



# Preview – Information



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# Google Slides Lessons Preview






# Alberta Health and Wellness Wellness Choices Unit – Grade 8

## 3-Part Lesson Format

### Part 1 – Minds On!


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



### Understanding Health in the Teenage Years

#### LEARNING GOAL

We are learning to **understand the three parts of wellness, physical, emotional and social** so we can **make healthy choices that improve our overall well-being as teenagers.**



### Wellness Sort Challenge

Sort each item (A–O) into Physical, Emotional, or Social Wellness.

A	Getting enough sleep	F	Playing on team sports	K	Being physically active
B	Managing strong emotions	G	Eating healthy meals	L	Doing breathing exercises
C	Brushing your teeth	H	Asking for help	M	Having supportive friends
D	Talking to a friend	I	Taking breaks when stressed	N	Saying thank you
E	Writing in a journal	J	Saying no to peer pressure	O	Drinking enough water

Physical Wellness

Emotional Wellness


Social Wellness

### 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 physical, emotional, and social wellness. Write down:

- One thing you learned about wellness that surprised you.
- How the three types of wellness are connected.
- One change you want to make to improve your wellness.



# Alberta Health and Wellness

## Wellness Choices Unit – Grade 8

### One Habit, One Outcome

Drag each long-term effect into the box that matches its daily habit.

Stronger physical health and better mood

Long-term stress and emotional overload

Feeling supported and less anxious

Better emotional control and awareness

Poor sleep quality and delayed sleep schedule

Improved memory and energy levels

Weakened immune system and daytime tiredness

Low energy and poor focus

Habit	Long-Term Effects	Habit	Long-Term Effect
Skiping breakfast every day		Ignoring emotions or stress	
Drinking water regularly		Talking to a friend when you're feeling low	
Staying up late every night		Using your phone in bed for hours	
Exercising a few times a week		Journaling your thoughts and feelings	

### Lung Check: Effects of Smoking and Vaping

Drag only the effects that are caused by smoking and vaping to the area around the lungs.

Yellow teeth	Damaged lung tissue	Lung irritation from chemicals	Loss of appetite
Forgetting your homework	Dry skin	Hair falling out	Risk of lung infections
Reduced lung capacity	Lower self-esteem	Coughing and wheezing	Sweaty hands
Difficulty sleeping	Higher chance of chronic bronchitis	Pain in the chest	Trouble breathing

### What Helps Me Grow?

Instruction: Drag and drop the statements that help you grow onto the petals of the flower.

I know my feelings

I ask for help

I compare myself online

I ignore my problems

I build friendships

I try to be perfect

I hide my emotions

I stay active

I manage time

I handle stress

I skip sleep to scroll

I feel confident



# Alberta Health and Wellness

## Wellness Choices Unit – Grade 8

**Action**

**FASD Effects: What Happens to the Baby?**

Drag the effects of FASD into the circle to show how it impacts a baby.

Trouble focusing	Perfect vision	Poor memory
High energy	Learning delays	Slow speech
Bad balance	Fast reflexes	Mood swings
Tall height	Small head size	Low body weight
Social trouble	Poor decisions	Strong muscles

**Word Search – Youth**

Emergency	Report
Safety	Hazard
Training	Refuse
Rights	Law
Employer	Supervisors
Worker	Goggles

EOHTFN  
MIFCROSS  
EDXULAGEAW  
RQQDAVIALFQCZ  
GRIGHTSNWMEAKEG  
EMPLOYERTENINYVE  
NSREPORTENINYS  
CAQBYBMIJZGOAIS  
YPCHKVAEIHKVHSD  
HAZARDREFUSEWOD  
WORKERUEHZLAWRE

**the STI: Spot the Symptoms**

Drag only the real STI symptoms and place them around the virus in the center.

Pain when peeing	Runny nose	Weight gain	Blisters
Sprained ankle	Genital discharge	Fever	Broken nail
Rash	Hiccups	Hair growth	Genital itching
Dizziness	Swollen groin	Bleeding	Sneezing





# Google Slides Lessons Preview






# Alberta Health and Wellness Relationship Choices Unit – Grade 8

## 3-Part Lesson Format

### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
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### Think-Pair-Share



**Think:**  
Take a moment to reflect on this question: Why might emotions feel more intense or confusing during the teenage years? How could brain development affect how teens experience feelings?

**Pair:**  
Talk to a partner about how understanding changes in the brain (like the amygdala or prefrontal cortex) can help someone better handle their emotions and stress during adolescence.

**Share:**  
Be ready to share your ideas or something helpful your partner said about emotional health with the whole class.

