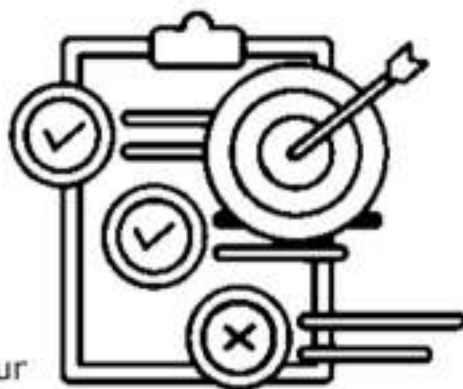
**PREVIEW**



## Setting SMART Goals

### What Makes a Goal SMART?

Setting goals can help you stay focused, whether you're studying for a big test, saving money for something you really want or trying to build a new habit. But not all goals are created equal. A goal becomes more useful—and more powerful—when it's written in a SMART way.



**SMART** stands for **Specific, Measurable, Achievable, Relevant, and Time-bound**. Each part helps you shape your goal so that you can actually achieve it.

- **Specific** means your goal clearly says what you want to do. Instead of "I want to do better," try "I want to improve my writing skills."
- **Measurable** means you can track your progress. You should be able to count, record, or clearly notice your progress.
- **Achievable** means your goal is realistic. It shouldn't be too easy, but it also shouldn't be so hard that it feels impossible.
- **Relevant** means the goal matters to you. It should connect to your personal interests, values, or current needs.
- **Time-bound** means the goal has a deadline. Having a firm deadline keeps you motivated and helps you stay on schedule.

### Why SMART Goals Work

SMART goals are used in school, sports, jobs, and every day. They help people stay organized, focused, and motivated. When you know exactly what you want to achieve and toward, it's easier to take action. Studies show that people who write down goals and check in regularly are **42% more likely** to reach them.

### Examples of SMART Goals

*Short-term goal:* I will read for 20 minutes every night before bed for the next two weeks.

*Long-term goal:* I will raise my math grade from 65% to 80% by the end of the term.

### SMART Goal Tips

- Write your goal down.
- Keep it visible—in your notebook, planner, or on your wall.
- Review your goal each week to check progress and make adjustments if needed.

SMART goals turn good ideas into real results!



**Question**

Why is it important to set SMART goals instead of general goals?

---



---



---



---



---

**Goal Chart**

Write a SMART goal and complete the chart with your steps, challenges, and solutions.

	Steps to Achieve My Goal

Ways to Overcome Them	Potential Obstacles That Might be Faced

**Fill in the blanks**

Complete the sentences below.

1) A SMART goal is _____ instead of general.	specific	random
2) A measurable goal can be tracked using _____.	numbers	drawings
3) An achievable goal is something that is _____.	impossible	realistic
4) Goals that are relevant match your _____.	interests	distractions
5) A time-bound goal has a clear _____.	deadline	result

**Activity: Turning Broad Goals into SMART Goals****Objective**

What are we learning about?

To practise turning vague or broad goals into SMART goals by identifying and applying each part of the SMART goal framework (Specific, Measurable, Achievable, Relevant, and Time-bound).

**Materials**

What will you need for the activity?

- SMART Goal Chart (printed or digital)
- Pencil or pen
- SMART anchor chart (printed or digital)

**Instructions**

How will you complete the activity?

1. You will be given three broad goals that are written in a general format. These goals are general and need more detail to help you actually achieve them.
2. For each broad goal, you will use the SMART Goal Chart to break down the goal into five parts:
  - S – Specific: What exactly do you want to do? Be clear and detailed.
  - M – Measurable: How will you keep track of your progress or success?
  - A – Achievable: Is this goal realistic for your time, skills, and ability?
  - R – Relevant: Why is this goal important or meaningful to you?
  - T – Time-bound: What is your deadline? When do you want to complete it?
3. After completing the SMART chart, you will use your answers to write one full SMART goal sentence at the bottom of the worksheet.
4. Repeat this process for all three broad goals.
5. If there is time, share your favourite SMART goal with a classmate or in a small group. Be ready to explain which part of SMART helped you the most!



**SMART** Rewrite each one as a SMART goal by filling in the chart.

SMART GOAL GUIDE	
Specific	What exactly do you want to achieve? Be clear. Use action words like "complete," "earn," "read," "improve," or "save."
Measurable	How will you know you're making progress? Can you count it, track it, or check it off? Use numbers, amounts, or check-in steps.
Achievable	Is this realistic for you right now? Think about your time, energy, and ability. What small steps can help you get there?
Relevant	Why is this goal important to you personally? Does it connect to something you care about or something you want to improve?
Time-bound	When will you reach this goal? You can set a deadline, like "by the end of the week" or "within a specific amount of time to stay on track."

GOAL _____ was _____ in school.	
Specific	_____
Measurable	_____
Achievable	_____
Relevant	_____
Time-bound	_____

**GOAL # 2 - I want to save money.**

<b>Specific</b>	<hr/> <hr/>
<b>Measurable</b>	<hr/> <hr/>
<b>Achievable</b>	<hr/> <hr/>
<b>Relevant</b>	<hr/> <hr/>
<b>Time-bound</b>	<hr/> <hr/>

**GOAL # 3 - I want to \_\_\_\_\_ share**

<b>Specific</b>	<hr/> <hr/>
<b>Measurable</b>	<hr/> <hr/>
<b>Achievable</b>	<hr/> <hr/>
<b>Relevant</b>	<hr/> <hr/>
<b>Time-bound</b>	<hr/> <hr/>



## Exit Cards

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

Name: \_\_\_\_\_

Is the goal SMART? Yes, or No?

1) I'll study 20 mins a day for 2 weeks.	Yes	No
2) I want to be great at sports.	Yes	No
3) I'll walk 3 times a week this month.	Yes	No
4) I might try harder later.	Yes	No
5) I'll save \$10 a week for the next 2 months.	Yes	No

Name: \_\_\_\_\_

Is the goal SMART? Yes, or No?

1) I'll study 20 mins a day for 2 weeks.	Yes	No
2) I want to be great at sports.	Yes	No
3) I'll walk 3 times a week this month.	Yes	No
4) I might try harder later.	Yes	No
5) I'll save \$10 a week for the next 2 months.	Yes	No

Name: \_\_\_\_\_

Is the goal SMART? Yes, or No?

1) I'll study 20 mins a day for 2 weeks.	Yes	No
2) I want to be great at sports.	Yes	No
3) I'll walk 3 times a week this month.	Yes	No
4) I might try harder later.	Yes	No
5) I'll save \$10 a week for the next 2 months.	Yes	No

Name: \_\_\_\_\_

Is the goal SMART? Yes, or No?

1) I'll study 20 mins a day for 2 weeks.	Yes	No
2) I want to be great at sports.	Yes	No
3) I'll walk 3 times a week this month.	Yes	No
4) I might try harder later.	Yes	No
5) I'll save \$10 a week for the next 2 months.	Yes	No

## Activity – Design Your Cape of Strength

### Objective

What are we learning about?

Students will design a personalized cape that represents their unique strengths, interests, and goals. This visual activity encourages self-awareness, creativity, and pride in their abilities.

### Materials

What will you need for the activity?

- Printed outline of a cape (for the superhero character with a cape)
- Markers, coloured pencils, or crayons
- Pencil and eraser
- Optional: stickers or decorative items



### Instructions

How will you complete the activity?

1. Start by thinking about your strengths. These can be things you're naturally good at, things you enjoy, or qualities you value in yourself.
2. On the cape outline, draw symbols, pictures, or write words that represent your strengths.
3. Use colour and design to reflect your personality (e.g., bold colours for leadership, calming colours for empathy).
4. Add finishing touches and decorate the rest of your cape to show off your style. Use borders, patterns, or even a personal motto or nickname.
5. If you're comfortable, share your cape with a classmate or in a classroom display titled "Our Capes of Strength."



Name: \_\_\_\_\_

49

Curriculum Connection  
L.7.1.1.7.4



Name: \_\_\_\_\_

50

Curriculum Connection  
L.7.1.1.7.4





**Reflection**

Answer the questions below.

1) What strength on your cape are you most proud of?

---

---

---

---

---

2) How does one of your strengths help you at school or with friends?

---

---

---

---

---

3) Was it easy or hard to think of your strength? Why?

---

---

---

---

---

4) What did you learn about yourself by designing your cape?

---

---

---

---

---

## Growing Goals, Growing You

### Why Goals Change

Have you ever changed your mind about what you want to be when you grow up? Maybe you once dreamed of being an astronaut, but now you're more interested in designing video games or helping animals. That's completely normal. As we grow older, our goals often change—and that's actually a good thing. It means we're learning more about ourselves and adjusting to what fits us best.

Your interests, experiences, and even the people you meet can shape what you want in life. Changing your goals doesn't mean you failed; it means you're growing, reflecting, and becoming more aware of your unique strengths.

### Common Reasons Goals Change

- You discover a new interest or skill you didn't know you had.
- You face a challenge that makes you look at things differently.
- You try something and realize it's not what you expected or enjoyed.
- You get inspired by someone new, like a mentor or class.
- Your priorities shift as you learn more about the world in new ways.

Instead of seeing change as a setback, think of it as a smart move that helps you stay motivated and on the right path for you.

### Planning That Can Grow With You

Instead of setting one fixed goal, try creating flexible goals that leave room for exploration. This helps you stay open to new opportunities without losing direction.

### For example:

- ✗ "I want to be a lawyer."
- ✓ "I want to work in justice or help people through law or social work."

### Tips for Future-Friendly Planning

1. Set both short-term and long-term goals.
2. Check in on your goals every few months.
3. Ask for advice from people you trust.
4. Celebrate progress, even small steps and mini-successes.
5. Stay curious and open to change and new possibilities.

Being flexible helps you stay confident, even when life doesn't go exactly as planned. Your goals can grow as you do—and that's a powerful skill to carry into the future.





**Questions**

Answer the questions below.

1) What is one goal you had when you were younger that has changed?

---



---



---

2) Why do you think it's normal for people to change their goals over time?

---



---



---

**True or False**

Is this statement true or false?

1) Your goals should always stay the same.

True

False

2) Interests and skills can change as you grow.

True

False

3) Adjusting a goal is a sign of failure.

True

False

4) Reviewing your goals can help you stay focused.

True

False

5) Flexible planning means you can stay open to change.

True

False

**Identify**

Check the strategy you used or could use to stay on track after changing your goal.

	Stay flexible		Try again		Celebrate small wins
	Give up completely		Procrastinate		Set new steps
	Ignore your progress		Stay motivated		Change your plan

## A Guide to Starting Your Personal Portfolio

### What Is a Personal Portfolio?

A personal portfolio is a collection of documents and reflections that show who you are, what you've done, and what you've learned over time. Think of it as a scrapbook or digital folder that tells your story—your growth, skills, and achievements. It's more than just a pile of papers—it's a powerful way to show what makes you unique.

Students in **Grade 7** can start building their own portfolios now to get ready for high school, future college programs, or even scholarships later on. The earlier you begin, the more confident and confident you'll feel when opportunities come your way.

### What Goes Into a Portfolio?

Your portfolio can be **physical** (a binder or folder) or **digital** (in a Google Drive or OneDrive). It should include items that show what you've learned, done, and accomplished. A strong portfolio might have:



- **Awards and Certificates** – From sports, arts, or community programs.
- **Reflections** – Short paragraphs about what you've learned, experiences or how you felt during a project.
- **Skills and Talents** – Lists or samples showing what you're good at (e.g., art, coding, writing, leadership).
- **Evidence of Involvement** – Photos, flyers, or thank-you notes from volunteer work, or school activities.
- **Goal Setting and Progress** – A list of goals and how you've worked on them.

You can also include schoolwork you're proud of, like a great essay, a science fair display, or a team project.

### Why It Matters

A portfolio shows that you are **organized, reflective, and engaged**. Many high schools ask for them in career classes or enrichment programs. Some employers or volunteer groups may also want to see examples of your work or character. In a **2023 Canadian student career report**, students with a well-organized portfolio were **35% more likely to feel confident** when applying for future opportunities. Building one now helps you prepare for whatever comes next—and gives you a chance to celebrate your growth.



**True or False**

Is the statement true or false?

1) Portfolios should only include schoolwork.	True	False
2) Portfolios can be either digital or physical.	True	False
3) Reflections are about what you learned.	True	False
4) Portfolios are not helpful for high school.	True	False
5) Portfolios can show who you are.	True	False

**Questions**

Answer the questions below.

1) What is a portfolio? Why is it important?
_____
_____
_____
2) How can reflections help others understand your learning?
_____
_____
_____

**Skill**

Write your skills and talents in the boxes below to be added to your portfolio.

## Story: Jaya's Puzzle Pieces

**Draw**

Draw pictures that illustrate the story.

### How Our Differences Help Us Shine

Jaya sat quietly at the edge of the gym, sketchbook in hand. She didn't like loud crowds or being the centre of attention, unlike her classmate Malik, who was always cheering for winning races. Their school was preparing for Diversity Week, and each student had to share something that made them unique.

Jaya wasn't sure what to share. "I'm shy," she thought. But her teacher, Ms. Lee, said something that stuck with her. "Our differences don't divide us—they're what make a team strong."



# PREVIEW

That night, Jaya did some digging. She learned that in Canada, over 450 ethnic origins were reported in the 2021 Census, and more than 7 million people speak a language other than English or French at home. She also read that neurodiverse students—those with ADHD, autism, or learning differences—are just as capable as their peers when they have the right tools and support. “We’re not the same—and that’s a good thing,” she whispered to herself.

Inspired, Jaya started sketching a mural idea: different students holding puzzle pieces that, when combined, formed a shining star. Each piece represented something unique—culture, language, learning style, or talent. Some students were visual learners, some auditory. Some, like her friend Anika, had ADHD and learned best while moving. One student, Jonah, used a wheelchair—and was the fastest typist in class. Another spoke four languages and helped new students feel at home.

The next day, Jaya showed her drawing with Ms. Lee, who smiled. "Jaya, this is brilliant. You really captured the spirit of inclusion."

**PREVIEW**



**PREVIEW**

On presentation day, Jaya stood beside her mural and \_\_\_\_\_ in \_\_\_\_\_ piece is more important than another. Our strengths and struggles \_\_\_\_\_ make something better. Different doesn't mean broken—it means needed.

The gym went silent, then filled with applause.

Later, Malik patted her back. "You crushed it, Jaya. Your art made it all make sense."

She smiled. For the first time, she didn't feel like she had to be like everyone else. She just had to be herself—and that was enough to shine.

## Activity : “Show What You’ve Got!”

### Objective

What are we learning about?

To help students recognize, express, and celebrate their unique talents and strengths in a supportive classroom environment.

### Materials

What will you need for the activity?

- Paper or index cards
- Markers, pens, pencils
- Optional: props or wings
- All items related to the student's talent
- Timer or stopwatch



### Instructions

How will you complete the activity?

1. Think about a talent or skill you have—this can be academic, athletic, or personal (like storytelling, solving puzzles, or organizing).
2. On a sheet of paper or index card, write the name of your talent and things you enjoy about it or how you developed it.
3. Create a very short “presentation” (1–2 minutes) to share your talent with the class. You can talk about it, show it, or demonstrate it (if possible).
4. Present your talent to the class during our Talent Circle time. Use your card as a prompt if needed.
5. After presenting, listen to others share and celebrate their unique talents respectfully.
6. At the end of the activity, complete the reflection questions to think about what you learned.



Name: \_\_\_\_\_

66

Curriculum Connection  
L.7.3.L.7.4

## Show What You've Got!

Talent Name:

**PREVIEW**

Two ways I discovered my talent

Two ways I developed my talent

Name: \_\_\_\_\_

67

Curriculum Connection  
L7.3

My Name \_\_\_\_\_

Who I Am Assessing \_\_\_\_\_

**Peer Assessment**

Mark your classmates using the checklist below for their talent showcase presentation.

Criteria	Description	Stars (1: Worst, 5: Best)
Confident Presentation	The student shared their talent with confidence and energy.	☆☆☆☆☆
Clear Explanation	The student clearly explained or described their talent.	☆☆☆☆☆
Originality	The talent or the way it was presented was original or personal style.	☆☆☆☆☆
Audience Engagement	The student got the audience interested and did attract reactions.	☆☆☆☆☆
Respect for Others	The student shared their talent respectfully and supported classmates' presentations.	☆☆☆☆☆
Effort and Preparation	The student showed prepared effort in presenting their talent.	☆☆☆☆☆
Personal Connection	The talent shared was meaningful and connected to the student's personality or interests.	☆☆☆☆☆
Positive Attitude	The student showed pride and positivity during their presentation.	☆☆☆☆☆

**Glow and Grow**

**Glow:** Write two things that the performer did well at.

**Grow:** Suggest one area where the performer can improve.

Glow	_____ _____
Glow	_____ _____
Grow	_____ _____



## Newspaper Article: Why Mentors Matter

### Local Student Turnaround Sparks Mentorship Program at Winnipeg School

*Publish Date: June 12, 2025*

WINNIPEG — A student's powerful story of overcoming challenges has inspired River Heights Middle School to launch a brand-new mentorship program aimed at helping struggling students feel supported, understood, and hopeful about their future.

Thirteen-year-old Leo Joseph has been missing classes and falling behind in his schoolwork for most of the year. "I just felt like no one noticed or cared," Leo shared. Things began to change when a guest speaker named Thomas Bird visited his school during Career Week last fall.

Thomas Bird, 26, is a youth mentor and social worker who once faced similar challenges. He dropped out of school in Grade 9, struggled with addiction, and spent time in a youth centre. But after receiving support from a mentor who believed in him, he got back on track and now works with teens across Manitoba.

"When I saw Thomas, I felt like he was telling my story," Leo said. "That was the first time I believed things could be different for me."

The event led Leo to join a school support group—and soon, other students followed. This week, Principal Carla Demers announced the start of "Future Forward," a mentorship program where students can meet regularly with school staff, older students, and guest mentors to share goals, fears, and dreams.

"Research shows that students with role models are more confident and more likely to succeed," said Dr. Leila Gordon, an education researcher from the University of Manitoba. In fact, a 2023 Youth Development Report found that students with mentors are 55% more likely to stay in school and 68% more likely to achieve their goals.

The new program will include weekly check-in meetings, goal setting, and real-life stories from mentors. Leo is already signed up to be a mentor. "I want to be that person for someone else," he said with a smile.

River Heights now hopes more schools across Winnipeg will follow their lead.



Fill in the blanks

Complete the sentences below.

1) Role models can help shape our _____.	future	hobbies
2) Mentors can help us set _____ for school or life.	schedules	goals
3) A good teacher encourages you to keep _____.	trying	talking
4) Real-life stories from leaders show us what's _____.	possible	perfect
5) Someone who believes in you can build your _____.	home	confidence

Questions

Write down any questions you have about the text.

1)	
2)	

Mentor Mind Map

Write the qualities a good mentor has for you.





## Activity: Role Model Spotlight Poster

### Objective

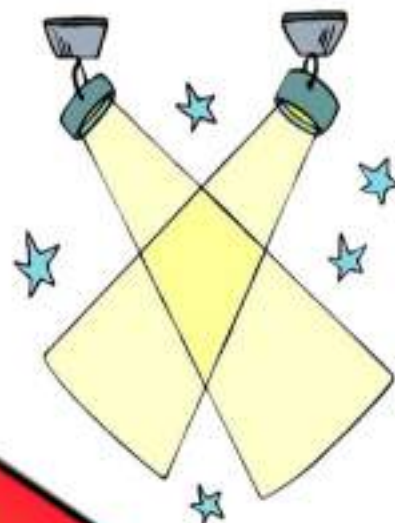
What are we learning about?

To encourage students to reflect on someone who has positively influenced them and creatively represent that role model using art and personal meaning.

### Materials

What will you need for the activity?

- Pre-printed template page (provided by teacher)
- Pencil
- Pencil crayons, markers, or crayons
- Optional: stickers or printed images



### Instructions

How will you complete the activity?

1. Think of someone in your life who is a role model. They could be a teacher, coach, parent, sibling, or public figure.
2. On the provided spotlight paper, draw or cut out a picture of your role model inside the spotlight.
3. Inside or near the spotlight, write your role model's name and draw or paste a simple picture or symbol that represents them.
4. Around the spotlight, write five qualities you admire about this person and how each one has influenced your thinking about education, work, or life.
5. Include a meaningful quote either from your role model or about them.
6. Add colours, decorations, or keywords that represent the qualities they've inspired in you.



## My Role Model's Spotlight

Role Model's Name

Symbol

**PREVIEW**

Qualities I Admire in Them:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Meaningful Quote

" \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ "

**Reflection**

Answer the questions below.

1) Who did you choose as your role model, and what makes them a good example to you? Why do you think they belong in the spotlight?

---

---

---

2) How do your activities help you better understand the influence of role models on your goals?

---

---

---

3) Did you find it hard or easy to decide if you belong in the spotlight? What helped you decide?

---

---

---

4) What is one thing you admire about your role model that you want to use in your own life?

---

---

---

5) How do you think having a role model can help someone make better choices at school or in life? Explain with an example.

---

---

---

## Working in a Digital World

### How Technology Is Changing Careers

Technology is changing the way people work all over the world. In Canada, around 40% of jobs are expected to be affected by automation in the next 10 years. Some jobs will disappear, others will change, and many new ones will be created. For example, we now have jobs like app developer, social media manager, and drone pilot—careers that didn't exist years ago.



Jobs that involve repetitive tasks, like data entry or assembly line work, are most likely to be automated. However, jobs that require creative problem-solving, or human care—like teachers, nurses, or artists—are less likely to be replaced.

### New Jobs and Old Jobs Transformed

Old jobs like farming, banking, and manufacturing now use machines, software, and robots. A farmer might use a drone to monitor crops, and a factory worker may work with automated robots instead of doing heavy tasks. Even retail jobs now use self-checkout machines, and many restaurants use tablets to take orders.

These changes don't always mean people lose jobs. In many cases, technology helps people work faster and safer. That's why learning about technology in school is so important—it prepares students for the future job market.

### Facts About Tech and Careers in Canada

- Over 80% of jobs now require basic computer skills.
- Cybersecurity and data analysis are two of the fastest-growing tech careers.
- Jobs in artificial intelligence (AI) and virtual reality (VR) are in high demand.
- Remote work has increased by over 200% since 2020.
- Students who study STEM (Science, Technology, Engineering, Math) are more likely to work in future-ready jobs.

### The Future of Work

In the future, students today might become robot teachers, space tour guides, or climate technology engineers. These jobs don't exist yet but could be possible as technology keeps growing. Understanding how tech affects careers helps students get ready for the future and think about what skills they'll need to succeed.



**Questions**

Answer the questions below.

1) Why are some jobs disappearing or changing because of technology?

2) What is a future job that might exist in 20 years? Describe what it might involve.

**Reflection**

Think about jobs that have changed because of technology. What were they like in the past and how are they like now?

Old Job	How it has changed

**True or False**

Is the statement true or false?

1) Robots and software can replace all human jobs.	True	False
2) AI and VR are examples of growing tech fields.	True	False
3) Some new jobs today didn't exist 20 years ago.	True	False
4) All careers will stay the same in the future.	True	False
5) Learning tech skills helps students prepare for work.	True	False

## Activity – Future Job Fair 2050

### Objective

What are we learning about?

To help students explore how technology is changing careers and to encourage them to creatively imagine and present a job that may exist in the future.

### Materials

What will you need for the activity?

- Future worksheet (provided)
- Markers, pens, pencils, compass
- Pencil and paper
- Ruler (optional)



### Instructions

How will you complete the activity?

1. Think of a job that might exist in the future because of changes in technology.
2. Give your job a name and write it at the top of the poster.
3. Fill in the "Job Description" box with a short explanation of what the job does each day.
4. In the tech box, draw or describe what new technology this job uses (like AI, robots, VR, or tools that don't exist yet).
5. Write down three important skills someone would need for this job.
6. In the drawing space, sketch what the worker might look like while doing the job in the future.
7. Use colour and creativity to make your poster clear, neat, and interesting.
8. Share your completed poster with a partner or group and explain how your job connects to changes in technology.

Name: \_\_\_\_\_

77

Curriculum Connection  
L7.6

## Job Poster

Name of the Future Job

What new technology does  
this job use?

Description:

Skills Needed for the Job

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Draw your worker on the job



**Reflection**

Answer the questions below.

1) Draw two emojis that show how you felt before and after presenting your Future Job Poster.



2) What were the strengths and weaknesses of your Future Job Poster?

---

---

---

---

---

3) What could you have done even better?

---

---

---

---

---

4) Think about a classmate's poster you really liked. Who was it, and what made their future job idea stand out?

---

---

---

---

---

## Story: Preparing for My Future Life Roles

### Jax's Big Picture

Jax was quiet on the walk home, his backpack bouncing with every step. He had just finished helping his little cousin learn how to ride a bike. "You've got this!" he had said, cheering as she wobbled down the sidewalk. It felt good—really good. Not just because she finally stayed upright, but because he made a difference. Her smile said it all.



That night, as Jax sat on his bed sketching in his notebook, he began to draw things he cared about: a camera, a helping hand, a tree being planted, and a group of friends laughing together. He didn't realize it at first, but each drawing was connected to who he wanted to become someday, and the kind of life he wanted to build.

He thought about being a good friend—the way his best friend always checked in when Jax seemed stressed. According to a 2023 Canadian youth report, 90% of teens say friendships help them feel more confident and supported. Jax wanted to be that kind of friend.

Then there was the time he organized a community clean-up at the river. He only remembered learning that Canada recycled about 9%

9% of its plastic waste—and that we all have a role to play as responsible citizens. He wanted to do better than 9% and help others care more too.

Jax also dreamed of being a nature photographer. By 2030, nearly 40% of jobs in Canada are expected to require creativity and tech skills—exactly the kind he was practising with every photo he took on his tablet or phone. He also started a scrapbook of his best photos.

He glanced at one last sketch: a pair of adult shoes next to a child's. He didn't know when or if he'd become a parent, but he knew he'd want to be patient, supportive, and kind.

Smiling, Jax closed his notebook. He wasn't just thinking about the future—he was already growing into it.



## True or False

Is the statement true or false?

1) Everyone plays more than one role in life.	True	False
2) Being a good citizen means following the rules.	True	False
3) You only have to think about your future job.	True	False
4) Parents and workers have no responsibilities.	True	False
5) Setting goals can help you in every life role.	True	False

Question \_\_\_\_\_ Answer the questions below.

1) What are three things you want to do in the future?

---



---



---

2) What is one responsibility that comes with each of those?

---



---



---

## Word Search

Find the words in the wordsearch.

<input type="checkbox"/> Parent	<input type="checkbox"/> Goals
<input type="checkbox"/> Citizen	<input type="checkbox"/> Support
<input type="checkbox"/> Worker	<input type="checkbox"/> Help
<input type="checkbox"/> Leader	<input type="checkbox"/> Friend
<input type="checkbox"/> Respect	<input type="checkbox"/> Student
<input type="checkbox"/> Roles	<input type="checkbox"/> Family

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



## Activity: Life Roles Wheel

### Objective

What are we learning about?

To help students explore the different roles they play now and may play in the future such as student, friend, worker, citizen, and parent and understand the responsibilities and goals related to each one.

### Materials

What will you need for the activity?

- Life Roles Wheel (provided)
- Pencil
- Markers or pencils
- Eraser



### Instructions

How will you complete the activity?

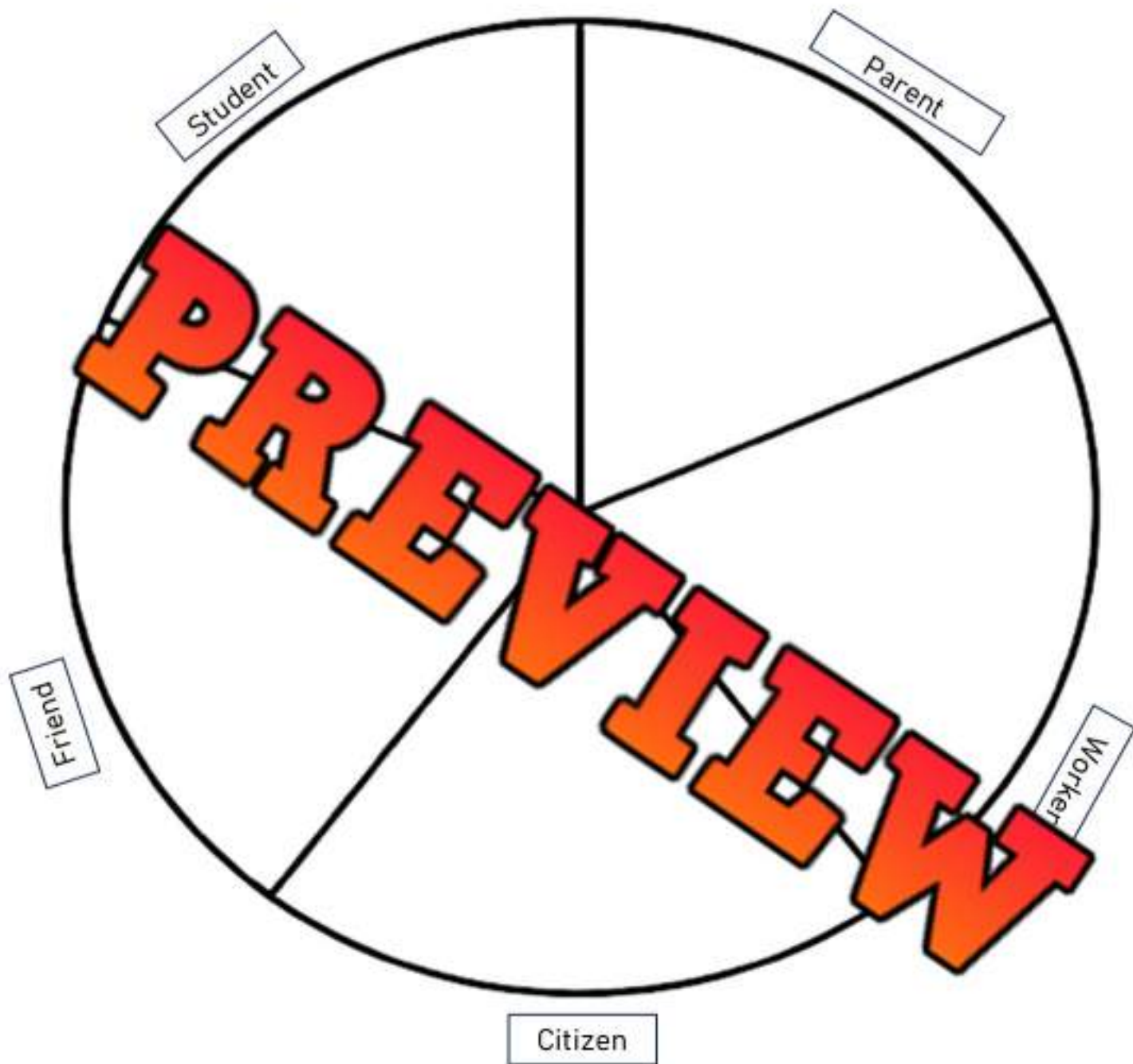
1. Look at the five life roles in the Life Roles Wheel: Student, Friend, Parent, Worker, and Citizen.
2. In each section of the wheel, write or draw two responsibilities for that role.
3. Use colour and small symbols or images to represent what each role means to you.
4. Think about what skills are important in each role (e.g., kindness, hard work, responsibility).
5. In the lined box at the bottom of the sheet, answer the question:  
**Which life role do you feel most connected to right now?** Explain your choice.
6. When you're finished, share your wheel with a classmate and talk about what you included.

Name: \_\_\_\_\_

82

Curriculum Connection  
L7.4.L7.7

## Life Roles Wheel



Question

Which life role do you feel most connected to right now?

---

---

---

---

---



## Blog Post: The Power of Volunteering

### Why Helping Others Helps You Too

Date: June 13, 2025

Author: Ana Jefferson

4-minute read

Volunteering means helping others without getting paid. It could be tutoring a classmate, cleaning up your school, organizing library books, or joining a fundraiser. Even small actions can make a big difference to someone's day or even their future.

When you help others, you also help yourself grow. You build important life skills like teamwork, communication, and leadership. These skills don't just help in school—they're useful in college, jobs, and everyday life. According to a 2024 Volunteer Canada report, more than 70% of volunteers said they felt more confident and better about themselves after volunteering.

Volunteering also helps you understand others better. This is called empathy—the ability to understand how someone else feels. Empathy is an important part of being a good friend, classmate, and future leader. When you volunteer, you meet different people and see life from new perspectives.

Volunteering can also open doors. Many schools, colleges, scholarships, and even job applications ask if you've done any volunteer work. That experience shows you care about your community and know how to work with others respectfully and responsibly.

So, if you see a chance to help out, take it. You don't need a perfect plan—just need to care. You might be surprised by how much you learn, grow, and inspire others along the way. Volunteering isn't just about giving—it's also about discovering what you're capable of.

Till next time,  
Ana Jefferson

#### Comments:



Lia Grace – June 13, 2025

Volunteering helped me make new friends and feel proud.

Like Reply 8h ago



Tomas Ray – June 13, 2025

I helped at a food drive once. It felt good to give back.

Like Reply 6h ago



**True or False**

Is the statement true or false?

1) Volunteering helps people build useful skills.	True	False
2) Only adults benefit from volunteering.	True	False
3) Volunteering can help you in future careers.	True	False
4) Helping others teaches empathy and teamwork.	True	False
5) Volunteering is only about doing big projects.	True	False

Visualize: Draw two types of volunteer work you are interested in joining.

--	--

**Question**

Why is volunteering important for students like you? How can it help you grow or reach your goals in the future?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---

## Story: Teamwork That Makes a Difference

### One Class, Big Impact

Luca's Grade 7 class at Lakeside School had a challenge: come up with a real project to help the school and community. After a class vote, the students chose to launch a school-wide recycling drive. "Canada produces over 3 million tonnes of plastic waste each year," their teacher said. "You can be part of the solution."

Excited and motivated, the class split into four teams. One team designed bright, creative posters that went up around the school. Another team wrote a letter to the principal to get permission and funding. Another group collected the materials to plan where bins should go. The last group kept track of goals and progress. Every student had a role—and a deadline.



"Teamwork is about more than sharing," Luca said. "It's about responsibility and showing up for each other. You don't always have to agree, but you do need to care."

They set their first target: collect 100 recyclable bottles in the first week.

By Friday, they had gathered more than 300 bottles and the principal gave them a big thumbs-up and even helped them sort the materials. They made a chart to track the weekly totals, and by week three, they had collected 1,200 items. They presented their progress at the school assembly and inspired another class to join the effort.

"It feels good to help," Ava told the class. "We're not just learning—we're doing something real for our school and the planet."

After one month, the class reflected on their efforts. Each student wrote a journal entry about what went well and what could be improved. A 2023 Canadian student survey showed that 72% of students in team projects said they felt more confident afterward.

Luca looked around the classroom and smiled. "Helping the school made me feel like I belong here. Like we all belong—and can make a difference."



**Questions**

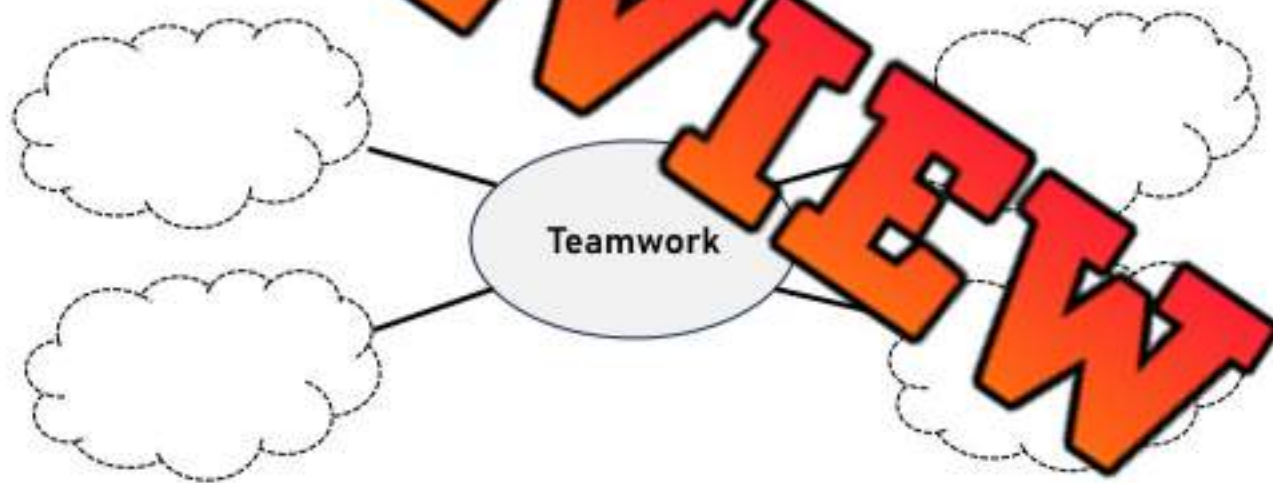
Answer the questions below.

1) What is the purpose of working together in a community project?

2) Give an example of how teamwork helped solve a challenge during your project.

**Word Cloud**

Write one word in each cloud that shows what teamwork means.

**True or False**

Is the statement true or false?

1) Teamwork means sharing tasks and ideas.	True	False
2) Planning helps groups reach their goals.	True	False
3) Only one person should decide the project goals.	True	False
4) Reflecting on a project helps us learn.	True	False
5) A team works best when everyone listens and contributes.	True	False



## Activity: Plan a Community Service Project

### Objective

What are we learning about?

Learn how to plan a team project by connecting personal passions with real community needs. Students will work together to design, propose, and organize a small volunteer project.

### Materials

What do you need for the activity?

- Brainstorming Sheet
- Community Service Proposal Sheet
- Action Plan Sheet
- Pencils, erasers, rulers



### Instructions

How will you complete the activity?

1. Form groups of 3–4 students.
2. Use the Brainstorming Sheet to list your group's strengths and passions, as well as observed needs in your school or community.
3. Discuss how your passions can help meet a need. Choose one idea to turn into a service project.
4. Fill out the Community Service Proposal Sheet with a title, description, reason for choosing it, and what you hope to accomplish.
5. Use the Action Plan Sheet to break down your project into steps. Assign group roles, list materials needed and set deadlines.
6. Prepare to present your proposal to the class or teacher for feedback.
7. Reflect on your teamwork and community impact after the project is complete.

## Brainstorming Sheet

**Instructions**

Write your interests on the left and things your school or community needs on the right. Then decide what could become a good project to propose.

Our Interests and Passions

School/Community Needs

**PREVIEW**

## Community Service Proposal

Title of the Project

Project Description

Why is this project needed?

What do you hope to accomplish?



Name: \_\_\_\_\_

99

Curriculum Connection  
L7.7

## Action Plan Sheet

Task	Who will help?	What will you need?	When will it get done?

**PREVIEW**

**Peer Assessment**

Assess the performance of another group.

Name of the group being Assessed: _____		Assessor's Name: _____		
Criteria	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Clarity of speaking				
Creativity in their project				
Project meets a real community need				
Overall Impact				

**Two Stars And A Wish**

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

Write two strengths and one weakness of a peer's performance.

	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>

## Making a Difference

### Ways to Help in the Future

Many students wonder how they can make a difference in the world. The good news is, you don't have to wait until you're an adult to start. There are many ways to help others—through your future career, by volunteering your time, or by showing leadership in everyday situations.

People in many careers—like nurses, teachers, firefighters, social workers, or paramedics—make a big impact on their communities every day. These jobs require strong communication skills, empathy, and a desire to support others. According to Statistics Canada, **17 million Canadians volunteer** each year. That includes youth who help at food banks, school events, or community gardens. Giving your time not only helps others but it also helps you grow into a more confident and responsible person.

Leadership is another way to make a difference. You don't need to be famous or run for office to be a leader.

1. Speaking up when something feels wrong
2. Helping others feel included and supported
3. Taking responsibility in group work or activities
4. Encouraging classmates to do their best



Even small actions—like picking up litter or helping a friend with homework—can show leadership and kindness.

### How Your Actions Connect to the Future

The choices you make today help build the skills you'll need in high school, work, and life. Whether you're aiming for a leadership role, a job that helps others, or just to be a kind person, your actions now matter more than you think.

### 5 Easy Ways to Make a Difference Today:

- Join a school club or community clean-up team
- Volunteer to help younger students or organize a game
- Start a kindness challenge or create a positive note wall
- Help organize a fundraiser or donate gently used items
- Stand up for someone who needs a friend or kind word



Every act of kindness builds your confidence and character. Step by step, you're shaping the leader and citizen you'll become.



**Questions**

Answer the questions below.

1) What is one way you could help your community in the future?

---

---

---

---

2) What are some things you're doing now that could help you reach that goal?

---

---

---

---

**Draw**

Draw how you might make a difference in your community.

**True or False**

Is the statement true or false?

1) Only adults can make a difference in the community.	True	False
2) Volunteering helps you build future job skills.	True	False
3) Small actions now can lead to big impact later.	True	False
4) Leadership is only about being in charge.	True	False
5) Helping others can connect to your future career.	True	False

## Activity: Acts of Impact Bingo Challenge

### Objective

What are we learning about?

Learn how small acts of kindness and responsibility can create a positive difference in the school or community. Students will develop awareness, empathy, and leadership by completing simple challenges over the course of one week.

### Materials

What do you need for the activity?

- Acts of Impact cards (one card per student)
- Pencil or pen
- Reflection sheet (for end of the week)



### Instructions

How will you complete the activity?

1. Give each student a blank Acts of Impact Bingo card.
2. Review the meaning of each action square with the class (e.g., "Help someone without being asked").
3. Set the class challenge: students will aim to complete five in a row (horizontal, vertical, or diagonal) by the end of the week.
4. Students check off each square once they complete an action. They should aim for genuine, thoughtful actions.
5. At the end of the week, give students a reflection sheet where they answer questions about the activity.
6. Optionally, recognize students who complete Bingo or the full card with a certificate or small prize.

**“Acts of Impact” Bingo Challenge**

Help someone without being asked	Write a kind note	Smile at five people	Pick up trash you didn't drop	Share a compliment
Invite someone to join your group	Help someone with something	Say thank you to a staff member	Let someone go first in line	Offer help to a classmate
Give a high-five or fist bump	Help clean a shared space	Hold the door open for someone	Encourage someone who's shy	
Teach someone something you know	Sit with someone new at lunch	Put away supplies without being asked	Cheer someone on	Thank someone sincerely
Leave a positive note somewhere	Be kind even if no one sees	Say something nice to a sibling	Help carry something heavy	Ask someone how they're doing



## Unit Test – Life Learning Choices

**Multiple Choice**

/10

1. What helps you study best? a) Copying others b) Know your learning style c) Guess what works d) Skip hard work	2. Which is a positive thought? a) "I'll try my best." b) "This is too hard." c) "I give up." d) "I can't do this."
3. Which is a good study strategy? a) Ignore your notes b) Read once c) Teach someone d) Scroll on your phone	4. Which is a free choice? a) Doing what friends say b) Thinking for yourself c) Feeling forced d) Being tricked
5. What shows a healthy boundary? a) "Do what I want." b) "Leave me alone." c) "I need space now." d) "Just say yes."	6. Which is a SMART goal? a) To be popular b) To be liked c) To be a step-by-step d) To impress
7. What shows self-respect? a) Hiding your views b) Saying no when you do not agree c) Changing for others d) Always agreeing	8. What's a career strategy? a) Liking drama b) Lying well c) Being late d) Working hard
9. What is one way to help others? a) Ignore them b) Use your skills c) Complain d) Stay silent	10. What is volunteering? a) Helping for free b) Playing video games c) Skipping class d) Earning cash

**Define**

Differentiate the five parts of a SMART goal.

Specific	
Measurable	
Achievable	
Relevant	
Time-bound	

**Identify**

Check whether each goal is SMART or NOT.

Statements	SMART	NOT SMART
1) I want to get better at reading.		
2) I will read 20 pages every night for 2 weeks.		
3) I will finish 5 science review sheets by next Friday		
4) I'll try to improve in science sometime.		
5) I will walk for 20 minutes every day this month.		
6) I want to be more active.		
7) I want to be the best student in the world.		
8) I will bring my homework every day		
9) I hope to improve my grades soon.		
10) I will study math for 30 minutes every day		

### Long Answer

Answer the questions below.

1) Discuss three careers that are being changed by technology today. How is technology transforming these jobs? Give specific examples for each.

**PREVIEW**

2) List and explain three reasons why people's goals might change over time. How can changing your goals have a positive impact on your personal growth and life plans?







# Google Slides Lessons Preview





# Alberta Health & Wellness Relationship Choices Unit – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**What Is Emotional Wellness**

**LEARNING GOAL**

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

**Calm Down Strategies Sort**

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

Helpful Strategy	Not Helpful Strategy

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

### Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

### Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

**Consolidation – What Stuck With You?**

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

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




# Alberta Health & Wellness Relationship Choices Unit – Grade 7

### Word Search : Building a Strong Mind

**WORDS ON**

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



Word search grid:

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

### Relationship Stress

Work with a new group and begin ignoring you—you feel left out and hurt:  
Choose Healthy Coping or Unhealthy Coping to show how you might respond.

Healthy Coping Strategies	Unhealthy Coping Strategies
Focus on other positive friendships or join a new group.	Gossip about your friend to others.
Post mean or vague things about them online.	Talk calmly to your friend and explain how you feel.
Blame yourself and think you're not good enough.	Avoid school or isolate yourself completely.
Practice deep breathing or take a break to cool off.	Write in a journal about how you're feeling.
	Start rumours or try to get others to take your side.