### Checklist: Responsible Emotional Health Choices

Check the statements that show healthy ways to understand and manage emotions during adolescence.

It's normal to feel strong emotions during adolescence.	It's weak to ask for help when upset.
Getting enough sleep supports emotional health.	Writing down your thoughts can help you understand your mood.
Ignoring your feelings helps them go away.	Only adults need to think about mental health.
Learning about your brain can help you manage emotions.	Using deep breathing or mindfulness can help calm you.
If you feel down, you should always keep it to yourself.	Learning about emotional health is part of growing up.
You can't always control emotions, but you can control actions.	You should never let others see that you're stressed.

Use these checkmarks for your answers.



### Part 2 – Action!

- Surveys/Polls
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### Part 3 – Consolidation!

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### Snapshot (3-2-1)



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

- **3 Highlights:** What are 3 important things you learned about emotional health or how the brain affects emotions in adolescence?
- **2 Wow Moments:** What are 2 surprising or interesting things you discovered about how teens experience and manage emotions?
- **1 Big Question:** What is 1 question you still have about emotional changes during adolescence or mental wellness?

# Alberta Health and Wellness Relationship Choices Unit – Grade 8

**Sorting: Meet Depression**

**Instruction:** Drag and drop to match what depression likes or hates.

**Depression likes:**

- Staying in bed all day
- Physical Activity
- Maintaining hygiene
- Feeling worthless

**Depression:**

**Depression Hates:**

- Social Interaction
- Reaching out for support
- Isolation
- Repressing feelings
- Being optimistic
- Negative Thoughts
- Self-sabotage
- Self-care

**Physical**

**Emotional**

**Physical signs:**

- Focused
- Functioning
- Overworked
- Depleted
- Stressed

**Emotional signs:**

- No physical changes
- Headaches
- Fatigue or low energy
- Still enjoys things most days.
- Inability to cope
- Normal sleep and meals
- Feeling positive
- Exhaustion or body shutdown
- Feeling hopeless
- Restless feelings

**Inside My Head:  
Positive vs Negative Self-Talk**

**Positive**

**Negative**

Drag each statement into the correct side of the head

- "I can do this."
- "I'll keep going."
- "I'm not smart."
- "I always fail."
- "I'll mess up."
- "I'm getting better."
- "This is too hard."
- "Mistakes help me."
- "I can't do this."
- "My ideas matter."
- "Why even try?"
- "I tried my best."





# Alberta Health and Wellness

## Relationship Choices Unit – Grade 8

**Action**

### What Makes a Good Leader?

Drag and drop the characteristics of a strong leader.

Bossy	Unfair
Responsible	Fearful
Honest	Motivated
Selfish	Problem Solver
Confident	Impatient
Respectful	Flexible
Lazy	Encouraging
Rude	Hardworking
Team Player	Dishonest
Patient	Good Listener

### What's in My Control? - Emotional Regulation

Things I Can Control

Things I Can't Control

Instruction: Drag each card to the correct circle

The choices I make	Other people's reaction	Where I focus my attention	Other people's opinions	My breathing	What others think of me
Tone of my voice	My reactions	Unexpected changes	Stressful environment	Someone else's behaviour	My self-talk

### Burger Method for Respectful Communication

Use each "layer" of the burger to guide your message during a tough conversation.

Say something respectful to start the conversation.	Shout so your message gets heard.
Blame the other person for everything.	Use an "I" statement to explain how you feel.
Say nothing and hope it fixes itself.	State the issue clearly without blaming.
Suggest a way to make things better.	Use sarcasm to prove your point.
Finish with something positive.	Walk away without listening.



# Google Slides Lessons Preview





# Alberta Health and Wellness

## Life Learning Choices Unit – Grade 8

### 3-Part Lesson Format

#### Part 1 – Minds On!

- Learning Goals
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#### Understanding Emotional Health in Adolescence

##### DISCUSSION QUESTIONS

1. Why do people often feel like there isn't enough time in the day?
2. What are some things that can make a person's life feel really busy?
3. Why is it important to make time for both work and rest?



#### Balance Your Day

**Action** Instruction: Drag and drop 1 activity into each slot to create a balanced weekday.

Early Morning		Finish homework	Study for a test
Before School		Watch YouTube or play games	Help around the house
School Time		Eat dinner with family	Text with friends
After School		Scroll on social media	Do a chore or run an errand
Early Evening		Get 8-10 hours of sleep	Nap or take a short break
Dinner Time		Go for a walk or stretch	Watch a show with a sibling
Evening		Read or draw for fun	Attend a class or school
Before Bed			



#### Part 2 – Action!

- Surveys/Polls
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#### Part 3 – Consolidation!