### Sort: Respectful or Disrespectful?

**Action**

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

\*\*\*\*\*

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

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





# Alberta Health & Wellness Relationship Choices Unit – Grade 7

**Building Conflict Resolution Skills**

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

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

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

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

**Actions:**

- solve
- avoid
- compromise
- empathize
- produce
- talk
- argue
- listen
- choose
- share
- respect
- understand

**Group Work Roles Match-Up**

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

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

**Roles:**

- Leader
- Presenter
- Organizer
- Facilitator
- Checker
- Motivator
- Recorder
- Peacemaker

**Is it a Real Apology?**

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

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

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓



# Workbook Preview



# Grade 7 – Health Unit

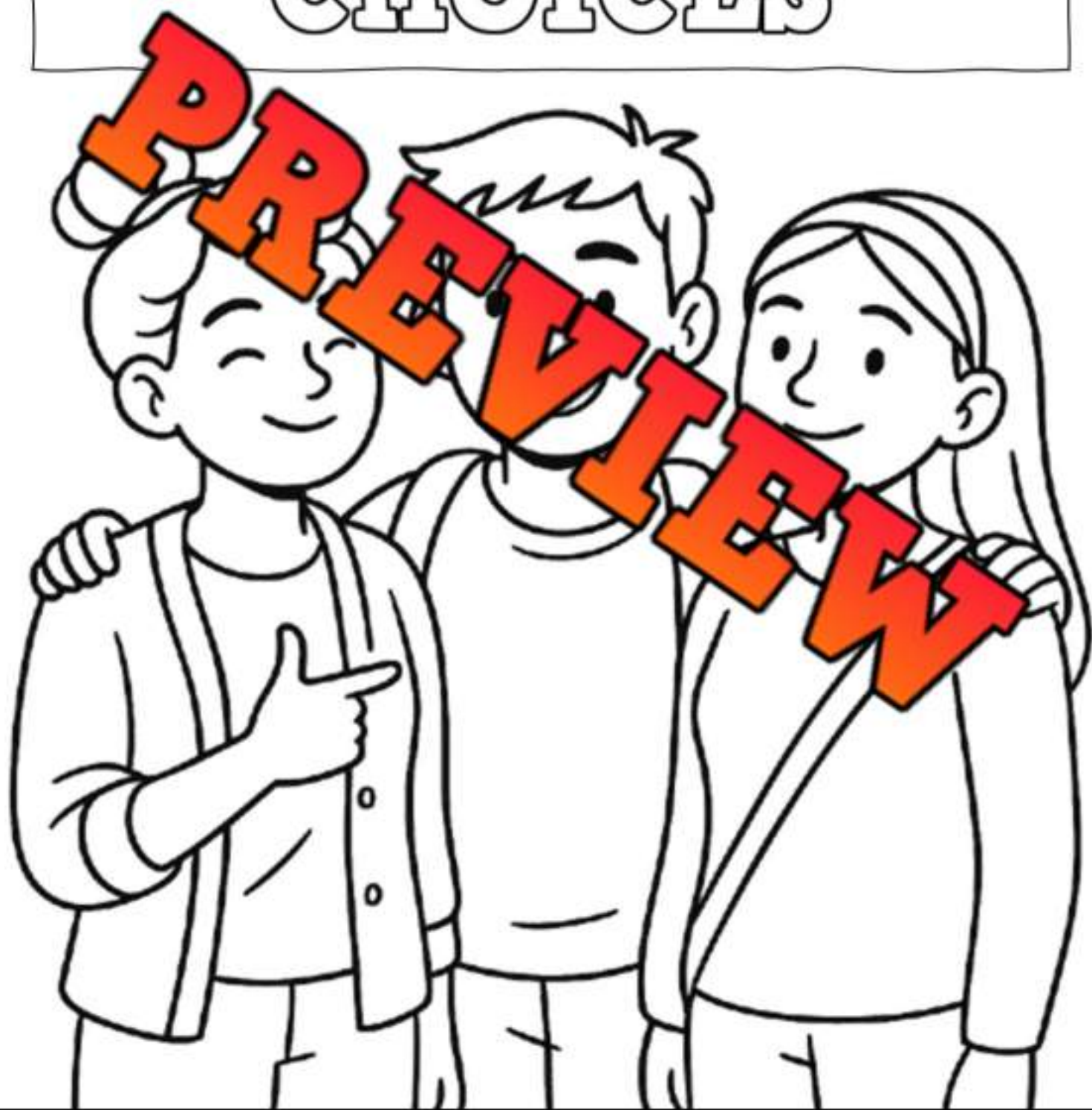
## Relationship Choices

Learning Strategies		Students will make responsible and informed choices to maintain health and to promote safety for self and others.
	Skill and Procedures	Pages
R7.1	Analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism	6-15, 78-82, 107, 120
R7.2	<div> Preview of 75 pages from  this product that contains  158 pages total. </div>	69, 74-105,
R7.3		94
R7.4	Analyze and practise constructive feedback; e.g., giving and receiving	32-37, 73-77, 107-113
R7.5	Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex	38-47, 62-72, 102-106, 114-118, 120-125
R7.6	Explore and evaluate the impact of media violence on relationships	48-57, 95-101, 109, 117
R7.7	Evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose	58-61, 116, 118-119



NAME: \_\_\_\_\_

# RELATIONSHIP CHOICES



## What Is Emotional Wellness?

### Why Is Emotional Wellness Important?

Our emotions play a big role in how we act, how we treat others, and how we handle everyday situations. If we feel calm and confident, we're more likely to do our best in school, make good choices, and get along well with others. But if we're feeling angry, stressed, or overwhelmed, we might lash out, shut down, or stop enjoying the things we normally like.



### How Do Emotions Affect Us?

Every emotion has a purpose. Happiness makes us feel connected. Sadness reminds us to slow down and reflect. Anger can signal that something feels unfair. Fear helps us stay alert. When we don't understand our emotions—or when we try to hide them—they can build up and cause problems in other areas of life.

### What Does Healthy Emotional Wellness Look Like?

A person who is emotionally well might:

- Understand what they're feeling and why
- Accept that emotions are normal and it's okay to have feelings
- Know when to ask for help
- Treat others with kindness and respect
- Handle disagreements in a calm way

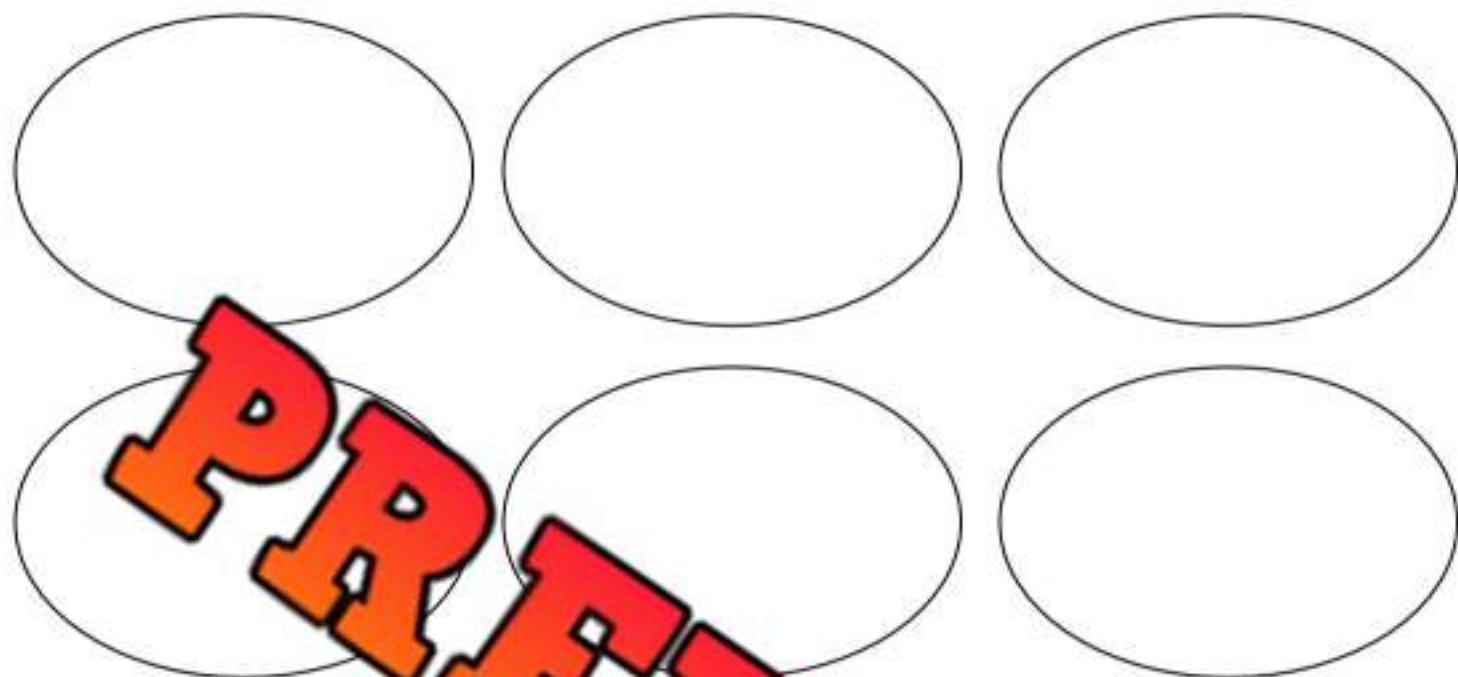
### How Can You Take Care of Your Emotional Wellness?

- **Self-awareness** – noticing how you feel and thinking about what caused those feelings
- **Self-care** – doing things that help you feel calm and happy, like listening to music or spending time outside
- **Support systems** – having friends, family, or trusted adults you can talk to
- **Healthy habits** – getting enough sleep, eating well, and staying active help the brain feel better too
- **Positive thinking** – learning to be kind to yourself in your thoughts, not just to others.



**Write**

Write 6 small things you do to feel calm and happy.



A large, diagonal, 3D-style watermark reading "PREVIEW" is overlaid across the center of the page, from the bottom-left towards the top-right.

**True or False**

Is the statement true or false?

1) Emotional wellness means you are always happy.	True	False
2) Recognizing your emotions is part of emotional wellness.	True	False
3) Taking deep breaths when you're upset is a healthy coping strategy.	True	False
4) Emotional wellness only matters when you're an adult.	True	False
5) It's okay to ask for help when your emotions feel too big.	True	False

**Multiple Choice.**

Circle the best answer.

1) What is emotional wellness?	A	Feeling your best inside	B	Always being happy
2) What helps emotional wellness?	A	Ignoring your feelings	B	Talking to a friend
3) What can harm emotional wellness?	A	Sharing your thoughts	B	Keeping feelings inside
4) Why is sleep important?	A	It keeps you from getting too bored	B	Helps your mood



## Case Study: How Thoughts Affect Feelings

### Mindset and Mental Strength

In Winnipeg, Manitoba, a Canadian Olympic athlete named **Clara Hughes** rose to international fame in both **cycling** and **speed skating**. While millions admired her incredible athletic success, very few people knew that Clara was also battling serious **mental health challenges**, including **depression** and **low self-esteem**.

Even when standing on the Olympic podium, Clara often believed she wasn't good enough. Instead of celebrating her victories, she focused on small mistakes and criticized herself. These **negative thoughts** made her feel anxious, unworthy, and emotionally drained. She struggled to achieve her dreams. Clara struggled to feel proud of herself.



With the help of a **therapist**, Clara began to understand how her thoughts were directly connected to her emotions and mental well-being. She started to practise **positive self-talk** and learned to **reframe** her thoughts. For example, instead of seeing a mistake as a failure, she began to see it as a chance to grow and learn. Over time, this shift in mindset helped her build confidence, cope with challenges in healthy ways, and return to sport feeling mentally stronger.

Clara's story shows how much **mindset** matters. The way we think affects the way we feel and act. By learning to recognize negative thinking and replace it with more balanced, helpful thoughts, we can improve our **emotional wellness**. Her story reminds us that **mental strength** isn't about being perfect—it's about being honest, resilient, and kind to ourselves.

Today, Clara is a passionate leader in **mental health awareness**. Through campaigns like **Bell Let's Talk**, she shares her journey to help others feel less alone. Her experience teaches us that it's okay to struggle—and that with support, self-awareness, and effort, we can grow stronger in both body and mind.

## Fill in the Blanks

Use the word bank to complete each sentence.

emotions

positive

mental

Olympic

thinking

support

1. Clara Hughes is a Canadian \_\_\_\_\_ athlete who competed in both summer and winter games.
2. Negative \_\_\_\_\_ made Clara feel like she wasn't good enough.
3. Over \_\_\_\_\_ replaced negative thoughts with more \_\_\_\_\_ ones.
4. \_\_\_\_\_ gave Clara the \_\_\_\_\_ she needed to feel better.
5. Changing how \_\_\_\_\_ can help improve our \_\_\_\_\_ health.

## Questions

Answer the questions.

- 1) What did Clara do that helped her make changes in a healthier way?

---



---



---

- 2) How can someone's thoughts change the way they feel in a tough time?

---



---



---

## Check

Check ✓ the thoughts that help you feel better.

<input type="checkbox"/>	"I'm never good enough."	<input type="checkbox"/>	"I can ask for help."
<input type="checkbox"/>	"I'll try again tomorrow."	<input type="checkbox"/>	"Mistakes help me learn."
<input type="checkbox"/>	"No one cares."	<input type="checkbox"/>	"They're all better than me."
<input type="checkbox"/>	"I always fail."	<input type="checkbox"/>	"I did my best."



**Activity – Thought Flip: Changing the Way We Think****Objective**

What are we learning about?

Students will learn how thoughts affect feelings and behaviour. They will practise turning negative thoughts into more helpful ones to support emotional well-being and healthy decision-making.

**Materials**

What do you need for the activity?

- Pencil or pen
- Thought Flip worksheet

**Instructions**

How will you complete the activity?

1. Carefully read each of the negative thoughts listed on the page. Think about how each one might make someone feel. Why do you think that?
2. Consider how changing that thought into something more positive or balanced could help someone feel more hopeful, confident, or calm.
3. In the space provided, rewrite each negative thought into a more positive or realistic thought. Try to use kind words or encouraging messages that could change the mood or outcome.
4. After you finish flipping the thoughts, think of one real thought you've had in your own life that made you feel down or discouraged. Then, try to flip that thought into one that could help you feel better or more supported.
5. If you feel comfortable, share one of your flipped thoughts with a partner or in a small group. This helps us practise talking about emotions and learning from each other.



## Thought Flip

**Instructions**

Read each negative thought and write a new helpful thought that could make someone feel better.

Negative

Positive

**PREVIEW**

I am sad at  
any time.

I always mess  
things up.

Nobody wants to be  
my friend.

I'll never get better  
at this.

Everything is going  
wrong.

**Check-in**

Check the boxes that match how you felt during the activity.

☐ 1) I learned something new about how I think.☐ 2) It was hard to flip some thoughts.☐ 3) I started to notice how I talk to myself.☐ 4) I liked seeing how a small change in words can change how I feel.☐ 5) I finished the activity faster than my classmates.☐ I will practise flipping more thoughts in real life.☐ I didn't feel as being hard on myself in my thoughts.**Sentence Starter**

Complete the sentences below.

One negative thought I flipped away was \_\_\_\_\_

---

---

---

My new helpful thought sounded like:

---

---

---

This new thought made me feel:

---

---

---

I realized that changing how I think can:

---

---

---

## Story: Logan's Circle of Support

**Draw**

Draw pictures that illustrate the story.

### Understanding When and How to Ask for Emotional Help

Logan was a Grade 7 student living in Ontario. He loved playing hockey after school, hanging out with his friends during lunch, and spending his weekends playing video games. But something had changed. At home, his parents were arguing almost every day. Their loud voices made it hard for him to relax or fall asleep. Logan was feeling stressed, and really tired all the time. Even though he still smiled at school, deep down he felt heavy, like he was carrying a backpack full of bricks. He wanted to talk to someone—he thought he just had to deal with it alone.



**PREVIEW**

After a few weeks, Logan's mood got worse. He stopped enjoying things he used to love and couldn't focus in class. His teacher, Ms. Chen, noticed that Logan wasn't acting like his usual self. After class one day, she gently asked, "Hey Logan, are you okay?" Logan shrugged, unsure of what to say. Ms. Chen told him it was okay to feel overwhelmed sometimes. She explained the difference between short-term and long-term emotional support. "Talking to someone like a friend or parent can help in the moment," she said. "But if those feelings don't go away, it's important to get long-term help—like from a counsellor or therapist."

That night, Logan couldn't stop thinking about what Ms. Chen said. The next day, he gathered some courage and talked to his best friend Josh. Josh didn't laugh or act weird—instead, he listened carefully and said, "You're not alone." That made Logan feel a little lighter. Later that week, Logan decided to visit the school guidance counsellor. They started meeting once a week in a quiet room filled with calming posters and soft chairs. The counsellor helped Logan understand his feelings and taught him ways to handle stress—like writing in a journal, taking deep breaths, or going for walks.

**PREVIEW**

**PREVIEW**

Logan learned that needing help didn't mean he was weak. In fact, it meant he was being strong and smart. He was surprised to learn that 1 in 5 kids in Canada experience mental health challenges, but many stay silent. Now, Logan keeps a small list in his notebook of people he can talk to—his friend Josh, Ms. Chen, the school counsellor, and his cousin Mia. "Having support doesn't fix everything right away," Logan says, "but it helps me feel stronger, like I'm not fighting my feelings alone anymore." His smile slowly started to come back—and this time, it reached his eyes.



## Blog Post: Understanding Emotional Support

### Why Friends Can't Fix Everything

Date: May 27, 2025

Author: Jane Smith

4-minute read

Have you ever had a bad day and told a friend everything—and still felt the same afterward? Or maybe your friend wanted to help, but didn't really know what to say? Friends can be amazing listeners, but there are times when we need more than just a chat at recess.

In Canada, you can experience a mental health issue before age 18, according to CAMH. This is why it's important to get help from a trusted adult, counsellor, or mental health professional. Friends may care, but they don't always have the tools to support deep emotions like depression, or grief. Just like you wouldn't ask your friend to fix a broken leg, emotional struggles need expert care.

It's also important to set boundaries. That means not putting too much pressure on one friend to be your only support. It also means recognizing when *you* need a break from trying to "fix" someone else. Saying "but I think you should talk to an adult" is a strong and caring thing to do.

Support is a team effort—and sometimes, the best thing a friend can do is help you find the right help.

Till next time,  
Jane Smith

#### Comments:



Maya Blake | May 27, 2025

This happened to me once. I tried to help my friend with everything and felt really overwhelmed. Glad I finally told a teacher!

[Like](#) [Reply](#) 6h ago



Teen talker | May 27, 2025

Good reminder! It's okay to care AND still recommend a counsellor. That's not giving up—it's smart.

[Like](#) [Reply](#) 3h ago

## Fill in the Blanks

Complete the sentences below.

1) Friends can't replace a _____	counsellor	Peer support
2) Setting a _____ shows self-respect.	boundary	blame
3) 1 in 5 youth face _____ health issues.	muscle	mental
4) A good _____ knows when to _____ help.	ask for	avoid
5) Some _____ for friends to solve.	personal	complex

## Write

Imagine \_\_\_\_\_ to \_\_\_\_\_ and who feels overwhelmed but won't ask for help.  
Write three \_\_\_\_\_ to \_\_\_\_\_ ask to help them think about getting support.

1)	
2)	
3)	

## True or False

Is the statement true or false?

1. Only big problems need help.	True	False
2. A counsellor gives long-term support.	True	False
3. Everyone handles feelings the same.	True	False
4. A friend who listens gives short-term support.	True	False
5. Getting help means you're weak.	True	False



## Fact or Fiction – Emotional Support and Friendships

### Objective

What are we learning about?

To help students understand the limits of peer support, learn when to seek adult or professional help, and recognize healthy emotional boundaries in friendships.

### Materials

What will you need for the activity?

- A list of statements about emotional support, friendships, and mental health
- A "Fact" side and a "Fiction" side for each side of the room
- Space in the classroom for students to walk/move to each side.



### Instructions

How will you complete the activity?

1. Your teacher will read statements related to emotional support, friendships, and getting help. Listen carefully to each one.
2. Decide if you believe the statement is true or false based on what you know or have learned.
3. If you think it's true, walk to the "Fact" side. If you think it's false, walk to the "Fiction" side of the room.
4. Once everyone chooses a side, listen as the teacher explains the correct answer.
5. Your teacher may also explain *why* the statement is fact or fiction and give real-life examples.
6. Return to your seat and get ready for the next statement.
7. Keep thinking critically! Notice how different sources of support work—and when friends may need help too.



**Fact or Fiction**

Read the statements to the class.

#	Statements	Fact or Fiction
1	Friends are trained to treat anxiety and depression.	Fiction
2	A counsellor can give long-term support that friends may not be able to.	Fact
3	If a friend is struggling, it's your job to fix everything for them.	Fiction
4	Saying "I can't help you" or "You should talk to someone" is a healthy boundary.	Fact
5	Everyone has the same level of support system.	Fiction
6	Talking to a trusted adult can help when you feel too heavy.	Fact
7	It's wrong to ask for help outside of your friend circle.	Fiction
8	Friends can listen, but they can't always offer solutions.	Fact
9	You should never break a friend's secret, even if they tell you in confidence.	Fiction
10	Mental health professionals are only for adults.	Fiction
11	Sometimes, telling a teacher or counsellor is the best way to help a friend.	Fact
12	If someone is sad, all they need is a hug or joke to feel better.	Fiction
13	Emotional boundaries help protect both you and the person you care about.	Fact
14	Friends are the only people you should ever talk to about personal problems.	Fiction
15	It's brave to admit when something is too big to handle alone.	Fact

# Exit Cards

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

Name: \_\_\_\_\_

Is the statement true or false?

1) Friends can always solve your mental health problems.	True	False
2) Setting boundaries with friends is a healthy thing to do.	True	False
3) A counsellor can help with big problems.	True	False
4) It's weak to ask adults for emotional support.	True	False

Name: \_\_\_\_\_

Is the statement true or false?

1) Friends can always solve your mental health problems.	True	False
2) Setting boundaries with friends is a healthy thing to do.	True	False
3) A counsellor can help with big problems.	True	False
4) It's weak to ask adults for emotional support.	True	False

Name: \_\_\_\_\_

Is the statement true or false?

1) Friends can always solve your mental health problems.	True	False
2) Setting boundaries with friends is a healthy thing to do.	True	False
3) A counsellor can help with big problems.	True	False
4) It's weak to ask adults for emotional support.	True	False

Name: \_\_\_\_\_

Is the statement true or false?

1) Friends can always solve your mental health problems.	True	False
2) Setting boundaries with friends is a healthy thing to do.	True	False
3) A counsellor can help with big problems.	True	False
4) It's weak to ask adults for emotional support.	True	False



## Case Study: Coping with Friendship Stress

### Facing Friendship Stress with Confidence

Aaliyah is a 12-year-old student in Grade 7 who lives in Edmonton. Recently, she went through a difficult situation with her best friend, Jasmine. They had always been close, but over the past few weeks, Jasmine began spending more time with a new group of friends and gradually stopped including Aaliyah. Aaliyah felt rejected, confused, and lonely.



At first, Aaliyah tried to ignore her emotions, hoping things would go back to normal. But the stress began to affect her. She started to feel overwhelmed with school and at home. She avoided lunch and recess, stopped participating in class, and had trouble sleeping. Then one day when she overheard someone say, "No wonder Jasmine left—Aaliyah is so sensitive," that comment made her feel judged, embarrassed, and like she didn't belong at all.

Eventually, Aaliyah decided to confide in her mother. Her mother encouraged her to speak with her school's guidance counsellor. The counsellor explained that rejection is a common and painful experience, but it doesn't mean she was flawed or unworthy. With support, Aaliyah learned healthy ways to cope. She wrote a respectful note to Jasmine to express her feelings, and she began journaling, practising calming breathing techniques, and joined a sports team where she could meet new people and feel a sense of belonging.

Although her friendship with Jasmine didn't return to the way it was, Aaliyah developed stronger emotional skills. She learned to set boundaries, recognize her self-worth, and understand that friendships can change—and that's okay. Now, she feels more confident in herself and is open to building new, respectful relationships with others.

Aaliyah's story shows that speaking up and practising self-care can help us face social challenges with strength and resilience.



**Instruction**

Circle the words that describe the traits of a good friend.

Honest Polite Loving Fair  
 Funny Hateful Patient Bossy Thoughtful  
 Loyal Mean Good Listener Grouchy Confident  
 Rude Caring Grumpy Helpful Popular  
 Competitive Courageous Respectful

**Identify**

Which are healthy ways to cope with friendship stress?

	Talk to someone	Keep it inside
	Blame yourself	Accept your feelings
	Get revenge	Use calming strategies
	Join a new group	Ignore yourself
	Respect your needs	Remember it's okay

**Questions**

Answer the questions below.

1) What advice would you give someone who feels left out by a close friend?

---



---



---

2) What can happen if someone hides friendship stress and doesn't get help?

---



---



---

## Activity: Advice Column Writing

### Objective

What are we learning about?

Students will practise empathy and communication by writing a response to someone facing friendship stress. They will suggest healthy ways to cope using strategies like self-care, communication, and seeking support.

### Materials

What will you need for the activity?

- Pencil or pen
- Lined paper or template for writing
- A copy of Aaliyah's story (for reading)



### Instructions

How will you complete this?

1. After reading Aaliyah's story about friendship stress, imagine that she wrote a letter asking for advice because she felt sad, confused, and unsure of what to do next.
2. Pretend you are an advice columnist writing back to her. You must respond in a caring and helpful way that shows empathy and understanding.
3. In your letter, begin by acknowledging Aaliyah's feelings and let her know she's not alone. Then give her thoughtful advice about how to handle the situation.
4. Make sure to include at least two healthy coping strategies Aaliyah could use.
5. Keep your tone kind, respectful, and supportive.
6. End your letter with encouragement or a message of hope.
7. Once your letter is finished, read it over to make sure it's clear and helpful. You may be invited to share part of your advice with the class if you feel comfortable.

*Dear Aaliyah,*

**PREVIEW**

*Your Friend,*

\_\_\_\_\_



# The Power of Feedback

## What Is Feedback?

Feedback is when someone gives information or opinions about your work, actions, or behaviour to help you improve. There are two main types:

- Positive feedback - encourages and shows what's working well.
- Constructive feedback - points out areas that can improve, using respectful and helpful language.

## Why Is Feedback Important?

When done well, feedback can help us:

- Understand our strengths
- Recognize areas to improve
- Learn from others' perspectives
- Build teamwork and trust

## How to Give Feedback Respectfully

- Use "I" statements. Start your feedback with phrases like "I think..." instead of blaming or pointing fingers.
- Be kind and specific. Say exactly what was done well or what could be improved.
- Focus on the work, not the person. Talk about what can be improved about the task or project, not about someone's personality or habits.
- Offer a solution or idea. Don't just point out what's wrong—suggest something they can try to do better next time.

## How to Accept Feedback Calmly

- Listen without interrupting and Let the person finish what they're saying.
- Say "thank you" to show maturity and show that you're open to learning and growing.
- If something is unclear, it's okay to ask politely for an explanation.
- Use the feedback to grow, not feel bad.



**Instructions**

Check the box to show whether it is helpful or harmful feedback.

Statements	Helpful	Harmful
1. "You never do anything right."		
2. "Nice effort—try a clearer font next time."		
3. "You should just quit if you don't get it."		
4. "That was terrible."		
5. "Can I give you a tip to help with your opening?"		

**Rewrite** Rewrite the harsh comments more respectful and helpful.

1) Your project is boring.	
2) You are not good at this.	
3) That doesn't make any sense.	
4) This is wrong.	

**Reflect**

Think of a time when you got feedback. How did it make you feel? What would you do differently now?




## Activity – Praise vs. Critique Cards

### Objective

What are we learning about?

Students will learn how to give helpful feedback by matching kind praise with respectful critique. This helps practise balanced, supportive communication in school and group work.

### Material

What will you need for the activity?

- A set of praise cards and Critique Cards
- Scissors and hole punches (or staples) to keep sets together
- One worksheet or answer sheet per group



### Instructions

How will you complete the activity?

1. Work in small groups or with a partner. You will need a shuffled set of Praise Cards and Critique Cards.
2. Begin by reading through all the cards carefully. Each praise card offers a kind, encouraging comment. Each critique card offers a respectful suggestion for improvement.
3. Your task is to match each praise card with a critique card that fits well—one that continues the same tone, topic, or task in a helpful and balanced way.
4. Once your group has matched all the pairs, choose one set to share with the class. Be ready to explain why you think that praise and critique go well together.
5. If time allows, your group can create a new pair of cards for a classroom situation where feedback might be needed (e.g., a class presentation, project, or group task).



## Cards

Cut out the cards below.

Praise Cards	Critique Card
"Your ideas are really creative!"	"Try adding details to make your ideas even clearer."
"I can tell you worked hard on this project."	"Double-check for grammar mistakes to polish it up."
"Great use of colour to engage your poster."	"Consider using less colour in one area not to make it easier to read."
"I really liked the way you introduced the topic."	"Add more detail in your body to support your introduction."
"Your conclusion wrapped things up nicely."	"Include a summary of key points in your conclusion."
"You used good examples to support your point."	"Add one more strong example to fully convince the reader."
"The beginning of your story caught my attention."	"Keep the momentum by adding more action in the middle."

**Cards**

Cut out the cards below.

Praise Cards	Critique Card
"You did a great job listening to your partner."	"Next time, try responding to what they said with a comment or question."
"You made a great visual in your slide."	"Use less text per slide so people can focus on your main message."
"Your timeline helped me understand our project."	"Add exact dates to make it more informative."
"You showed great enthusiasm during your reading."	"Slow down a bit so it's easier to hear."
"You stayed focused during the group work."	"Try to check in with everyone to make sure everyone is included."
"Your argument was very convincing."	"Make sure to address the other side's point of view too."
"I like how you asked your group members for their ideas."	"Be sure to speak up and share your own ideas too."

**Write**

Reflect on your experience during the Praise vs. Critique Cards activity. Use the questions below to guide your response.

1. *What did you learn about giving or receiving feedback through this activity?*
2. *Which praise-critique pair stood out to you, and why did it feel balanced?*
3. *How did your group work together to make respectful choices?*
4. *Did this activity change the way you think about giving helpful advice or suggestions?*
5. *What is one thing you would do differently the next time you give someone feedback?*

**PREVIEW**



## Story: The Locker Note

### Recognizing Healthy and Unhealthy Friendship Behaviours

Emma opened her locker on Thursday morning, and a small sticky note fell out. It said,



*"Really? You're doing the presentation without me? Some friend you are. -Lena."* Emma's stomach dropped. She and Lena were partners for a social studies project, but Lena had skipped their last two meetings and didn't reply to any of Emma's messages. With the deadline near, Emma stayed up late to finish the work herself. Now, when she was being thanked, she was being blamed.

At lunch, Emma sat beside her friend Jordan and showed him the note. "I just couldn't wait anymore," she said. "I wanted us to finish it." Jordan read it and frowned. "That's not fair," he said. "You did the right thing. A true friend wouldn't make you feel guilty for being responsible." Emma thought about that. Jordan was right. She had worked hard and tried to do what was best.

That night, Emma sat at her desk thinking about how Lena often made excuses, whether it was skipping group work or getting upset when things didn't go her way. Emma knew it was time to speak up. She texted Lena: *"I didn't want to leave you out, but I had to finish the work. Your note really upset me. I want to stay friends, but I need respect too."* Her hands were shaking, but she felt proud for standing up for herself.

The next morning, Emma found another note on her locker. This one said, *"I'm sorry for the note. I was upset, but you're right. Can we talk?"* Emma smiled. She didn't know what would happen next, but it felt good to be honest—and even better to see her friend trying to make things right.

**Word Scramble**

Unscramble the words below related to friendship

RUTST		LAYOLTY	
PECRSTE		TSEHON	
DINK		NFU	
TPOPURS		YHTAPME	
TLI		RECA	

Questions 1-4 Answer the questions below.

1) What are two signs that a friendship is healthy?

2) How did Emma show that she respected her friend's feelings?

**True or False**

Is the statement true or false?

1) Healthy friendships include trust, kindness, and honesty.	True	False
2) A good friend will always agree with you.	True	False
3) Guilt-tripping and silent treatment are signs of a healthy friendship.	True	False
4) You can set boundaries and still care about someone.	True	False
5) Talking about your feelings is part of respectful communication.	True	False



## Activity: Secret Compliment Box

### Objective

What are we learning about?

To help students build healthy friendships by recognizing the positive traits in others, practising kindness, and understanding how appreciation strengthens classroom relationships.

### Materials

What will you need for the activity?

- Small slips of paper or index cards
- Pens or pencils
- A decorated "Secret Compliment Box"
- Optional: markers or stickers to decorate the box



### Instructions

How will you complete the activity?

1. Your teacher will explain how compliments help build a kinder connection.
2. Think about positive traits or actions you've noticed in your classmates.
3. Write 2-3 compliments about different people in the class. Keep them kind, specific, and anonymous.
4. Fold each slip and place it inside the Secret Compliment Box.
5. After the activity, your teacher will read some compliments aloud or hand them out privately.
6. As you listen, think about how it feels to receive kind words and how small actions can build stronger friendships.
7. After the activity, reflect on how it felt to give compliments and how receiving them can impact someone's confidence and emotional well-being.



**Write**

Reflect on your experience during the Secret Compliment activity. Use the questions below to guide your response.

**Draw your feelings:**

How did you feel while writing or receiving a compliment?

**What happened?**

What did you do during the Secret Compliment Box activity?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

How did giving or receiving kindness help you or others feel good?

How will you show kindness again in the future?

## Blog Post: Respect Goes Both Ways

### Friendship, Boundaries, and Respect

Date: May 28, 2025

Author: Stephen Cane

4-minute read

Let's be honest — middle school friendships can get complicated. People tease, assume things, or make jokes when they see a boy and a girl talking. But here's the truth: friendships between boys and girls are totally normal and should always be built on respect.

Whether you're talking with someone as a friend or maybe starting to like them a little more, your relationship always stays the same — kindness and communication. That means listening, not pressuring, and giving each other space when needed.

Respect also means understanding that everyone wants a hug, a playful shove, or to talk about crushes. If someone says "no" or "not now," that's their boundary — and a respectful friend respects it without making them feel weird.

At school, a lot of problems come from teasing, or not knowing what's okay. The best way to avoid that? Talk it out. Listen. Think before you joke. If something feels uncomfortable, it probably is.

Respect doesn't mean you always have to agree — it means you treat each other like equals. Being kind isn't a "boy" or "girl" thing. It's just being a person who respects others.

Till next time,  
Stephen Cane

#### Comments:



Amira 7 - May 29, 2025

I liked this post! It's true. People joke too much when they see a boy and girl together. It makes some people feel embarrassed for no reason.

Like Reply 8h ago



Leo\_Guy - May 29, 2025

Respect is really about knowing when to stop. I had to learn that the hard way after teasing my friend, and she told me it hurt her feelings.

Like Reply 5h ago

**True or False**

Is the statement true or false?

1) Friendships between boys and girls are always weird or romantic.	True	False
2) You should pressure a friend to talk if they don't feel ready.	True	False
3) Respecting someone's boundaries is part of being a good friend.	True	False
4) Teasing can make mixed-gender friendships uncomfortable.	True	False
5) Being kind and respectful is only important when you're dating.	True	False

**Identify** Each situation and put a ✓ in the box to show whether you would  
Respect or Ignore it.

	Remember	Respect	Ignore
1) A classmate says "no" to a hug.			
2) You hear a rumour that a girl likes a boy and repeat it.			
3) A friend of the opposite sex asks to talk privately.			
4) Someone makes a joke about your friend liking someone in your group.			
5) Your friend says they feel uncomfortable with how someone teased them.			

**Question**

Why is it important to respect boundaries and stop gossip in friendships?

---



---



---



---



---



---



---



## Activity: Mixed-Friendship Role-Play Scenarios

### Objective

What are we learning about?

To help students understand how to show respect and maintain healthy boundaries in mixed-gender friendships or early dating by practising real-life communication and kindness in group scenarios.

### Material

What will you need for the activity?

- Printed role-play cards (with social situations)
- A safe space in the classroom for group acting
- Optional: simple props like a school bag, phone, chair, lunchbox



### Instructions

How will you complete the activity?

1. Divide students into small groups of 3–4.
2. Give each group one role-play card with a short scenario involving a friendship, misunderstanding, or boundary between friends.
3. Students act out the scene, including respectful communication and how they would respond to teasing, rumours, or personal space.
4. Encourage students to practise respectful strategies like:
  - Listening without interrupting
  - Using kind, clear words
  - Respecting “no” or “not now”
  - Standing up for someone respectfully
5. After performing, each group explains how respect was shown and how the situation could have gone differently if someone wasn’t respectful.
6. Discuss how communication, kindness, and boundaries made the scene feel safer or more fair for everyone involved.

## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Teasing About Friendship	Ella and Jordan are just friends, but classmates keep teasing them for spending time together. Ella starts avoiding Jordan to stop the comments. What can they say or do to shut down the teasing and still protect their friendship?
Respecting Boundaries	Andrew is friend Leila a hug when he sees her in the hallway. She pushes him back and says she doesn't really like him. He gets upset. What can he do now to show respect for her boundaries?
Gossip and Rumours	Some students start a rumor that two students of opposite genders are secretly dating. The rumor spreads quickly and makes both students uncomfortable. What's a respectful way to handle the gossip?
Handling "No" Respectfully	Kayla tells her classmate she doesn't feel like talking today. He keeps asking questions and following her. Kayla gets frustrated. What should he have done differently when she said "no"?



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Pressure from the	A friend group laughs and says Maya and Ethan must "like each other" because they sit together in class. Everyone expects them to act like a couple, but they just want to be friends. What can Maya or Ethan say to stop the pressure?
Respect in Online Comments	Alex posts a nice photo with a friend. Someone comments, "You two should just date already!" The friend asks, "What's a respectful way for Alex to respond to the comment?"
Personal Space at School	Jay keeps nudging or tapping his classmate while talking. The classmate asks him to stop, but he says, "I'm just being friendly." What should Jay do to respect personal space?
Mixed Signals in Friendship	Taylor and Sam text a lot. One day, Sam says they want space, but Taylor keeps sending messages. What should Taylor consider and how can they respect the boundary?



**Reflection**

Answer the questions below.

1) Rate your group's performance by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

Use of Respectful Language	☆☆☆☆☆
Ability to Handle Teasing or Gossip	☆☆☆☆☆
Communication of Boundaries	☆☆☆☆☆
Active Listening and Supportive Responses	☆☆☆☆☆
Confidence in Forming a Healthy Scenario	☆☆☆☆☆
Overall Understanding of Healthy Friendships	☆☆☆☆☆

2) What went well during your role-play session?

---



---



---

3) What could have been improved during your role-play session?

---



---



---

4) What did you learn about respect and boundaries in friendships?

---



---



---



---

## Understanding Conflict

### Understanding Conflict Styles

Everyone experiences conflict. Whether it's a fight with a sibling, a disagreement with a friend, or a group project gone wrong, learning how to handle conflict in a respectful way is an important life skill. The way we handle conflict affects our relationships, emotions, and ability to solve problems.

#### Type of Conflict Style

- **Win/Win:** This is the healthiest and most respectful style. Both people feel heard and get something they need. It involves teamwork, problem-solving, and fairness.
- **Win/Lose:** In this style, one person gets what they want while the other loses out. This can cause frustration, hurt feelings, and long-term damage to the relationship.
- **Lose/Lose:** In this type, both people feel upset, or with the problem still unsolved. No one feels good about the outcome.

### Solving Conflict Respectfully

Being assertive is key to healthy conflict resolution. Assertiveness means standing up for yourself while still showing respect for others. It's different from being aggressive (too forceful) or passive (too quiet).

Here are 5 respectful ways to solve conflicts:

- Use "I" statements (e.g., "I feel upset when...").
- Listen to the other person without interrupting.
- Take a short break if emotions feel too strong.
- Focus on solving the problem, not blaming the person.
- Look for a solution that helps both sides feel okay.

With practice, anyone can shift toward a healthier conflict style.





**Make a Connection**

Describe a time you had a conflict and how you resolved it.

---

---

---

---

---

---

Identify each situation as a conflict starter and X if it is not.

1) You get angry because they beat you in a game.	5) A friend makes fun of your drawing.
2) You help a classmate clean up spilled crayons.	6) You say "thank you" when someone holds the door.
3) Two kids shout, "That's mine!" at the same time.	7) A student pushes ahead in line without saying anything.
4) You invite someone new to join your group.	8) You smile and say, "Good job!" when a classmate wins.

**Fix the Conflict**

Quickly draw or sketch how you would solve the problem below using conflict resolution skills.

Two students are yelling at each other because they both want to lead the group project.





## Conflict Style Activity

### Objective

What are we learning about?

To help students recognize different conflict resolution styles (win/win, win/lose, and lose/lose), reflect on their own responses during conflict, and understand how to move toward more respectful and fairer problem-solving.

### Materials

What do you need for the activity?

- Corner signs: "Win/Win," "Win/Lose," and "Lose/Lose"
- Printed conflict scenarios or teacher-generated list
- Open classroom space for movement



### Instructions

How will you complete the activity?

1. Label three corners of the room with the signs: **Win/Win**, **Win/Lose**, and **Lose/Lose**.
2. Explain that you will read conflict behaviours or statements. Students will decide which style it shows.
3. Read one scenario aloud. Give students a moment to think, then ask them to walk to the corner they believe matches the response.
4. In each corner, ask a few students to explain why they chose that conflict style.
5. Clarify or correct any misunderstandings. Encourage students to think about healthier alternatives when needed.
6. Repeat the activity with more scenarios. End with a group discussion or personal reflection.

Situation	Win/Win	Win/Lose	Lose/Lose
1. I walked away without saying anything.			
2. I yelled until the other person gave up.			
3. We talked it out and found a solution that worked for both of us.			
4. I gave in, even though I was really upset.			
5. I refused to listen and just left the group chat.			
6. I made _____ we were both happy.			
7. I got _____ they were clearly upset.			
8. We both explained _____ and made a fair plan.			
9. I ignored their _____ and _____ all their fault.			
10. We both stayed angry _____ talk _____			
11. We both apologized and agreed to _____			
12. I let them have their way to avoid _____ even though it wasn't fair.			
13. We compromised — I helped them today, and they'll help me next time.			
14. I talked behind their back instead of speaking to them directly.			
15. We agreed to take a break and talk again when we felt calmer.			
16. I rolled my eyes and walked away without saying anything.			
17. We both shared how we felt and took turns finding a solution.			
18. I lied to get my way, even though it hurt their feelings.			
19. We argued for a bit, then agreed to split the responsibility fairly.			
20. I blocked them and told others to do the same.			



## Case Study: Finding Where You Belong

### Meet Jordan and Leo

Jordan and Leo were both in Grade 7 and had been best friends since Grade 2. They usually sat together in class, played video games after school, and helped each other with homework. But this year, things started to feel different.

Jordan joined the school's volleyball team. He enjoyed being active, and his teammates gave him a warm welcome. They supported each other, shared snacks at lunch, and even helped each other on during tests. Jordan felt like he had found a group where he belonged.

Leo didn't want to stop spending time with a new group of students who acted tough and broke school rules. At first, they made Leo feel cool. They let him join their team and laughed at his jokes. But soon, they started making him do things he wasn't comfortable with—like skipping class, using bad language, and picking on younger students. Leo didn't want to lose their approval, so he went along with them.

One Friday, Leo skipped class to hang out with the group. A teacher caught them, and Leo was suspended for a week. He felt embarrassed and unsure if his new friends even cared.

After school that day, Jordan knocked on Leo's door. "You don't have to change who you are to fit in," he said. "I miss hanging out with you. Why don't you come to practice next week? Just watch. No pressure."

Leo didn't say anything right away, but he nodded. That night, he thought about how he felt when he was around Jordan—respected, understood, and like he didn't have to pretend.

The next week, Leo showed up at volleyball practice. He sat quietly at first but cheered for Jordan and even helped collect balls at the end. For the first time in a while, he felt like himself again.





**True or False**

Is the statement true or false?

1) You can be yourself and still belong in a group.	True	False
2) A healthy group respects everyone's differences.	True	False
3) Fitting in means changing who you are.	True	False
4) You can say "no" and still be accepted.	True	False
5) Being alone is better than joining a harmful group.	True	False

**Multiple Choice** Circle the letter of best answer for each question.

1. Why did Leo want to join with a new group?	
A. He wanted to be accepted	B. He wanted to try a new sport
2. What did Jordan's team do during the school year?	
A. Positive support and teamwork	B. Focus on winning only
3. What was one problem with the group Leo joined?	
A. They helped him with homework	B. They pressured him to break rules
4. How did Jordan respond to Leo after he was snubbed?	
A. He ignored him	B. He reached out and made him back
5. What is one reason people join groups, even bad ones?	
A. To feel like they belong	B. To get better grades

**Explain**

How can your peer groups change over time? Is that okay? Can everyone belong to a peer group?

<hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------

## Activity: Friend Wanted Ad

### Objective

What are we learning about?

We are learning to reflect on the qualities we value in friendships and think about the kind of friend we want to be. This activity helps us build stronger relationships and make healthy, respectful connections.

### Materials

What will you need for the activity?

- "Friend Wanted" template
- Pencil or pen
- Markers or coloured pencils (optional, for creativity)



### Instructions

How will you complete this activity?

1. Think about what makes a great friend. What qualities are most important to you? (e.g., honesty, kindness, loyalty, fun, support.)
2. Look at the "Friend Wanted" template. You'll draw a picture of the friend you're looking for in the blank box at the top.
3. In the "Qualities I'm looking for" section, list the traits you want in a friend. Try to think about how this person would act, treat others, and what they enjoy doing.
4. In the "About Me" section, write what kind of friend you are. What do you do to be a good friend to others?
5. Decorate your ad with fun colours, symbols, or drawings that show your personality.
6. When you're finished, you can share your ad with the class, a partner, or post it on the classroom wall—if you're comfortable!

# FRIEND WANTED

ARE YOU THE FRIEND I'M LOOKING FOR?



Qualities I'm looking for:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What I bring to a

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Story: The Recycling Challenge

**Draw**

Draw pictures that illustrate the story.

### How Team Goals Make a Difference

Mrs. Chan's Grade 7 class buzzed with excitement as she announced the school's first-ever "Team Challenge." Each class had to design a project to help the environment and work together to achieve a shared goal by the end of the month.

Mrs. Chan explained that working together means listening, sharing ideas, and choosing one goal for the team. Students quickly got into groups, chatting eagerly about their ideas. One group, a group of Liam, Aisha, Noah, and Mia, was eager to make a real impact on recycling. Even though they didn't agree right away, they were all committed to working as a team.

# PREVIEW

At first, everyone in Liam's group had a different idea. Liam wanted to plant trees, Aisha suggested making posters about saving water, Noah thought a river clean-up was a great idea, and Mia wanted to organize a school recycling campaign. During their first meeting, they read an article about plastic waste in Canada. They were shocked to learn that Canadians create over 3 million tonnes of plastic waste each year—and that only 9% gets recycled. That fact stuck with them. It made them realize how big the problem was, especially in their own school, where plastic bottles were used every day. They finally agreed on a shared goal: reduce plastic waste in their school community.

With a clear mission, the group set a goal—to collect 500 plastic bottles from classrooms and teach students about better recycling habits. They divided up the tasks: Liam would design bright, eye-catching posters, Aisha would speak on the morning announcements, Noah would make a chart to track progress, and Mia would help set up bottle collection bins around the school. Every Friday, they met to check how things were going. Sometimes they didn't agree, but they used "I" statements to take turns speaking, and voted fairly. Even when they faced problems, like a few bottles going missing—they solved it together without blaming each other.

**PREVIEW**



# PREVIEW

By the end of the month, the group had collected 672 bottles—well past their original goal. They had also taught two other classes how to sort and recycle plastic properly. On the last day of the challenge, Mrs. Chan proudly displayed their tracking chart in the hallway. “We reached our goal because we worked as a team,” Mia said with a smile. Mrs. Chan nodded and added, “Setting a goal is only the beginning. What makes it powerful is reaching it—together.”