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#### Exit Card – Emotional Health in Adolescence


Write one thing you learned today about how to balance your time, responsibilities, and well-being that you want to remember or use.

The Best Thing I Learned Today is...




# Alberta Health and Wellness

## Life Learning Choices Unit – Grade 8

**What Would You Choose?**  Action

Drag the check mark to the action you think shows the smartest choice.

1) You forgot to study for a quiz and a classmate offers to let you copy their answers.

A. Copy the answers and hope the teacher doesn't notice

B. Say no and do your best on your own

C. Tell the teacher what happened

2) You see someone being left out of a group project on purpose.

A. Join in with the others and ignore it

B. Pretend you didn't see it happen

C. Invite the person to work with you

3) Your friend sends you a private photo of another student as a joke.

A. Share it with others for fun

B. Delete it and talk to your friend about why it's wrong

C. Save it on your phone but don't send it to anyone

4) You made a mistake on your assignment, but your teacher missed it when grading.

A. Say nothing and keep the higher grade

B. Ask a friend what they would do first

C. Tell the teacher you noticed the mistake

5) Your friend dares you to do something risky during lunch break.

A. Do it to impress them

B. Walk away and do something else


C. Try to change the dare to something safer

6) You hear a rumour about someone in your class, and your friends are pressuring you to spread it.

A. Refuse to spread it and change the subject


B. Share it so you don't feel left out

C. Ask if the rumour is true before deciding what to do

**Career Exploration** 

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

<input type="checkbox"/> Career	<input type="checkbox"/> Salary
<input type="checkbox"/> Skills	<input type="checkbox"/> Outlook
<input type="checkbox"/> Interest	<input type="checkbox"/> Counsellor
<input type="checkbox"/> Job	<input type="checkbox"/> Options
<input type="checkbox"/> Employment	<input type="checkbox"/> Search
<input type="checkbox"/> Training	<input type="checkbox"/> Cluster




**Career Vocabulary Match-Up**

Drag the correct term to match each definition.

The process of matching your interests and skills to job ideas.	A group of similar jobs that use the same types of skills.
A person who helps students choose careers based on interests.	How much money a worker earns for each hour worked.
A job with lots of opportunities and openings in the future.	The expected number of job openings in the future.
A word like "teacher" or "mechanic" that helps search job types.	The training or schooling you need to qualify for a job.
A website that helps students explore jobs and careers.	A summary of what a person does in a certain job every day.

<b>A</b>	Job Description	<b>F</b>	Education Requirement
<b>B</b>	Job Outlook	<b>G</b>	Career Counsellor
<b>C</b>	Career Cluster	<b>H</b>	High-Demand Job
<b>D</b>	Online Career Tool	<b>I</b>	Interest Keyword
<b>E</b>	Hourly Wage	<b>J</b>	Career Mapping







# Alberta Health and Wellness

## Life Learning Choices Unit – Grade 8

### What Volunteering Can Teach You

**Skills or Career Connections**

Builds communication and teaching skills for future educators	<b>Volunteering Examples</b>
Teaches responsibility and compassion for animals	
Encourages patience and empathy for healthcare fields	
Develops organization and time management	
Shows kindness and supports teamwork in early childhood roles	
Improves public speaking, money handling, and confidence	
Inspires interest in environmental careers	
Builds customer service and leadership experience	

**Action**

Drag the correct volunteering example to match each skill or benefit it helps build.

Assisting at a senior care home
Supporting a children's daycare
Helping at an animal shelter
Fundraising for a local cause
Volunteering at a food bank
Organizing library books or events
Tutoring younger students
Working with a community garden

### Sorting

**Instruction:** Read each goal and drag and drop it into the correct category.

SMART Goals	
I want to be more organized.	I want to improve my grades. Write in my journal 3 times a week for 1 month. Study math 30 minutes each school night for 2 weeks. I plan to get better at sports. Drink 8 cups of water a day for 10 days.
Walk my dog 20 minutes daily this month.	
I'll try harder next term.	
Organize my backpack every Friday for 6 weeks.	
I hope to be healthier	

### Skills + Values = Possible Pathways

**Instruction:** Drag each Skill and Value into the Career Path it best connects with.

Career Path	Skills	Values
Teacher		
Nurse		
Community Organizer		
Public Speaker		
Engineer		
Social Worker		

Skills	Values
Creative Thinker	Helping the Community
Active Listener	Empathy
Good at Solving Problems	Honesty
Strong Communicator	Leadership
Likes Helping Others	Fairness
Good at Organizing Events	Teamwork