## Blog Post: Social Media & Self-Esteem

### Likes, Filters, and Feelings

Date: May 29, 2025

Author: Mr. Jaydon Smith

4-minute read

Let's be honest, almost everyone scrolls. Whether it's Instagram, TikTok, or Snapchat, social media is a big part of teen life. But have you ever noticed how it makes you feel? Studies show that teens who spend over 3 hours a day on social media are more likely to feel a little less happy about their appearance (Canadian Paediatric Society, 2022). That's because we tend to compare ourselves to what we see—perfect skin, perfect vacation, perfect everything. But most of those posts are filtered, edited, and only show the best moments.

Even getting likes can affect how we feel. When we don't get many, we might feel left out or "not good enough." Remember, your worth isn't measured in hearts or thumbs-up.

Try this instead: follow pages that make you feel good, take breaks from scrolling, and remind yourself that no one is perfect—even if they seem like it. Your real life matters more than your online one.

Till next time,  
Mr. Jaydon Smith

#### Comments:



Abby Yu. – May 29, 2025

I feel worse when I scroll too much. It's like everyone's life is better than mine. I needed to hear this.

[Like](#) [Reply](#) 12h ago



Jessica89 – May 29, 2025

I deleted TikTok for a week and felt way better. I might try that again.

[Like](#) [Reply](#) 4h ago

**Fill in the Blanks**

Complete the sentences below.

1) Social media shows only the _____ parts of life.	happy	boring
2) Filters make photos look _____ than real.	better	messier
3) "Perfect" posts can hurt your _____.	self-esteem	confidence
4) Taking breaks helps you feel more _____.	relaxed	worried
5) Your _____ isn't based on likes.	worth	screen time

**Questions** Write down questions you have about the text.

1)	
2)	

**Questions**

Answer the questions below.

1) How can social media affect the way someone feels about themselves?

---

---

---

---

2) What are two things you can do to build a healthier relationship with social media?

---

---

---

---



## Activity: Post The Real Me

### Objective

What are we learning about?

To help students reflect on their true identity beyond filters and likes. Students will create an honest or positive "Instagram post" that represents who they really are—not just what people expect to see online.

### Materials

What will you need for the activity?

- Printed Instagram template sheet
- Pencils and eraser
- Markers, coloured pencils, crayons



### Instructions

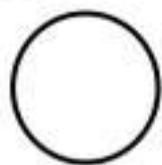
How will you complete the activity?

1. Imagine you are posting something that truly represents you—not just the highlight reel. This could be something you can't talk about, a moment you're proud of, or even a challenge you've overcome.
2. Draw/Paste a picture of you inside the frame.  
You can include:
  - A self-portrait doing something you love
  - A moment you're proud of
  - A message about being kind to yourself
  - A realistic or silly moment that shows your personality
3. Under the picture, write a short caption.  
Use this to say something honest, encouraging, or meaningful — not for likes, but for self-expression.
4. You may also fill in:  
♥ Number of likes (just for fun)

Name: \_\_\_\_\_

76

Curriculum Connection  
R7.6



**PREVIEW**



likes

Post a caption



## Drama Cycles and Toxic Ties

### When a Friendship Feels Wrong

Not all friendships are healthy—some can leave you feeling anxious, insecure, or even powerless. A friend might say they care, but if you constantly feel drained, disrespected, or pressured, the relationship may be toxic.



### Red Flags of Toxic Friendship:

- They try to control your decisions or who you spend time with
- They use guilt or punishment to punish you or make you feel guilty
- They blame you—even when it isn't your fault
- They twist the truth or making you question your memory
- They constantly compare you or minimize your achievements
- Remaining in a toxic friendship out of fear—of being alone, judged, or left out—is common, but harmful. Toxic friendships can impact your mental health, lower your self-esteem, and interfere with your schoolwork and other relationships.

### Understanding Friendship Drama

Friendship drama involves ongoing conflict, competition-seeking, or exclusion. Some people stir up drama to get attention, want to feel in control, or don't know how to handle conflict in a healthy way.

While drama might seem exciting or normal, it creates emotional chaos and distracts from real connections. The stress from drama can lead to anxiety, poor sleep, and avoidance of social situations.



### How to Protect Your Well-Being in Friendships

- Say no confidently—You are allowed to make your own choices without guilt
- Set clear boundaries—Decide what behaviour you will and won't accept, and stick to it
- Choose friends who respect you—The best friendships are based on kindness, trust, and mutual support
- Speak to a trusted adult—They can help you recognize harmful patterns and support you in making changes
- Don't feed the drama—Avoid gossip, stay calm in conflict, and walk away if needed
- Check in with yourself—Ask: Do I feel safe, respected, and valued in this friendship?

Friendships should help you grow—not shrink. Real friends accept your boundaries, celebrate your strengths, and support your emotional health. If a friendship feels harmful, you have the right to step away and protect your peace.



**True or False**

Is the statement true or false?

1) Drama in friendships is always harmless.	True	False
2) Gaslighting means someone makes you question your memory.	True	False
3) Healthy relationships never involve conflict.	True	False
4) Setting boundaries helps protect your feelings	True	False
5) Some people stay in drama for attention or control.	True	False

**Identify**

Check the signs of a toxic relationship.

Always trying to win every argument	Respecting each other's space
Gossiping constantly	Apologizing when wrong
Blaming you for everything	Pressuring you to do things
Letting you speak freely	Listening and validating your feelings
Gaslighting or twisting your words	Being responsible
Supporting your success	Respecting your boundaries

**Question**

Why do people sometimes stay in toxic or dramatic friendships even when it hurts them?

---

---

---

---

---

---

---

---

## Activity: Friendship Scenarios Role Play

### Objective

What are we learning about?

Students will learn how to identify healthy and unhealthy friendship behaviours and practise responding to real-life peer situations through role play.



### Materials

What will you need for the activity?

- Scenario cards (healthy and toxic friendship situations)
- Paper and pen to plan responses
- Optional: Props or costumes for role play

### Instructions

How will you complete the activity?

1. Divide the class into pairs or small groups. Give each group a different friendship scenario to act out (e.g., peer pressure, bullying, peer pressure-setting).
2. In each group, assign roles such as friend, bystander, and someone who is being bullied.
3. Discuss what makes the scenario healthy or unhealthy. Take notes on the impact of toxic friendships and the value of positive connections.
4. Create a short role play (2–4 minutes) that shows how the situation plays out—first with the problem, then with a healthy way to respond.
5. Groups take turns performing their role play for the class.
6. After each presentation, reflect as a class on what was handled well and what strategies were used to deal with the friendship challenge.
7. End the activity with a full-class reflection: How can you apply what you learned to real-life friendships?



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Standing Up to Peer Pressure	<ul style="list-style-type: none"> <li><u>Roles</u>: Student, Pressuring Friend</li> <li><u>Steps</u>: Friend pressures you to do something you're uncomfortable with, you respond, set boundaries</li> <li><u>Role Play</u>: The student calmly says no, explains how they feel, and offers a different idea instead</li> </ul>
Dealing with Gossip	<ul style="list-style-type: none"> <li><u>Roles</u>: Student, Gossip, Bystander</li> <li><u>Steps</u>: A rumour is spread, feelings are hurt, someone speaks up</li> <li><u>Role Play</u>: A bystander interrupts the gossip and explains why it's hurtful, offering support to the student</li> </ul>
Including Someone Who Feels Left Out	<ul style="list-style-type: none"> <li><u>Roles</u>: Group of friends, Student</li> <li><u>Steps</u>: Noticing someone is left out, inviting them in, making them feel welcome</li> <li><u>Role Play</u>: A student is sitting alone and invites them to join, the group makes space and includes them</li> </ul>
Handling a Friendship Argument	<ul style="list-style-type: none"> <li><u>Roles</u>: Two Friends</li> <li><u>Steps</u>: Disagreement starts, each person shares their view, solution is found</li> <li><u>Role Play</u>: The friends express their feelings respectfully, listen to each other, and agree on a fair solution</li> </ul>
Recognizing a Toxic Friendship Pattern	<ul style="list-style-type: none"> <li><u>Roles</u>: Student, Controlling Friend</li> <li><u>Steps</u>: One friend is always deciding everything, the other speaks up</li> <li><u>Role Play</u>: The student gently says they want to share decisions and talk things through together</li> </ul>



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Apologizing After a Mistake	<ul style="list-style-type: none"> <li><u>Roles</u>: Friend Who Made a Mistake, Friend Who Was Hurt</li> <li><u>Steps</u>: Owning the mistake, expressing regret, listening, offering to fix things</li> <li><u>Role Play</u>: One friend apologizes sincerely, the other shares their feelings, and they agree on how to move forward</li> </ul>
Setting a Personal Boundary	<ul style="list-style-type: none"> <li><u>Roles</u>: Student, Friend</li> <li><u>Steps</u>: A friend keeps texting late at night, the student sets a boundary kindly</li> <li><u>Role Play</u>: Student explains they need quiet time from 7 p.m. onwards, friend agrees to chat during school instead</li> </ul>
Responding to the Silent Treatment	<ul style="list-style-type: none"> <li><u>Roles</u>: Student, Friend</li> <li><u>Steps</u>: One friend stops talking after an argument, the other checks in calmly</li> <li><u>Role Play</u>: The student approaches the friend, asks if everything's okay, and invites them to talk when ready</li> </ul>
Helping a Friend With Anxiety	<ul style="list-style-type: none"> <li><u>Roles</u>: Anxious Friend, Supportive Friend</li> <li><u>Steps</u>: Friend feels overwhelmed, as the other responds supportively</li> <li><u>Role Play</u>: One student notices the other is quiet and anxious and offers to sit with them or walk them to a teacher</li> </ul>
Stopping Online Drama	<ul style="list-style-type: none"> <li><u>Roles</u>: Student, Group Chat Members</li> <li><u>Steps</u>: Drama starts in a group chat, someone steps in to stop it</li> <li><u>Role Play</u>: A student asks others to stop posting mean messages and suggests handling problems in person calmly</li> </ul>

**Reflection**

Answer the questions below.

1) Rate your group's performance by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

Use of body language and facial expressions



Integration of tableaux, soundscapes, and narrative elements



Use of the event's key moments



Use of props and collaboration



Overall effectiveness of storytelling



2) Explain the strengths in your group's performance.

3) What key areas of your group's performance could be improved? How can you plan to do this activity again?

4) What are the lessons you learned from this activity?



## Activity – The Truth About Online Posts

### Objective

What are we learning about?

To help students understand that social media posts often hide the full story. This activity encourages critical thinking and empathy by imagining what happens behind the scenes of "perfect" moments online.

### Materials

What will you need for the activity?

- Two images
  - Instagram where happy photo
  - "30 minutes before" photo showing them arguing
- Paper or notebooks
- Pens or pencils



### Instructions

How will you complete the activity?

1. Begin by showing the happy Instagram photo to the class and ask: "What do you think is happening in this picture?"
2. Then show the "30 minutes before" image. Ask: "How does this new view of the first photo?"
3. Students will now write a short story or scene answering:  
"What happened in the 30 minutes before they took this happy photo?"
  - Their story should include:
  - What the argument was about
  - How the characters felt
  - Why they still took the happy photo
  - Whether they truly resolved the issue or just hid it
4. Encourage students to be creative but realistic focusing on emotions and motives.
5. After writing, students can share in pairs or volunteer to read to the class.



## Social Media Post



What do you think is happening in this picture? What could be their feelings?

---

---

---

---

---

---

---

---

## 30 minutes Before the Post



How does this change the first photo?

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_

101

Curriculum Connection  
R7.6

## Short Story

**PREVIEW**

## How to Disagree and Apologize the Right Way

### Why Respectful Disagreements Matter

Disagreements happen all the time. It's normal to have different opinions—at school, at home, or with friends. What matters is how we respond when we don't agree.

### Respectful Disagreement means:

- Saying how you feel without being rude or hurtful
- Listening to others, even if you don't agree
- Saying "I'm sorry" when you're wrong

**Tip:** Use "I" statements instead of blaming ones.

- Say: "I feel hurt when I'm ignored."
- Don't say: "You always ignore me."

### Active listening is a key skill:

- Stay quiet while the other person is talking
- Think about what they say
- Show that you understand
- These small actions help prevent conflicts from getting worse

### The Power of a Real Apology

A real apology is more than just saying "sorry." It means:

- Taking responsibility
- Showing you care
- Trying to make things better

- Weak apology: "Sorry if you felt that way."

- Strong apology: "I'm sorry I ignored your idea. I understand it hurt your feelings."

### 3 Parts of a Real Apology:

- Say what you did wrong
- Show you care about how it made the other person feel
- Offer to fix it or do better next time





## Fill in the Blanks

Complete the sentences below.

1) A respectful disagreement uses _____ words.	calm	annoying
2) Active listening means focusing without _____.	interrupting	agreeing
3) A sincere apology includes taking _____.	revenge	responsibility
4) Apologizing helps _____ trust.	avoid	rebuild
5) Disagreeing with empathy shows _____ for others.	respect	judgment

## Question

Write two questions you have about the text.

1)	
2)	

## Write

Read each dialogue and rewrite the apology to be sincere, respectful, and meaningful.

Tyler:	"You could've waited for me before starting the project."
Jordan:	"Ugh, sorry if that upset you. But I had to start without you. I was late anyway."
Sasha:	"You made that joke in front of everyone. It really embarrassed me."
Riley:	"Whatever. I was just joking. You're being too sensitive. I said sorry, didn't I?"

## Activity – Text It Better: Rewrite the Message

### Objective

What are we learning about?

To help students practise respectful disagreement and sincere apologies by analyzing short text message threads, identifying poor communication, and rewriting responses using “I” statements and empathy.

### Materials

What will you need for the activity?

- Printed messages and slides or worksheet
- Optional: Smartboard or digital slides
- List of respectful phrases and new tips



### Instructions

How will you complete the activity?

1. Begin by discussing how tone and wording can lead to conflict in texting, especially when emotions are high.
2. Explain what respectful disagreement and real apologies look like in short digital messages.
3. Hand out a worksheet or slide with 3 short original messages that show poor or disrespectful communication.
4. Ask students to underline or highlight what made the messages unkind or unhelpful.
5. In a space provided, have students rewrite each thread using respectful language, calm tone, “I” statements, or real apologies.
6. Allow students to share their “before and after” with a partner or small group.
7. Review key takeaways as a class: What changed? What sounded better? What helped resolve the issue?

**Analyze**

Underline or highlight what made the messages unkind or unhelpful.

**The Group Project Conflict**

You seriously didn't even do your part

I forgot, okay? Chill out.



I'm so tired. Why do I always get stuck with people like you?

Whatever. Do it yourself then.



Fine. I'll do it. I hope the teacher knows it was all me.

Wow. I hope you got stuck under the bus. Nice teamwork.

**Revise**

Rewrite the thread using respectful language, a calm tone, "I" statements, or real apologies.

**The Group Project Conflict**



**Analyze**

Underline or highlight what made the messages unkind or unhelpful.

**Miscommunication Over Text**

Are you mad or something? You ignored me all day.

I was busy. You're not the centre of the world.



You didn't even answer my message last night.

Get over it. I have other stuff going on.



You don't need to be so hard about it.

Me? No, I'm not so needy, I'd text back faster.

**Revise**

Rewrite the thread using respectful language, a calm tone, "I" statements, or real apologies.

**Miscommunication Over Text**

## Activity – Personal SWOT Analysis

### Objective

What are we learning about?

To help students understand and reflect on how they manage healthy boundaries with others by identifying their strengths, weaknesses, opportunities, and threats when it comes to communication, respect, and personal space.

### Materials

What will you need for the activity?

- SWOT Analysis Worksheet (provided below)
- Pencils or pens
- Examples of personal boundary setting
- Coloured pencils or markers (optional)



### Instructions

How will you complete the activity?

1. Begin by explaining what personal boundaries are and why they are important in friendships, families, and group settings.
2. Give each student a SWOT worksheet.
3. Strengths: Have students list 2–3 things they do well at when it comes to setting boundaries (e.g., speaking up, listening, respecting space).
4. Weaknesses: Ask them to list 2–3 areas where they struggle with boundaries (e.g., giving in to pressure, staying silent, overcommitting).
5. Opportunities: Guide them to think about where they can grow—for example, learning to say no, being clearer in communication, or standing up for themselves.
6. Threats: Discuss what makes boundary-setting difficult (e.g., fear of conflict, peer pressure, not knowing how to express feelings).
7. Have them share one insight with a partner or small group if they feel comfortable.
8. Ask students to set one personal boundary goal based on their reflection and write it on the worksheet.
9. (Optional) Let them decorate their worksheet to make it personally meaningful.



## Handout

## Reference sheet on personal SWOT Analysis

A **SWOT Analysis** is a tool used to identify and understand your:

- **Strengths:** What you are good at when it comes to setting or respecting boundaries.
- **Weaknesses:** Areas where you find boundary-setting difficult or need to improve.
- **Opportunities:** Situations where you can grow your skills in expressing or respecting boundaries.
- **Threats:** Challenges or pressures that might make it hard to keep healthy boundaries.

### How to Conduct a Personal Boundaries SWOT Analysis

1. **Strengths** are ways you successfully respect for your own space and others.
  - I speak up when someone crosses a line.
  - I can say no to things I don't want to do.
  - I respect when others ask for my space.
2. **Weaknesses** are boundary habits that make it hard to keep boundaries.
  - I give in to peer pressure easily.
  - I find it hard to say no to friends.
  - I let others make decisions for me even when I feel uncomfortable.
3. **Opportunities** are ways to build stronger boundaries.
  - I can practise using "I" statements when I feel uncomfortable.
  - I can talk to a trusted adult when I need help.
  - I can role-play boundary-setting with a friend or group.
4. **Threats** are things that make boundaries harder to keep.
  - I worry that friends will get mad if I say no.
  - I feel pressured to fit in.
  - I don't want to disappoint my family or peers.

### Tips for Completing Your SWOT Analysis:

1. **Be Honest:** Reflect on your real-life boundary experiences.
2. **Think Broadly:** Include examples from family, school, and friendships.
3. **Ask for Feedback:** Talk to someone you trust about how you handle boundaries.
4. **Set Goals:** Use your analysis to choose one way you can protect or improve your boundaries.



## Personal SWOT Analysis

Strengths	Weaknesses
1) _____ _____	1) _____ _____
2) _____ _____	2) _____ _____
3) _____ _____	3) _____ _____
Opportunities	Threats
1) _____ _____	1) _____ _____
2) _____ _____	2) _____ _____
3) _____ _____	3) _____ _____

Personal Goal: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

## Unit Test – Relationship Choices

Multiple Choice

/10

<p>1. What is a red flag in a relationship?</p> <p>a) Honest talks</p> <p>b) Respect for space</p> <p>c) Blaming others always</p> <p>d) Listening actively</p>	<p>2. What does a healthy boundary sound like?</p> <p>a) "I never want to hear your opinion."</p> <p>b) "I need some space right now."</p> <p>c) "You should know what I want."</p> <p>d) "Just do what I say."</p>
<p>3. What behavior is pressure harmful?</p> <p>a) Doing risky things</p> <p>b) Supporting friends</p> <p>c) Following safety rules</p> <p>d) Asking questions</p>	<p>4. Why disagree respectfully?</p> <p>a) To avoid conflict</p> <p>b) To make others feel guilty</p> <p>c) To understand others and solve problems</p> <p>d) To prove you are right</p>
<p>5. What makes an apology sincere?</p> <p>a) Saying sorry with a gift</p> <p>b) Blaming the other person</p> <p>c) Ignoring the mistake</p> <p>d) Taking responsibility for your actions</p>	<p>6. How does "empathy" build?</p> <p>a) Understanding others</p> <p>b) Making judgments</p> <p>c) Sharing secrets</p> <p>d) Controlling others</p>
<p>7. When can loyalty be harmful?</p> <p>a) Speaking up</p> <p>b) Always agreeing to protect a friend</p> <p>c) Sharing feelings</p> <p>d) Saying no</p>	<p>8. What does it mean to stand up for yourself fairly?</p> <p>a) Real-life conflicts</p> <p>b) Balanced friendships</p> <p>c) Celebrity relationships</p> <p>d) Emotional honesty</p>
<p>9. Why set friendship goals?</p> <p>a) To show growth and self-respect</p> <p>b) To improve your social media</p> <p>c) To help avoid people</p> <p>d) To make you popular</p>	<p>10. What should you do when your values clash with your group?</p> <p>a) Stay quiet to fit in</p> <p>b) Follow along even if it feels wrong</p> <p>c) Ignore your feelings</p> <p>d) Think and speak up respectfully</p>

**Describe**

In each box describe a simple fight, flight, and freeze stress scenario.

Fight	Flight	Freeze

**Identify**

What conflict is shown? Write the letter of the correct answer.

a) Win/Win

b) Lose/Win

c) Lose/Lose

	1) Two friends share the last seat so both can sit.
	2) One student talks over the other to get the seat.
	3) Both kids argue and stop talking to each other.
	4) They listen to each other and agree on a plan.
	5) One person wins, the other walks away upset.
	6) No one gets what they want and both feel bad.
	7) They split the last cookie, so both are happy.
	8) One refuses to listen and the other gives up.
	9) One person takes all the credit for a group project.
	10) They talk it out and come up with a fair plan everyone agrees on.



1) What did you learn about how social media affects your thoughts or self-esteem?

---

---

---

---

---

---

---

---

---

---

2) Why is it important to set healthy boundaries with social media? List at least 3 ways to set healthy boundaries in a respectful way.

---

---

---

---

---

---

---

---

---

---



# Google Slides Lessons Preview





# Alberta Health and Wellness Wellness Choices Unit – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**What Does It Mean to Be Healthy**

**LEARNING GOAL**

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

**Wellness Sort: Building Better Habits**

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

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

### Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

### Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

**Exit Card: Healthy Habits Check-In**

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

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

~~~~~





# Alberta Health and Wellness Wellness Choices Unit – Grade 7

### My Healthy Nighttime Routine

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

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

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

### Food Choices: Self-Check

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

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

### Word Search

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

**Hygiene Tools**

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

Word Search Grid:

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



# Alberta Health and Wellness Wellness Choices Unit – Grade 7

## Matching: Harassment Type

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

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

Physical Harassment    Online Harassment    Verbal Harassment

## Common Gender Stereotypes

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

## Independence and Healthy Decision Making

Use these checkmarks for your answers.

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





# Workbook Preview





# Grade 7 – Health Unit

## Wellness Choices

| Learning Outcome |                                                                                                                                                                   | Students will make responsible and informed choices to maintain health and to promote safety for self and others. |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|                  | Skill and Procedures                                                                                                                                              | Pages                                                                                                             |
| W7.1             | Compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection                                        | 7-16                                                                                                              |
| W7.2             | Examine personal grooming/cleanliness and                                                                                                                         |                                                                                                                   |
| W7.3             |                                                                                                                                                                   |                                                                                                                   |
| W7.4             | Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices                                                        | 17-21, 24-36                                                                                                      |
| W7.5             | Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity | 7-8                                                                                                               |
| W7.6             | Analyze social factors that may influence avoidance and/or use of particular substances                                                                           | 37-51                                                                                                             |
| W7.7             | Analyze the definition, effects and possible consequences of various forms of harassment                                                                          | 52-59                                                                                                             |

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

# Grade 7 – Health Unit

## Wellness Choices

| Learning Outcome |                                                                                                            | Students will make responsible and informed choices to maintain health and to promote safety for self and others. |
|------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|                  | Skill and Procedures                                                                                       | Pages                                                                                                             |
| W7.8             | Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety | 58, 60-66                                                                                                         |
| W7.9             | Identify basic workplace safety procedures                                                                 | 60 - 66                                                                                                           |
| W7.10            | Identify and examine potential sources of physical/emotional/social support                                | 67-71                                                                                                             |
| W7.11            | Identify characteristics of resiliency; e.g., problem-solving skills, positive self-esteem, social bonding | 72-76                                                                                                             |
| W7.12            | Identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture   | 77-86                                                                                                             |
| W7.13            | Mine the influences on personal decision making for responsible sexual behaviour                           | 105-114                                                                                                           |
| W7.14            | Examine abstinence and decisions to postpone sexual activity as healthy choices                            | 115-118                                                                                                           |

NAME: \_\_\_\_\_

# WELLNESS CHOICES

**PREVIEW**





# What Does It Mean to Be Healthy?

## What Is Health?

Health is more than just not being sick. It means feeling well in your body, having a healthy mind, and enjoying positive relationships with others. This complete view of health is called wellness. Wellness is shaped by the choices you make every day—like how you eat, how much you move, how well you sleep, and how you handle stress. All of these areas are connected, and they work together to help you feel your best.

## How Do Our Habits Affect Our Health?

Your daily habits have a big impact on your overall health. One of the most important habits is physical activity. Health Canada recommends that youth aged 12–17 get at least 60 minutes of moderate to vigorous activity every day.

This includes walking, running, playing sports, dancing, swimming, or even gardening. Being active helps your heart, muscles, and even your brain.

Sleep is another important part of health. Teens should get 8 to 10 hours of sleep every night. If you don't get enough sleep, it becomes hard to learn, pay attention, or manage your emotions. One habit that can hurt your sleep is too much screen time, especially before bed. Experts suggest keeping recreational screen time to no more than 2 hours a day.

## What Should We Eat?

Eating well fuels your body and supports your growth. According to the Canada Food Guide, you should fill:

- $\frac{1}{2}$  your plate with fruits and vegetables
- $\frac{1}{4}$  with whole grains
- $\frac{1}{4}$  with protein foods, like tofu, beans, fish, eggs, or nuts

Water should be your drink of choice. It keeps you hydrated and doesn't add extra sugar.

## 4 Healthy Habits to Remember

- Get 60+ minutes of daily physical activity
- Follow Canada's Food Guide for balanced meals
- Sleep 8–10 hours every night
- Limit recreational screen time to 2 hours or less



## True or False

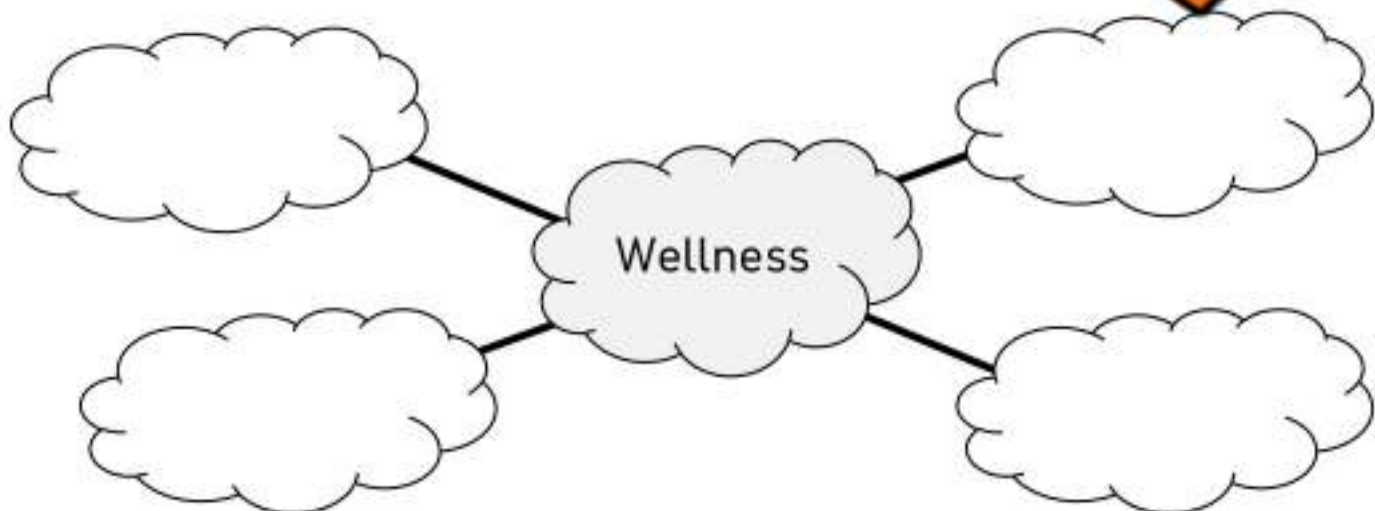
Is the statement true or false?

|                                                |      |       |
|------------------------------------------------|------|-------|
| 1) Health is only about not being sick.        | True | False |
| 2) Wellness includes how you manage stress.    | True | False |
| 3) Daily choices can affect your health.       | True | False |
| 4) Teens need 8–10 hours of sleep nightly.     | True | False |
| 5) Half of your plate should be protein foods. | True | False |

Write Write your habits you have, then explain if they support or harm your wellness.

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

Word Web Think of words associated with the word "Wellness" and write them around it.





## Activity - My Day of Wellness

**Objective**

What are we learning about?

Students will explore how their daily choices affect their overall wellness by tracking habits and reflecting on how small changes can impact physical and mental health.

**Materials**

What do you need for the activity?

- One sheet of paper per student
- Pencils or pens

**Instructions**

How will you complete the activity?

1. Draw a large circle in the centre of your paper and label it "My Day of Wellness Wheel."
2. Divide the circle into 4 equal sections and label them Sleep, Physical Activity, Screen Time, and Nutrition.
3. Think about your previous day and write or draw what you did in each section (e.g., "7 hours of sleep," "ate veggies," "1 hour on TikTok").
4. Add one smiley/sad face beside each item based on whether you think that habit helps or harms your wellness.
5. Below the circle, write one small change you can make today to improve one area of your wellness.
6. Share your change with a partner or small group.



Name: \_\_\_\_\_

10

Curriculum Connection  
W7.1

## My Day of Wellness

Food & Drink

Sleep

**PREVIEW**

Screen time

Physical Activity

What is one small change you can make today to improve your wellness?

---

---

---

**Reflection**

Answer the questions below.

1) Which section of your Wellness Wheel was the strongest? Why do you think so?

---

---

---

2) Which area do you think needs improvement? What could you change?

---

---

---

3) Did anything on your wheel surprise you? Explain.

---

---

---

4) How did it feel to reflect on your daily habits and choices?

---

---

---

5) How can improving your daily choices affect your physical or mental health?

---

---

---

## Newspaper Article: Sleep and Relaxation

### Teens at Risk: Lack of Sleep Now Called a Health Crisis

*Publish Date: May 14, 2024*

Doctors across Canada are sounding the alarm: teenagers aren't getting enough sleep, and it's becoming a serious health issue. According to the Canadian Paediatric Society, teenagers between ages 13 and 18 need 8 to 10 hours of sleep every night, but many are getting only 6 to 7 hours.

"This isn't just about being tired," says Dr. Liana Powell, a sleep expert at the Toronto Centre for Adolescent Health. "Lack of sleep affects a teen's ability to focus, learn, and even regulate emotions. It can lead to anxiety, poor grades, and long-term health problems like heart disease."

New data from a national youth survey showed that 70% of high school students feel tired during the school day. Many students report staying up late because of homework, phone use, or stress.

Grade 7 student Dylan Harper, 13, says he often goes to bed past midnight. "Even when I try to sleep early, my mind's racing. I scroll on my phone for hours and then can't get up in the morning," he admits.



Experts recommend simple techniques to help teens wind down. Journaling before bed, practicing deep breathing for five minutes, and turning off screens at least 30 minutes before sleep is also key.

"There's a science to teen sleep," Dr. Powell adds. "Their body clocks are different. But the need for rest is real—just as important as food or exercise."

Schools are now being urged to educate students about healthy sleep habits as part of their wellness programs.



Fill in the blanks

Complete the sentences below.

|                                                      |           |             |
|------------------------------------------------------|-----------|-------------|
| 1) Teens need about _____ hours of sleep each night. | 8-10      | 4-6         |
| 2) Too much _____ can make it harder to fall asleep. | water     | screen time |
| 3) Deep _____ helps calm the brain before bed.       | breathing | talking     |
| 4) Keeping a _____ can help manage stress.           | journal   | snack       |
| 5) A lack of _____ can affect _____ and memory.      | focus     | appetite    |

Ver \_\_\_\_\_  
Diagram \_\_\_\_\_

How someone feels after good sleep vs. poor sleep by adding appropriate symptoms in each section of the diagram.



Tip

Give 1-2 practical tips on how to improve a teen's sleeping habits.

|                         |
|-------------------------|
| <hr/> <hr/> <hr/> <hr/> |
|-------------------------|

## My 7-Day Sleep Tracker

### Objective

What are we learning about?

To help students track their sleep habits over a week to identify patterns between rest and daily energy levels. By reflecting on their routine, students will better understand how sleep affects their mood, focus, and overall well-being, and set small goals to improve their sleep.

### Materials

What do you need for the activity?

- Provided sleep tracker sheet
- Pen or pencil
- Quiet time each morning for reflection



### Instructions

How will you complete the activity?

1. Each morning for 7 days, record your bedtime and wake-up time on the sleep tracker.
2. After waking up, rate your energy level for that day on a scale of 1 (very tired) to 5 (very alert).
3. Be honest and consistent with your entries each day.
4. At the end of the week, look at your tracker and find patterns.
5. Highlight or circle the days you felt most alert.
6. On the back of your tracker (or a separate sheet), write one thing you learned about your sleep habits and one small goal for next week to improve your sleep.

**My 7-Day Sleep Tracker**

| Day   | Bedtime | Wake-Up Time | Total Sleep (hrs.) | Energy Level | Notes (Optional) |
|-------|---------|--------------|--------------------|--------------|------------------|
| MON   |         |              |                    |              |                  |
| TUES  |         |              |                    |              |                  |
| WED   |         |              |                    |              |                  |
| THURS |         |              |                    |              |                  |
| FRI   |         |              |                    |              |                  |
| SAT   |         |              |                    |              |                  |
| SUN   |         |              |                    |              |                  |

**Energy Level Key:**

- 1 – Very Tired
- 2 – Tired
- 3 – Okay
- 4 – Energetic
- 5 – Very Alert

*"A good night's sleep is like a reset button for your body and mind—rest to rise stronger."*



# Exit Cards

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

Name: \_\_\_\_\_

Is the statement true or false?

|                                                           |      |       |
|-----------------------------------------------------------|------|-------|
| 1) Teens need 8-10 hours of sleep.                        | True | False |
| 2) Screen time before bed helps you fall asleep faster.   | True | False |
| 3) Poor sleep can affect your ability to focus and learn. | True | False |
| 4) Deep breathing helps with sleep.                       | True | False |

Name: \_\_\_\_\_

Is the statement true or false?

|                                                           |      |       |
|-----------------------------------------------------------|------|-------|
| 1) Teens need 8-10 hours of sleep.                        | True | False |
| 2) Screen time before bed helps you fall asleep faster.   | True | False |
| 3) Poor sleep can affect your ability to focus and learn. | True | False |
| 4) Deep breathing helps with sleep.                       | True | False |

Name: \_\_\_\_\_

Is the statement true or false?

|                                                           |      |       |
|-----------------------------------------------------------|------|-------|
| 1) Teens need 8-10 hours of sleep.                        | True | False |
| 2) Screen time before bed helps you fall asleep faster.   | True | False |
| 3) Poor sleep can affect your ability to focus and learn. | True | False |
| 4) Deep breathing helps with sleep.                       | True | False |

Name: \_\_\_\_\_

Is the statement true or false?

|                                                           |      |       |
|-----------------------------------------------------------|------|-------|
| 1) Teens need 8-10 hours of sleep.                        | True | False |
| 2) Screen time before bed helps you fall asleep faster.   | True | False |
| 3) Poor sleep can affect your ability to focus and learn. | True | False |
| 4) Deep breathing helps with sleep.                       | True | False |

## The Importance of Hygiene

### Sana's Story: Cleanliness and Peer Inclusion

In Calgary, Alberta, a 13-year-old student named Sana had recently arrived in Canada and was starting at a new school. She was eager to learn, meet classmates, and feel included. At first, things seemed promising. But after a few days, Sana noticed that some of her peers were avoiding her. A few students began making comments about her body odour. The teasing hurt her feelings and made her feel embarrassed. She began to withdraw, avoiding social interactions and staying quiet during lessons. Even though she wanted to participate, she didn't feel comfortable around others.

A teacher noticed that Sana had been cheerful and curious, but now she was isolated. Concerned, the teacher reached out to the school's social worker. After a private conversation, the social worker discovered that Sana's family was living in temporary housing and didn't have regular access to laundry machines, soap, or personal hygiene supplies. It wasn't that Sana didn't want to stay clean—her family just couldn't afford the resources at the time.

The school and a local hygiene bank stepped in to help. They provided Sana with basic hygiene products like deodorant, soap, and shampoo. The school also gave her access to a private washroom where she could freshen up each morning before class. These changes gave Sana a chance to start each day feeling confident and prepared.

Once Sana had the support she needed, she began to feel more comfortable. The teasing stopped, and she started participating in class again. She made new friends and even began helping other newcomer students who were facing their own challenges. Sana showed that one act of kindness can lead to a big change in someone's life.

Sana's story is a reminder that personal hygiene is closely connected to confidence, friendships, and success at school. It also shows that empathy and support from others can help someone feel seen, safe, and included.





**Fill in the blanks**

Complete the sentences below.

|                                                            |          |            |
|------------------------------------------------------------|----------|------------|
| 1) Sana was teased because of her _____.                   | Clothes  | Body Odour |
| 2) A _____ saw she wasn't joining in class.                | Teacher  | Classmate  |
| 3) The school gave her hygiene items and a place to _____. | Sleep    | Clean-up   |
| 4) Her story shows why kindness and _____ matter.          | Support  | Punishment |
| 5) Good hygiene helps students feel _____ and confident.   | Included | Afraid     |

**Questions** Answer the questions below.

1) What problem was Sana facing at school?

---

---

---

---

2) How did the school help Sana feel better and more included?

---

---

---

---

**Design**

Design a logo for a school hygiene campaign.

---

---

---

---

---

---

---

---

---

---



## Memory Game: Hygiene Match-Up

### Objective

What are we learning about?

To help students identify personal hygiene tools and accurately match them to their functions related to puberty and daily self-care. While understanding how proper hygiene supports physical health, emotional well-being, and social confidence during adolescence.

### Materials

What will you need for the activity?

- Memory game cards (provided) with hygiene items on one side and their functions on another set.
- A flat surface like a table or the floor to lay out the cards.



### Instructions

How will you complete the activity?

1. Divide the class into groups of 3 or 4. Give each group a set of Hygiene Memory Game cards (provided). Have each group lay out all the cards face down in a grid on a table or the floor.
2. Students take turns flipping over two cards at a time, trying to find a match between a hygiene item and its correct use or effect.
3. If a student finds a match, they remove those cards from the grid and keep them.
4. If the cards do not match, they are turned back over, and the next student takes a turn.
5. The game continues until all cards have been matched.
6. After the game, review the hygiene items and their functions with the class.
7. Discuss how each item supports personal hygiene, especially during puberty, and how good hygiene habits help with health, confidence, and social comfort.

## Cards

## List of Hygiene items and their functions

| Hygiene Item  | Functions                        |
|---------------|----------------------------------|
| Face wash     | Helps prevent acne               |
| Toothbrush    | Keeps teeth clean                |
| Deodorant     | Controls body odour              |
| Floss         | Removes food<br>between teeth    |
| Soap          | Washes away germs<br>and dirt    |
| Menstrual pad | Absorbs menstrual<br>flow        |
| Hairbrush     | Keeps hair neat and<br>untangled |



## Cards

## List of Hygiene items and their functions

| Hygiene Item  | Functions                                 |
|---------------|-------------------------------------------|
| Nail clipper  | Prevents dirt buildup and nail infections |
| Deodorant     | Prevent body odour and feel fresh         |
| Mouthwash     | Freshens breath and kills mouth bacteria  |
| Moisturizer   | Keeps skin soft and prevents dryness      |
| Towel         | Dries body and prevents bacteria buildup  |
| Facial tissue | Wipes face or nose to stay clean and dry  |
| Lip balm      | Protects and moisturizes dry lips         |



## Body Image and Social Media

### How Social Media Affects What We See

Many social media platforms, like Instagram, TikTok, and Snapchat, include filters and editing tools that allow users to change how they look in photos and videos. These tools can smooth out skin, change eye shape, whiten teeth, or make people appear taller, slimmer, or more muscular. While they may seem fun or harmless, these effects create unrealistic images that don't show how someone truly looks.

Studies show that **71% of teenagers edit their photos** before posting them online. Some influencers and celebrities use editing apps, and even special lighting to promote a look like a "perfect" body or lifestyle. When these images are shared again and again, they can lead to feelings of pressure—even though they are often fake. This can create pressure to meet beauty standards that are impossible to reach in real life.



### How It Can Affect You

Looking at these "perfect" images online every day can impact the way you feel about yourself. You might start to compare your real body to someone's edited image. Even if you know it's not real, this can lead to **low self-esteem, body dissatisfaction, or even dangerous behaviours**—like skipping meals, exercising too much, or using unhealthy products. It's important to remember that just because something is popular doesn't mean it's healthy or realistic.

### What You Can Do

It's important to protect your mental and emotional health while using social media.

- **Think Critically:** Ask yourself if an image is real or edited.
- **Follow Positivity:** Look for creators who celebrate real, diverse bodies and healthy habits.
- **Talk About It:** If social media is making you feel bad, talk to a trusted adult or friend.
- **Be Kind to Yourself:** Your body is unique, and real life doesn't need filters.

Being informed helps you make smart choices—and feel good about who you are.

**Questions**

Answer the questions below.

1) How do social media filters and editing apps affect how people see themselves?

2) Why is it important to understand that many online images are unrealistic?

**Word Scramble** Scrambled words below related to body image and social media.

|            |           |            |            |
|------------|-----------|------------|------------|
| IMAGE      | CONFIDENT | DIETED     | INFLUENCER |
| PRESSURE   | FILTERS   | ONLINE     | COMPARISON |
| FERTILS    |           | BRSU       |            |
| NNELOI     |           | ME         |            |
| EUENIFCLNR |           | NAROMI     |            |
| YDBO MEAGI |           | ECNDNEFCOI |            |
| TEDIED     |           | GEAMI      |            |

**True or False**

Is the statement true or false?

|                                                                          |      |       |
|--------------------------------------------------------------------------|------|-------|
| 1) Most influencers post unedited pictures online.                       | True | False |
| 2) Social media can affect how confident people feel about their bodies. | True | False |
| 3) Filters always show realistic images of how someone looks.            | True | False |
| 4) Body image is about how you see and feel about your own body.         | True | False |
| 5) Comparing yourself to others online can harm your self-esteem.        | True | False |



## Fact or Fiction – Body Image & Social Media

### Objective

What are we learning about?

To help students separate myths from facts about body image, social media influence, and the use of filters and editing apps.

### Materials

What will you need for the activity?

- A list of statements about body image, influencers, filters, and editing apps.
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room.
- Designated areas in the room to place the 'Fact' and 'Fiction' signs, allowing students to move to either side.

FACTS

OPINIONS

### Instructions

How will you complete the activity?

1. Your teacher will read statements from the topic of body image and social media. Pay close attention to each one.
2. Think carefully about whether you believe the statement is based on what you've learned.
3. If you think it's true, walk to the 'Fact' side of the room. If you think it's false, move to the 'Fiction' side.
4. Stay on your chosen side and listen closely as the teacher reveals the correct answer.
5. After the answer is shared, your teacher may explain why it's a fact or fiction to help you understand better.
6. Return to your seat and get ready for the next round.
7. Keep going with the next statement. Enjoy moving around and learning how to think critically about the images and messages you see online!



**Fact or Fiction**

Read the statements to the class.

| #  | Statement                                                               | Fact or Fiction |
|----|-------------------------------------------------------------------------|-----------------|
| 1  | Most people on social media post unedited, natural photos.              | Fiction         |
| 2  | Using filters and editing apps can change how people see themselves.    | Fact            |
| 3  | Everyone is confident about their body during puberty.                  | Fiction         |
| 4  | Influencers use filters and angles to look different.                   | Fact            |
| 5  | Comparing yourself to others online can lower self-esteem.              | Fact            |
| 6  | What you see on social media is always the real life.                   | Fiction         |
| 7  | Following diverse, positive accounts helps boost confidence.            | Fact            |
| 8  | Looking "perfect" online is more important than being confident.        | Fiction         |
| 9  | Social media affects both girls and boys when it comes to body image.   | Fact            |
| 10 | You should look like influencers to be accepted.                        | Fiction         |
| 11 | People who look confident online always feel that way in real life.     | Fiction         |
| 12 | Posting selfies often means you love the way you look.                  | Fiction         |
| 13 | Not all influencers show what they look like without filters or makeup. | Fact            |
| 14 | Social media can pressure teens to change their appearance.             | Fact            |
| 15 | Everyone edits their photos, so you should too.                         | Fiction         |

**Reflection**

Answer the questions below.

1) Which statement in the activity made you stop and think the most? Why?

---

---

---

---

2) Did anyone else give a different answer than you? What did you learn?

---

---

---

---

3) How did this activity help you understand how social media affects body image?

---

---

---

---

4) Imagine a new social media post that promotes healthy body image. What would it look like? Draw it and explain.

|  |                                                             |
|--|-------------------------------------------------------------|
|  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|-------------------------------------------------------------|



## Newspaper Article: How Culture Shapes Body Image

### Different Ideas of Beauty Around the World

Publish Date: May 17, 2024

What people consider "beautiful" can look very different around the world. In South Korea, pale skin, a slim jawline are often considered beautiful. In Brazil, curvier bodies and athletic figures are often celebrated. In the United States, many advertisements promote long legs, and toned muscles. These beauty ideals are influenced by culture, media, and history, and they can shape how young people feel about themselves.

Dr. Jenna Wallace, a body image researcher, explains, "Cultural standards are learned early. What's shown in media becomes what young people think is normal or beautiful—even if it's not real."

She also points out that editing apps and filters make it harder to know what someone actually looks like, adding to the confusion. When teens see these altered images over and over, it can create

pressure to look a certain way.

In fact, a 2023 survey by Kids Health Watch found that 68% of teens felt pressured to change their appearance because of what they saw online. Many said they often compare themselves to people in magazines or TikTok videos, even though those images may be filtered or edited.

But beauty standards are not the same everywhere. In some African cultures, a fuller body is seen as healthy and successful. In Japan, being petite and having clear, smooth skin is often valued. These differences show that beauty is not one-size-fits-all. What one culture views as beautiful might be completely different from another.

Some teens are starting to push back against unrealistic standards. Social media movements like #BodyPositivity and #LoveYourself encourage all body shapes, sizes, and styles are worthy and beautiful. "I used to feel bad

for not looking like models," says 13-year-old Amaya, "but now I follow people who look like me, and it helps."

Feeling confident starts with accepting yourself—and realizing that beauty is everywhere, not just online.





## Fill in the Blanks

Complete the sentences below.

|                                                               |                 |           |
|---------------------------------------------------------------|-----------------|-----------|
| 1) In S. Korea, pale skin and a slim face are seen as ____.   | perfect         | unhealthy |
| 2) Some African cultures see fuller bodies as a sign of ____. | health          | weakness  |
| 3) In 2023, 68% of teens felt _____ to look a certain way.    | free            | pressure  |
| 4) #BodyPositivity promotes _____.                            | self-acceptance | editing   |
| 5) _____ it hard to know what's real online.                  | filters         | facts     |

## Questioning

Imagine you are interviewing someone you know about how they see beauty in the world. Write three questions you would ask and what you think their answers might be.

|    |  |
|----|--|
| 1) |  |
| 2) |  |
| 3) |  |

## Question

Why is it important to learn how different cultures see beauty and how social media affects body image?

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

## Activity - Body Reflection Collage

### Objective

What are we learning about?

To help students explore how media shapes body image and compare media ideals with real, diverse bodies, while building self-awareness and critical thinking.

### Materials

What will you need for the activity?

- Magazines, newspapers, or printed digital images
- Poster paper or construction paper
- Scissors, glue, and markers
- A ruler or pencil to divide the collage




### Instructions

How will you complete the activity?

1. Divide your paper into two sides. Label one side "Media Body Ideals" and the other "Real & Diverse Bodies."
2. Use cut-out images or drawings to fill each side.
3. The "Media Body Ideals" side should show how media often portrays body types (e.g., slim, muscular, edited).
4. The "Real & Diverse Bodies" side should show people of different sizes, skin tones, ages, genders, and abilities.
5. Add optional captions, labels, or speech bubbles to your images.
6. After finishing your collage, walk around the room to look at other students' work during a gallery walk.
7. Reflect by answering a few written questions or sharing your thoughts as a class.
8. Think about how media messages influence body image and what real beauty looks like to you.

**Collage**

Create a collage that compares media body ideals with real, diverse bodies using images, drawings, or words.

| Media Body Ideals                                                                   | Real & Diverse Bodies. |
|-------------------------------------------------------------------------------------|------------------------|
|  |                        |

**Question**

Why is it important to think about how you see beauty and how social media affects how you see body image?

|                                           |
|-------------------------------------------|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|-------------------------------------------|



**Activity: Substance Use Role-Play Scenarios****Objective**

What are we learning about?

To help students explore why people use or avoid substances by practicing real-life refusal strategies, while building confidence to handle peer pressure, curiosity, and stress safely.

**Material**

What will you need for the activity?

- Printed role-play cards (with scenarios)
- A safe classroom space for group acting
- Optional: props (e.g., alcohol bag, juice can, phone, etc.)

**Instructions**

How will you complete the activity?

1. Divide students into small groups of 3–4.
2. Give each group one role-play card with a short scenario involving a choice to use or avoid a substance.
3. Students act out the scene, including at least one person offering a substance (e.g., vape, alcohol) and one refusing it.
4. Encourage them to use refusal strategies such as:
  - Saying no confidently
  - Suggesting a safer alternative
  - Leaving the situation
  - Giving a reason or excuse
5. After performing, each group explains their refusal strategy to the class.
6. Discuss how peer pressure, curiosity, or stress was shown in the scene and what impact the choice could have had.

## Scenario Cards

Cut out the topics below.

| Scenario                             | Key Moments/Descriptions                                                                                                                                                                                                                                                                 |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Peer Pressure at a Party             | Liam is invited to a birthday party where older teens are vaping. A friend hands him a vape and says, "It's just for fun—everyone's doing it." Liam feels nervous but doesn't want to seem boring. What can Liam do to handle the pressure and still feel included?                      |
| Curiosity and Online Trends          | Zoe saw her favourite influencer post a video about trying a "focus energy pill" to stay up and study. Zoe is curious about the pill and thinks it might help her with school too. What should she do before trying something just because she saw it online?                            |
| Using Substances to Cope with Stress | Marcus has been feeling overwhelmed with school, sports, and family problems. His cousin says, "I know what helps—just one drink and you'll feel better." Marcus knows drinking isn't allowed, but he feels like he needs to relax. What are safer ways Marcus can deal with his stress? |
| Saying No to a Close Friend          | Riley's best friend offers her an edible candy and says, "It'll just help you relax—it's not that serious." Riley wants to keep her friend, but she isn't sure she's okay with trying it. What can Riley say or do to stand by her choice respectfully?                                  |



## Scenario Cards

Cut out the topics below.

| Scenario                             | Key Moments/Descriptions                                                                                                                                                                                                                                                              |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vaping in the School Washroom</b> | Jaden walks into the school washroom and sees a group of students vaping. One of them offers him a turn and says, "Come on, it's no big deal—we do it all the time." Jaden feels trapped. How can he get out of the situation without causing drama?                                  |
| <b>Family Influence</b>              | Ava's older cousin tells her that drinking at family events is "normal" and offers her a sip of beer. Ava isn't sure if it's safe or appropriate but doesn't want to seem immature. How can Ava find a way that respects her values and her family?                                   |
| <b>Group Chat Pressure</b>           | In a group chat, Noah's classmates talk about trying weed on the weekend. They message him, "You're in, right?" and tease him when he hesitates. Noah doesn't want to be left out, but he also doesn't want to do it. What can Noah say or do in this digital pressure situation?     |
| <b>Fake Medication at School</b>     | Sarah is stressed about her exam and a friend secretly offers her a "study pill," saying it helps you stay focused for hours. The pill isn't from a doctor. Sarah knows it's risky but feels pressure to do well. What safer choices can Sarah make to manage her stress and success? |



**Reflection**

Answer the questions below.

1) Rate your group's performance by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

|                                     |       |
|-------------------------------------|-------|
| Use of resistance skills            | ☆☆☆☆☆ |
| Display of understanding risks      | ☆☆☆☆☆ |
| Express Feelings Clearly            | ☆☆☆☆☆ |
| Playing as Peer applying            | ☆☆☆☆☆ |
| Effectiveness of person being       | ☆☆☆☆☆ |
| Overall Understanding to share peer | ☆☆☆☆☆ |

2) What went well during your role-play session?

---

---

---

3) What could have been improved during your role-play session?

---

---

---

4) What are the key lessons you learned about identifying which substances to use or avoid?

---

---

---

## Story: Peer Pressure and Brave Decisions

**Draw**

Draw pictures that illustrate the story.

### Tyler's Choice

In a quiet neighbourhood in Alberta, a Grade 7 student named Tyler spent most of his time on things he loved—playing soccer, biking with his friends, and challenging himself to video game tournaments. He was known for being confident and outgoing, someone who usually didn't worry too much about what others thought. But one day at school, that confidence was tested in a way he hadn't expected.

It was a sunny afternoon when Tyler's friend group met behind the school gym, just like they often did. They were laughing and passing a ball around when Ben, one of the older kids in the group, pulled something out of his hoodie pocket. It was a vape. Holding it up with a grin, Ben looked at the group and said, "Wanna try? It's fun and not even that bad. Everyone's doing it."

# PREVIEW

Tyler felt his stomach twist. He remembered a lesson from health class about how vaping could damage a person's lungs and even affect how the brain develops. The teacher had shared a stat from a recent survey—**42% of students who tried vaping said they did it because a friend offered it**. Tyler didn't want to be part of that number. He didn't want to risk his health just to fit in.

For a second, no one spoke. Tyler could feel his heart pounding. He knew this was one of those moments that could shape what happened next, not just for him but for the whole group. He took a slow breath and made his choice.



"Nah," he said clearly, shaking his head. "I've got soccer tryouts this weekend, and I don't want to mess with my lungs." He added casually, "Let's just go shoot hoops at the park instead."

To his surprise, a couple of the other kids nodded right away. "Yeah, I didn't really want to anyway," one of them said quietly. Another shrugged and tossed the vape back in his backpack. Without saying much else, they all started walking toward the court.

**PREVIEW**

# PREVIEW

That day, Tyler learned something important: **peer pressure doesn't always have to lead to a bad choice.** Sometimes, it takes just one person to say no for others to feel brave enough to do the same. When you speak up with confidence, you're not just helping yourself—you're showing leadership.

Tyler didn't just protect his health—he helped set a new direction for his group. Saying no isn't always easy, but it can make you stronger. And in this case, it helped his friends feel strong, too.

**Decision-Making**

Which option would you choose, and why? Explain your decision-making process.

**Option 1:**

You're at a friend's house and someone offers you a vape. They say, "Just try it—everyone else is doing it." You're unsure but don't want to feel left out, so you give it a try.

**Option 2:**

You decline the vape and say, "No thanks, I don't want to try that." You suggest playing a game or going outside instead. You remember the health risks and want to stick to your values.

**True or False**

Is the statement true or false?

|                                                                          |      |       |
|--------------------------------------------------------------------------|------|-------|
| 1) Peer pressure only happens in high school.                            | True | False |
| 2) Saying no clearly is one strategy to resist peer pressure.            | True | False |
| 3) You can still be respected by your friends even if you don't give in. | True | False |
| 4) Vaping has no real health risks for teens.                            |      | False |
| 5) Everyone gives in to peer pressure at some point.                     |      | False |

**Share**

At your age, can you describe a time when you felt pressure to do something and how you made your decision?



## Four Corners Activity: Peer Pressure Choices

**Objective**

What are we learning about?

To help students explore different responses to peer pressure involving substance use, and think critically about the consequences of their choices.

**Materials**

What do you need for the activity?

- A list of questions
- Labels for each corner of the room: Definitely, Maybe, Not Sure, Never

**Instructions**

How will you complete the activity?

1. Label the four corners of your classroom with the choices: Definitely, Maybe, Not Sure, Never.
2. Read a scenario aloud related to peer pressure and substance use (see example prompts below).
3. After each prompt, students silently think about their answer, then move to the corner that best matches how they would respond.
4. Once all students have chosen a corner, invite volunteers to explain their reasoning.
5. Lead a short discussion about the potential outcomes of each choice and how refusal strategies could be used.
6. Repeat the activity using different prompts.

| Question                                                                     | Definitely | Maybe | Not sure | Never |
|------------------------------------------------------------------------------|------------|-------|----------|-------|
| 1) Saying "no" when someone offers me a vape at a party.                     |            |       |          |       |
| 2) Trying a substance just because my friends say it's "not a big deal"      |            |       |          |       |
| 3) Encouraging someone to avoid drugs or alcohol to sleep better             |            |       |          |       |
| 4) Walking away when I feel pressured to do something I'm uncomfortable with |            |       |          |       |
| 5) Pretending to go along with the group just to fit in.                     |            |       |          |       |
| 6) Offering a safer activity when friends suggest doing something risky      |            |       |          |       |
| 7) Asking a trusted adult for help when I feel pressured                     |            |       |          |       |
| 8) Saying "just once won't hurt" to convince someone to try a substance      |            |       |          |       |
| 9) Refusing to lie to my parents about where I've been                       |            |       |          |       |
| 10) Feeling proud after making a healthy decision under pressure             |            |       |          |       |

| Question                                                                | Definitely | Maybe | Not sure | Never |
|-------------------------------------------------------------------------|------------|-------|----------|-------|
| 11) Skipping class to hang out with friends who use substances          |            |       |          |       |
| 12) Using humour to say "no" in a tense situation                       |            |       |          |       |
| 13) Supporting a friend who chooses to drink or vape                    |            |       |          |       |
| 14) Letting other people make decisions for me in risky situations      |            |       |          |       |
| 15) Making up an excuse to avoid being offered substances               |            |       |          |       |
| 16) Researching the risks of vaping or energy drinks before trying them |            |       |          |       |
| 17) Going to a party even if I know risky stuff might happen            |            |       |          |       |
| 18) Feeling more confident saying "no" when someone backs me up         |            |       |          |       |
| 19) Challenging friends who tease others for not using substances       |            |       |          |       |
| 20) Wishing I had better ways to say no without losing friends          |            |       |          |       |



## What Is Harassment?

### What Harassment Means

Harassment is when someone hurts, threatens, or bothers another person on purpose. It can happen in many ways and is never okay. Harassment can happen at school, online, in public, or even in a friend group. It can make people feel scared, unsafe, or embarrassed.

There are three types of harassment:

- **Verbal harassment**: saying mean things, teasing, threats, or name-calling.
- **Cyber harassment (or bullying)**: posting hurtful messages, sharing private photos, or spreading rumors online.
- **Physical harassment**: touching someone without permission, pushing, or using violence.

### Why Harassment Hurts People

Harassment affects people's emotions and mental health. Victims might feel anxious, depressed, or afraid to go to school. According to a 2021 Canadian Red Cross survey, 1 in 3 students said they had been bullied or harassed at school or online. Harassment can also damage friendships and make it harder for people to focus or learn.

### How to Handle Harassment

It's important to set clear boundaries and speak up. If you feel harassed:

- Tell the person to stop if it's safe to do so.
- Walk away and stay with people you trust.
- Report the situation to a teacher, guidance counsellor, or trusted adult.
- Keep evidence if it's online, like screenshots or messages.

Everyone deserves to feel safe and respected. Learning how to spot and report harassment helps protect yourself and others.



## True or False

Is the statement true or false?

|                                                               |      |       |
|---------------------------------------------------------------|------|-------|
| 1) Verbal harassment includes teasing and name-calling.       | True | False |
| 2) You should keep evidence if you are being harassed online. | True | False |
| 3) Cyberbullying is not considered harassment.                | True | False |
| 4) Harassment can hurt someone's emotional health.            | True | False |
| 5) You can report harassment to a trusted adult.              | True | False |

Question: What would you do if you saw someone being hurt or pushed?

---

---

---

---

---

## Diary

Imagine you witnessed or experienced harassment. Write a short diary entry about how it made you feel, what you did (or wish you had taken), and what you learned about standing up for yourself or others.

---

---

---

---

---

---

---

---

---

---



## Case Study: Amanda Todd's Story

### A Voice for Online Safety

Amanda Todd was a teenager from Port Coquitlam, British Columbia, who became a symbol of online safety and anti-cyberbullying awareness. At the age of 15, she was targeted by someone online who convinced her to share a private photo. That photo was shared without her consent. Once the image spread, Amanda became a victim of bullying both in school and online. People teased, judged, and harassed her through messages and social media. Even when Amanda changed schools, the bullying followed her and affected her deeply.

In September 2012, Amanda posted a video on YouTube to tell her story. She didn't speak in the video. Instead, she used handwritten cue cards to explain how she had



in but how she felt anxious and depressed, and how hard it was to feel alone. Her quiet video sent a message that was heard around the world. Millions of people watched and shared her story. Her video helped other teenagers understand the **serious emotional harm** that online bullying can cause.

Tragically, just one month after posting her video, Amanda died by suicide. Her story inspired people across Canada and beyond. Many students, families, and teachers started more open conversations about mental health, online safety, and bullying.

Amanda's story led to real changes. In Nova Scotia, the government passed "**Amanda's Law**," giving schools and authorities more power to respond to cyberbullying. Her family also started the **Amanda Todd Legacy Foundation**. This organization teaches students about mental health, online safety, and how to support one another.

Amanda's experience reminds us how powerful the internet can be—both in harmful and helpful ways. Her courage helped shine a light on the importance of staying safe online, speaking up about bullying, and being kind. Her message still inspires people today to create safer, more supportive communities for everyone, both in person and on the internet.



## Fill in the Blanks

Complete the sentences below.

|                                                             |               |          |
|-------------------------------------------------------------|---------------|----------|
| 1) Amanda Todd faced _____ after a photo was shared online. | cyberbullying | kindness |
| 2) She made a _____ video to tell her story.                | silent        | funny    |
| 3) Her story raised awareness about _____ safety.           | physical      | online   |
| 4) A new law was made in _____.                             | Nova Scotia   | Ontario  |
| 5) To stay safe online, we should _____ personal info.      | share         | protect  |

Questions Write your questions you have about the text.

|    |  |
|----|--|
| 1) |  |
| 2) |  |

## Questions

Answer the questions below.

1) How did Amanda help others?

---

---

---

---

2) What can you do if you or someone you know is being bullied online?

---

---

---

---

## Story: Safe At Work

**Draw**

Draw pictures that illustrate the story.

### Jayden's First Job: Safety First!

Jayden was thrilled when he landed his first part-time job at a grocery store in Calgary. He'd been looking for a way to earn his own money and gain experience. On his first day, his manager welcomed him with a safety orientation. Jayden didn't realize how important safety was until he learned that even teenagers had legal rights at work.

In Alberta, every worker has legal rights. These include the right to know about dangers in the workplace, the right to participate in keeping the job site safe, and the right to refuse dangerous work. Jayden thought it was great that teens were protected this way. He realized that working wasn't just allowed—it was expected.

**PREVIEW**

Jayden's first task was to stock shelves. It sounded simple, but his supervisor explained that many injuries happen during basic jobs like this. Jayden was told to wear non-slip shoes and to use a proper step stool when reaching high places. He was shocked to hear that slips, trips, and falls are the number one cause of injury for young workers in Canada.

Later that week, Jayden talked with his friend Amira, who works as a babysitter. She said she always checks for safety hazards like unlocked cabinets, open bottles of cleaning products, or small objects that kids could swallow. Amira also keeps emergency contact numbers close by and knows basic first aid.



Jayden's cousin, Ravi, works in a busy pizza shop. Ravi shared that he wears heat-resistant gloves and never uses the food slicer without the safety guard in place. His manager checks equipment weekly and encourages all staff to report hazards right away. Ravi said, "It's better to speak up than to get hurt."

As Jayden listened to his friends' experiences, he noticed a pattern. No matter the job, safety was part of everyone's routine. From babysitting to food service to store jobs, every workplace had its own risks—and rules to help prevent injury.

**PREVIEW**

**PREVIEW**

Jayden began to take his job more seriously. He stayed alert while working, double-checked for hazards, and reminded coworkers to use tools properly. He also felt more confident knowing he could say no to unsafe situations without getting in trouble.

By the end of his first month, Jayden had learned more than just how to stock groceries. He had learned to protect himself, respect workplace rules, and understand his rights as a young worker. Safety wasn't just a rule—it was a skill that would help him wherever he worked in the future.



## Newspaper Article: How Teens Can Be Resilient

### How Grit, Support, and Small Steps Help Teens Bounce Back From Challenges.

**Publish Date: May 21, 2025**

Resiliency is bouncing back when things go wrong. Whether it's a failed test, a family move, or getting cut from a team, challenges happen to everyone. What matters most is how you respond. Experts say traits like positive thinking, and perseverance help teens stay strong. Rachel Lee, a child psychologist, explains, "Teens don't give up. They seek help, think of solutions, and try again." Developing these skills doesn't happen overnight, but they can be learned and practised over time.

A 2023 Youth Wellness Canada survey showed that 6 out of 10 teens said talking to a friend helped them get through a hard time. Connection is a key part of resilience. Teens who feel supported by their peers, family, or teachers tend to feel more hopeful and capable when facing problems. Support systems don't solve problems for you, but they remind you that you're not alone—and that someone believes in you. Having someone to listen without judgment can be a powerful motivator to keep going.

Fourteen-year-old Jordan Lee from Winnipeg shared his story. After breaking his leg in a hockey game, he missed the entire season. "It was really hard at first," Jordan said, "but I worked hard in physio

and kept cheering for my team. That kept me going." His teammates visited him during recovery, and his coach encouraged him to stay involved. He returned the next year and even scored the winning goal in the finals. "That moment meant a lot," Jordan said. "It showed me that I didn't quit."

Small daily actions can help build resilience over time. Writing in a journal, taking short walks, reducing screen time, or creating a simple routine can boost both mental and emotional strength. Even remembering to eat healthy meals and get enough sleep plays a role. Experts recommend setting realistic goals and focusing on what you can control, especially during difficult times.

Building resilience takes patience and self-compassion. It's about learning how to face challenges, not how to avoid them. You've learned, and kept going forward. You will always have setbacks, but with support, and mindset, you'll bounce back stronger than before.





**True or False**

Is the statement true or false?

|                                                              |      |       |
|--------------------------------------------------------------|------|-------|
| 1) Resilient teens never feel sad.                           | True | False |
| 2) Grit, support, and problem-solving help build resilience. | True | False |
| 3) Talking to a friend can help during hard times.           | True | False |
| 4) Setting goals is one way to build resilience.             | True | False |
| 5) Resilient teens don't ask for help.                       | True | False |

**List** List strategies that help teens stay resilient and briefly explain why they work.

| Strategy | Why It Works |
|----------|--------------|
|          |              |
|          |              |
|          |              |

**Questions**

Answer the questions below using evidence from the text.

1) What does it mean to be resilient?

---

---

---

---

2) Describe a time you have shown resilience.

---

---

---

---

## Activity – Resilience Playlist

### Objective

What are we learning about?

To help students understand how music can support emotional strength and resilience during tough times, and to reflect on the qualities of resilient people through thoughtful song choices.

### Materials

What will you need for the activity?

- Lined paper and index cards
- Markers or colored pencils
- Optional: devices to play music (with teacher supervision)



### Instructions

How will you complete the activity?

1. Start with a short class talk about what resilience means and how music can help people feel stronger during tough times.
2. Ask students to think of a challenge someone their age might face.
3. Students will create a Resilience Playlist with 4 songs that could help someone bounce back.
4. For each song, they will write the title and artist, explain how it helps build resilience, and decorate the card with symbols or lyrics.
5. Students will share one song with a partner or small group.
6. (Optional) Collect top songs to create a class playlist display.
7. End with a class reflection on how music can support emotions and strength.

## My Resilience Playlist

**Write**

Write 4 songs and explain how each builds resilience.

Song Title: \_\_\_\_\_

Artist : \_\_\_\_\_

Song Title: \_\_\_\_\_

Artist : \_\_\_\_\_

Song Title: \_\_\_\_\_

Artist : \_\_\_\_\_

Song Title: \_\_\_\_\_

Artist : \_\_\_\_\_



# Exit Cards

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

Name: \_\_\_\_\_

Does it show resilience?

|                                                            |     |    |
|------------------------------------------------------------|-----|----|
| 1) She failed the quiz and decided to study again.         | Yes | No |
| 2) Liam rehabs his ankle and returns stronger.             | Yes | No |
| 3) He fell off his bike and refused to try riding again.   | Yes | No |
| 4) She spilled paint on her art project and threw it away. | Yes | No |
| 5) Maya sets daily study goals and maintains grades.       | Yes | No |

Name: \_\_\_\_\_

Does it show resilience?

|                                                            |     |    |
|------------------------------------------------------------|-----|----|
| 1) She failed the quiz and decided not to study again.     | Yes | No |
| 2) Liam rehabs his ankle and returns stronger.             | Yes | No |
| 3) He fell off his bike and refused to try riding again.   | Yes | No |
| 4) She spilled paint on her art project and threw it away. | Yes | No |
| 5) Maya sets daily study goals and maintains grades.       | Yes | No |

Name: \_\_\_\_\_

Does it show resilience?

|                                                            |     |    |
|------------------------------------------------------------|-----|----|
| 1) She failed the quiz and decided not to study again.     | Yes | No |
| 2) Liam rehabs his ankle and returns stronger.             | Yes | No |
| 3) He fell off his bike and refused to try riding again.   | Yes | No |
| 4) She spilled paint on her art project and threw it away. | Yes | No |
| 5) Maya sets daily study goals and maintains grades.       | Yes | No |

Name: \_\_\_\_\_

Does it show resilience?

|                                                            |     |    |
|------------------------------------------------------------|-----|----|
| 1) She failed the quiz and decided not to study again.     | Yes | No |
| 2) Liam rehabs his ankle and returns stronger.             | Yes | No |
| 3) He fell off his bike and refused to try riding again.   | Yes | No |
| 4) She spilled paint on her art project and threw it away. | Yes | No |
| 5) Maya sets daily study goals and maintains grades.       | Yes | No |

## Gender Roles and Stereotypes

### What Are Social Norms?

Social norms are the unwritten rules about how people are expected to act in society. These rules are learned from family, friends, school, and the media. They can be helpful, like saying "please" and "thank you," but some social norms can lead to unfair expectations, especially around gender. Gender roles are the behaviours and activities that society says are "right" for boys and girls. These ideas can start early in childhood and can affect how kids see themselves and others.

### Common Gender Stereotypes

Many stereotypes about gender are old-fashioned beliefs. For example, some people believe "boys should be tough" or "girls should always look pretty." These stereotypes can appear in TV shows, movies, books, and even in sports or school traditions.

### Here are a few common gender stereotypes:

- Boys are supposed to be tough and not show emotions.
- Girls are expected to be quiet, polite, and care about how they look.
- Boys are encouraged to play sports, while girls are pushed toward dance or art.
- Boys are told to lead, while girls are told to follow.

### Why It Matters

These gender roles can affect confidence, career choices, and even mental health. A study from Kids Help Phone showed that 1 in 3 boys in Canada feel pressure to act "like a man", even when it doesn't feel right. Challenging stereotypes helps everyone feel free to be themselves.





## True or False

Is the statement true or false?

|                                                           |      |       |
|-----------------------------------------------------------|------|-------|
| 1) Social norms are written rules in school handbooks.    | True | False |
| 2) "Boys don't cry" is an example of a gender stereotype. | True | False |
| 3) All girls are naturally better at art and dance.       | True | False |
| 4) Gender roles can affect someone's self-confidence.     | True | False |
| 5) Gender stereotypes can affect someone's career choice. | True | False |

Question: Answer the questions below.

1) What are social norms? How do they relate to gender roles?

---



---



---

2) Name two examples of gender stereotypes and explain why they can be harmful.

---



---



---

## Word Search

Find the words in the wordsearch.

|            |            |
|------------|------------|
| Fairness   | Stereotype |
| Choices    | Girls      |
| Equality   | Media      |
| Confidence | Gender     |
| Norms      | Boys       |

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



## Case Study: Why Visibility Matters

### Pride Flag Policy Controversy in New Brunswick (2023)

In 2023, the New Brunswick government introduced a change to its school policy on raising the Pride flag during Pride Month. Under the new guidelines, individual public schools were no longer allowed to raise the Pride flag independently. Instead, flag displays had to be standardized across the province. The government stated that this was meant to treat all groups equally and avoid favouring one group over another. However, the policy upset many students, teachers, and LGBTQ2S+ organizations who saw it as a step backward for inclusion and representation.

For many students, the Pride flag is more than just a colourful symbol—it's a sign that their identity is accepted and celebrated in their school community. Supporters of the old policy argued that equality isn't always enough. Equity means recognizing that some students face more barriers and need extra support to feel safe and included. LGBTQ youth are statistically more likely to face bullying, mental health struggles, or social isolation at school. For these students, seeing the Pride flag during June offered a sense of visibility and safety.

The policy change led to an immediate and emotional response. Students at multiple schools across New Brunswick staged walkouts and organized peaceful protests. They held rainbow signs, wore Pride colours, and used social media to spread their message. Some teachers and community members also voiced concern, saying that silencing symbols of support could discourage students from being themselves or asking for help.

The controversy sparked a national conversation. People across Canada debated whether the new policy promoted fairness or erased identity. Educators and students began discussing the importance of student voice in decision-making. It also raised awareness about the difference between treating everyone the same and giving each student what they need to thrive. Although the policy wasn't reversed, it became a powerful example of how young people can stand up for inclusion and create meaningful dialogue in their communities.



**True or False**

Is the statement true or false?

|                                                           |      |       |
|-----------------------------------------------------------|------|-------|
| 1) Equality and equity mean the same thing.               | True | False |
| 2) Equity gives extra support to those who need it.       | True | False |
| 3) Pride Month helps support LGBTQ2S+ visibility.         | True | False |
| 4) Removing the Pride flag helped all students feel safe. | True | False |
| 5) Treating every group exactly the same is always fair.  | True | False |

**List**

List ways a school can help students feel safe and included and Label each as

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

**Questions**

Answer the questions below using evidence from the text.

1) What does the Pride flag mean to some students?

---

---

---

---

2) What is the difference between equality and equity? How does it relate to this case study?

---

---

---

---

---

---



## Activity – Visibility Wall

### Objective

What are we learning about?

To give students a chance to explore the ideas of equity, equality, and visibility by celebrating real people, movements, or actions that help others feel seen, supported, and safe.

### Materials

What will you need for the activity?

- Bulletin board or large wall space
- Coloured paper (index cards or sticky notes)
- Markers, crayons, or colored pencils
- Tape or push pins



### Instructions

How will you complete the activity?

1. Start with a talk about equity, equality, and visibility. Explain that equity means giving people what they need to feel safe and included.
2. Ask students to think of a person, event, or action that helps others feel seen or supported.
3. Give students paper and art supplies. They will draw, write a quote, or describe how their example helps others feel included.
4. When finished, have students post their work on the "Visibility Wall." Each piece should include a name and short explanation.
5. After the wall is filled, have students share what they chose and why.
6. Keep the wall up all year. Let students add more as they learn new things about inclusion and fairness.



**Write**

Describe the person, event, or action you chose for the Visibility Wall. Use these questions to help guide your explanation.

1. *Who or what did you feature on the Visibility Wall, and why?*
2. *How does this person, event, or action help others feel seen, safe, or included?*
3. *Why is visibility important for fairness or belonging?*
4. *Did any of your classmates' posts make you think differently about equity?*
5. *What way you can help someone feel more included at school?*

**PREVIEW**

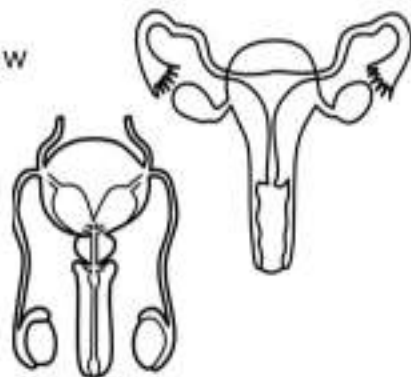
# Reproductive System

## Understanding Reproductive Anatomy

The human reproductive system is made up of organs that allow people to produce offspring. Both males and females have different reproductive parts, but they work together in reproduction. In the male reproductive system, the main parts are the testes, scrotum, and vas deferens.

The testes produce sperm, and the sperm travels through the vas deferens out through the penis.

In the female reproductive system, the key parts are the vagina, uterus, ovaries, and fallopian tubes. The ovaries release eggs, and the uterus is where a baby grows. Fertilization happens in the fallopian tube.



## How the Systems Work Together

Fertilization happens when a male's sperm joins with a female's egg. This usually occurs in the fallopian tube. If the egg is fertilized, it moves to the uterus where it can attach and begin to grow. This is the beginning of pregnancy. If fertilization does not happen, the egg leaves the body during menstruation.

## Facts vs. Myths

There are many misunderstandings about how the reproductive system works. Here are some key facts:

- The reproductive system is not the same as the urinary system.
- You cannot get pregnant from touching; fertilization must happen inside the body.
- Only females have a uterus.
- Both males and females have hormones, but they affect the body differently.

Knowing these facts helps students learn about their own bodies in a respectful, accurate way.

## True or False

Is the statement true or false?

|                                                             |      |       |
|-------------------------------------------------------------|------|-------|
| 1) The uterus is where a fertilized egg can grow.           | True | False |
| 2) The reproductive system and urinary system are the same. | True | False |
| 3) Both males and females have hormones.                    | True | False |
| 4) Sperm is produced in the ovaries.                        | True | False |
| 5) Both males and females have reproductive organs.         | True | False |

Visualizing: Draw a picture or picture about the reproductive system. Describe your drawing.

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

## Question

Why is it important for students to understand the reproductive system correctly and respectfully?

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



## Match & Label: Reproductive System

### Objective

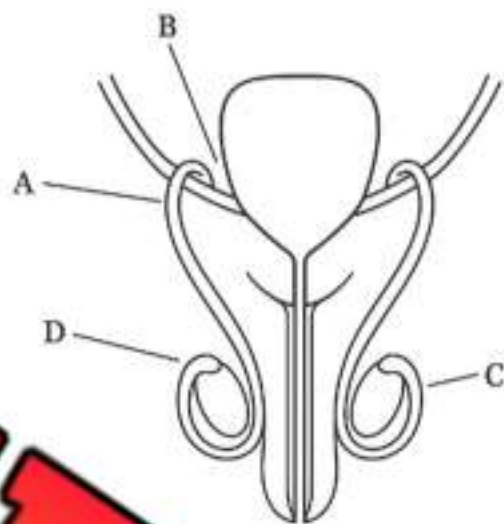
What are we learning about?

To help students identify and understand the parts of the male and female reproductive systems and their functions through hands-on labeling and matching.

### Materials

What will you need for the activity?

1. Diagram of male and female reproductive systems (blank)
2. Cut-out labels for reproductive parts
3. Cut-out definitions/descriptions of functions
4. Glue sticks or tape
5. Scissors
6. Markers or coloured pens



### Instructions

How will you complete the activity?

1. Begin with a class review of the parts of the male and female reproductive systems. Emphasize their role in reproduction and how they work together.
2. Divide the class into small groups of 3-4 students.
3. Provide each group with a blank diagram and a mixed set of cut-out labels (parts + functions).
4. Students will cut and paste the correct labels onto the diagram in the right places. You will need a separate larger sheet to fit the diagram, labels, and functions. Optionally, you could label the diagram using a writing utensil.
5. As a challenge, they will also match each part to its correct function by gluing the function card next to the part label.
6. Once completed, have students colour-code the male and female systems or highlight the parts that work together (e.g., sperm + egg).
7. Review the diagrams as a class and discuss why each part is important.
8. Display completed diagrams in the classroom for continued reference.

## Cards

List of reproductive organs and their functions.

| Reproductive Organ     | Functions/Definitions                                                            |
|------------------------|----------------------------------------------------------------------------------|
| <b>Penis</b>           | The external organ through which sperm and urine leave the male body.            |
| <b>Testes</b>          | Organs that produce sperm and testosterone.                                      |
| <b>Scrotum</b>         | A sac of skin that holds and protects the testes and helps regulate temperature. |
| <b>Vas Deferens</b>    | A tube that carries sperm from the testicles to the urethra.                     |
| <b>Urethra</b>         | A tube inside the penis that carries sperm out of the body.                      |
| <b>Seminal Vesicle</b> | Produces fluid that mixes with sperm to make semen.                              |
| <b>Prostate</b>        | Adds a fluid that helps sperm survive longer after ejaculation.                  |



## Cards

List of reproductive organs and their functions.

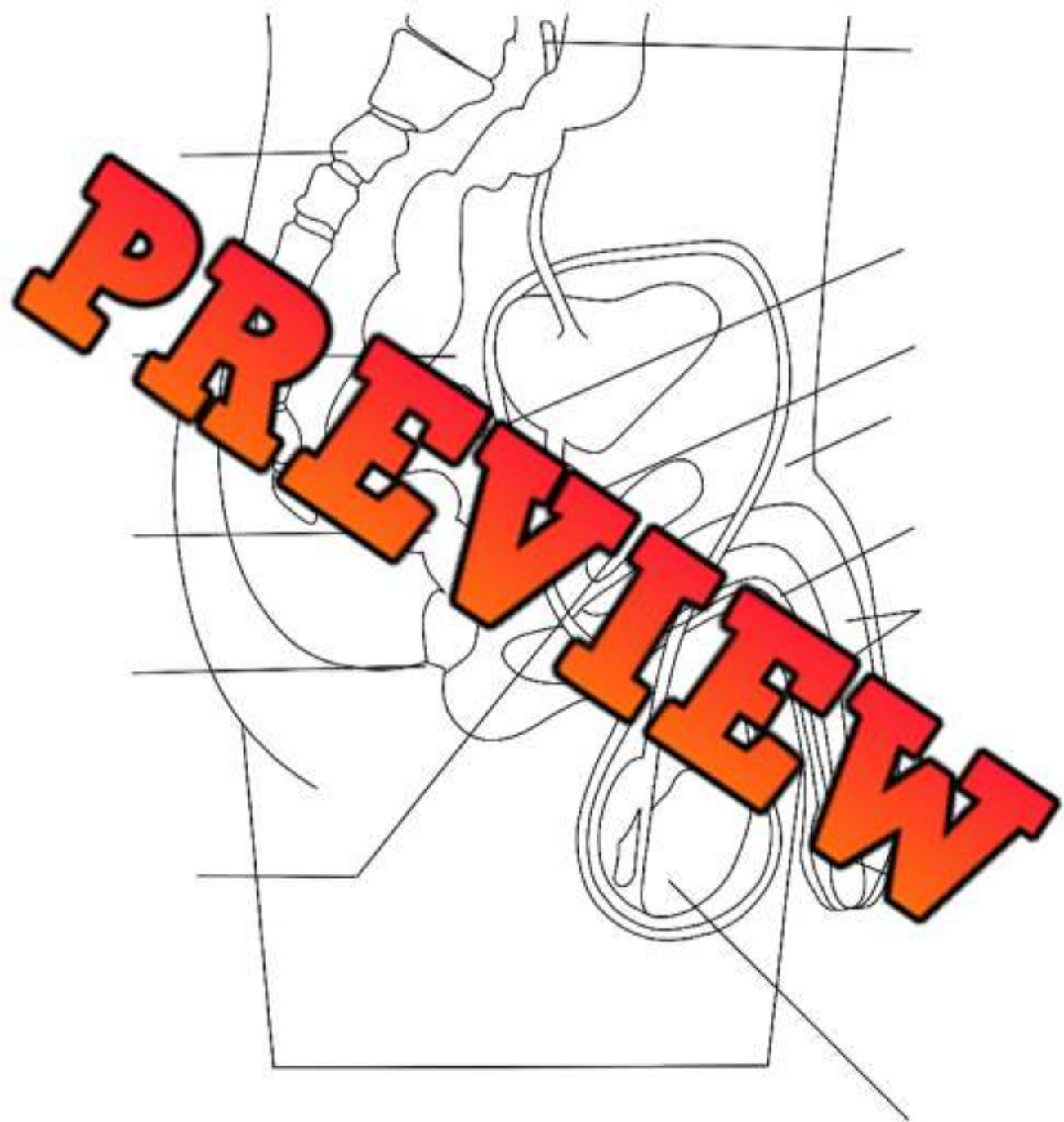
| Reproductive Organ | Functions/Definitions                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------------|
| Vagina             | The passage that connects the uterus to the outside of the body; also called the birth canal.               |
| Uterus             | A muscular organ where a fertilized egg implants and grows during pregnancy.                                |
| Ovary              | Two glands that release eggs and produce hormones like estrogen and progesterone.                           |
| Fallopian Tubes    | Tubes that carry eggs from ovaries to the uterus; fertilization usually happens here.                       |
| Cervix             | The lower, narrow part of the uterus that connects to the vagina.                                           |
| Egg (Ovum)         | The female reproductive cell that can be fertilized by sperm.                                               |
| Endometrium        | The lining of the uterus that thickens each month and sheds during menstruation if no fertilization occurs. |



Name: \_\_\_\_\_

92

Curriculum Connection  
W7.3



Name: \_\_\_\_\_

93

Curriculum Connection  
W7.3



## Fact or Fiction – Understanding Puberty

### Objective

What are we learning about?

To help students understand the physical and emotional changes that occur during puberty and to challenge common myths in an engaging and respectful way.

### Materials

What do you need for the activity?

- A list of puberty-related statements.
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room.
- Designated areas in the classroom to place the 'Fact' and 'Fiction' signs, allowing space for students to move to either side.

FACTS

OPINIONS

### Instructions

How will you complete the activity?

1. Your teacher will read a statement about puberty aloud. These statements will be about body changes, emotions, or common myths.
2. Decide if the statement is Fact (true) or Fiction (false).
3. If you think it's true, walk to the Fact side of the room.
4. If you think it's false, go to the Fiction side.
5. Stay on your side and listen carefully for the correct answer and explanation.
6. When the answer is revealed, return to your seat for the next round.
7. Keep an open mind, move respectfully, and have fun!



**Fact or Fiction**

Read the statements to the class.

| #  | Statements                                                     | Fact or Fiction |
|----|----------------------------------------------------------------|-----------------|
| 1  | Everyone starts puberty at the same time.                      | Fiction         |
| 2  | Girls usually start puberty before boys.                       | Fact            |
| 3  | Puberty only changes your body, not your emotions.             | Fiction         |
| 4  | Puberty starts at the age of 13.                               | Fiction         |
| 5  | Hormones trigger the changes that happen in puberty.           | Fact            |
| 6  | Every person experiences the same hormonal changes in puberty. | Fiction         |
| 7  | Hormones are chemical messengers in the body.                  | Fact            |
| 8  | Only girls get body hair during puberty.                       | Fiction         |
| 9  | Growth spurts during puberty are caused by hormones.           | Fact            |
| 10 | Hormones have no effect on skin changes during puberty.        | Fiction         |
| 11 | Voice cracks are a normal part of puberty.                     | Fact            |
| 12 | Hormones can influence how tall you will grow.                 | Fact            |
| 13 | Acne is a sign of poor hygiene.                                | Fiction         |
| 14 | Puberty happens overnight.                                     | Fiction         |
| 15 | You should be ashamed of your body changes.                    | Fiction         |
| 16 | You can't control when puberty starts.                         | Fact            |
| 17 | Everyone gets the same changes during puberty.                 | Fiction         |
| 18 | Eating healthy helps support your changing body.               | Fact            |
| 19 | Puberty is something to be embarrassed about.                  | Fiction         |
| 20 | Increased sweating during puberty is due to hormonal changes.  | Fact            |

## Activity – Puberty Question Box

**Objective**

What are we learning about?

To help students ask and answer questions about puberty and sexual development in a respectful and fact-based way, while building trust and correcting common myths.

**Materials**

What will you need for the activity?

1. Small pieces of paper or index cards
2. A sealed "Question Box" or envelope
3. Markers or pens
4. A list of science-related questions from a health textbook

**Instructions**

How will we complete the activity?

1. Begin by explaining that puberty is a normal part of growing up and it's okay to have questions.
2. Create a safe space by reminding students to ask questions anonymously and respectfully.
3. Pass out slips of paper and allow students a few minutes to write down their puberty-related questions.
4. Have them place the questions in the box when ready.
5. Collect and sort the questions to check for repeated or similar topics.
6. Read selected questions aloud, one at a time, and provide accurate, science-based answers.
7. Clarify myths (e.g., "You can't get pregnant the first time you have sex."—False).
8. Allow for quiet reflection or follow-up writing after sensitive discussions.
9. Create a summary poster of facts learned (e.g., voice changes, menstruation, body hair).
10. Remind students that they can always talk to a trusted adult if they have more questions.

Name: \_\_\_\_\_

103

Curriculum Connection  
W7.3

Question Slip

**PREVIEW**



## Why Some Teens Choose to Wait

### What Does It Mean to Wait?

Abstinence means choosing to wait before becoming involved in sexual activity. For many teens, it's about waiting until they feel emotionally ready or until they've reached a certain age or stage in life. It's also a way to show respect for themselves, their goals, and their values.

### Why Do Teens Choose Abstinence?

There are different reasons why some young people decide to wait. These choices are personal and can be influenced by culture, religion, family, or future goals. Some teens wait because they want to avoid stress or pressure, while others wait because they're focusing on school, friends, or building confidence.

According to a 2022 Canadian Youth Study, more than half of teens said they chose abstinence because they wanted to feel more prepared and informed before making big decisions.

### Healthy Choices Matter

Making healthy choices includes understanding your own values and boundaries. Teens who practice abstinence can still have close friendships, enjoy social time, and learn how to build trust and communication in relationships.

### Reasons Some Teens Choose to Wait:

- To focus on school and goals
- To wait for the right time and person
- To respect cultural or family values
- To protect their emotional and physical health
- To avoid pressure or confusion



**Questions**

Answer the questions below.

1) Why might someone choose to wait before becoming sexually active?

2) What are some benefits of waiting until you're ready?

**True or False**

Is this statement true or false?

|                                                                  |      |       |
|------------------------------------------------------------------|------|-------|
| 1) Abstinence means avoiding relationships.                      | True | False |
| 2) Waiting can help teens avoid pressure.                        | True | False |
| 3) Building confidence is a reason some teens choose abstinence. | True | False |
| 4) Teens only wait because of religion.                          | True | False |
| 5) Teens can choose what's healthy, even if others don't.        | True | False |

**Identify**

Check the reasons some teens choose abstinence.

|                          |                                        |                          |                                              |
|--------------------------|----------------------------------------|--------------------------|----------------------------------------------|
| <input type="checkbox"/> | To respect family or culture           | <input type="checkbox"/> | To feel confident                            |
| <input type="checkbox"/> | To avoid pressure or confusion         | <input type="checkbox"/> | To never have close friendships              |
| <input type="checkbox"/> | Because everyone else is doing it      | <input type="checkbox"/> | To avoid teenage pregnancy or getting an STI |
| <input type="checkbox"/> | To build healthy boundaries            | <input type="checkbox"/> | To wait for the right time                   |
| <input type="checkbox"/> | To be emotionally and physically ready | <input type="checkbox"/> | Because it's the only option                 |



Name: \_\_\_\_\_

## Unit Test – Wellness Choices

### Multiple Choice

/10

|                                                                                                                               |                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1. Which guide helps us make healthy food choices?<br>a) Canada's Food Guide<br>b) A fitness app<br>c) Nutrition<br>d) TikTok | 2. How many hours of sleep do teens need?<br>a) 5-6 hours<br>b) 7-8 hours<br>c) 8-10 hours<br>d) 11-12 hours                           |
| 3. Why is it important to have fair support?<br>a) Fair support<br>b) Equal rules<br>c) Same tools<br>d) One rule             | 4. Which habit helps improve sleep?<br>a) Caffeine<br>b) Late screen time<br>c) Naps at noon<br>d) Deep breathing                      |
| 5. What does peer pressure often influence?<br>a) Mood swings<br>b) Social media<br>c) Food cravings<br>d) Risky choices      | 6. Which body system changes during puberty?<br>a) Nervous system<br>b) Digestive system<br>c) Reproductive system<br>d) Immune system |
| 7. Which app can affect body image?<br>a) School email<br>b) Editing apps<br>c) Science books<br>d) Study guides              | 8. How can you refuse peer pressures?<br>a) Say no<br>b) Stay quiet<br>c) Give in<br>d) Ignore it                                      |
| 9. Who can teens talk to for support?<br>a) Classmate<br>b) Neighbour<br>c) Stranger<br>d) Trusted adult                      | 10. What makes a relationship healthy?<br>a) Looks<br>b) Power<br>c) Consent<br>d) Secrets                                             |



Define

Define the terms.

|                     |  |
|---------------------|--|
| Online Harassment   |  |
| Physical Harassment |  |
| Verbal Harassment   |  |

Identify

Identify whether the following scenarios involve harassment or not.

|                                                        |     |    |
|--------------------------------------------------------|-----|----|
| 1) A student keeps calling someone names.              | YES | NO |
| 2) Two classmates disagree politely.                   |     | NO |
| 3) Someone posts an embarrassing photo online.         |     | NO |
| 4) A friend says they don't want to share their snack. | YES | NO |
| 5) Someone pushes another student in the hallway.      | YES | NO |
| 6) A student spreads false rumours online.             | YES | NO |
| 7) A classmate offers help to someone who's upset.     | YES | NO |
| 8) A group makes fun of someone's clothes.             | YES | NO |
| 9) A student shares a private message as a joke.       | YES | NO |
| 10) Friends tease each other and both are laughing.    | YES | NO |

|             |                             |
|-------------|-----------------------------|
| Long Answer | Answer the questions below. |
|-------------|-----------------------------|

|             |                             |
|-------------|-----------------------------|
| Long Answer | Answer the questions below. |
|-------------|-----------------------------|

1) What is one new thing you learned about puberty or growing up, and why is it important to you?

**PREVIEW**

2) Why do you think it's important to talk to trusted adults about safety or body changes?