



Preview – Information



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

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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-J) 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.

Habit	Long-Term Effects	Habit	Long-Term Effect
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
Skipping 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 sleep enough to feel good	I feel confident



Alberta Health and Wellness Wellness Choices Unit – Grade 8

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

Word search grid:

EOHTFNMIFCROSB
EDXULAGEAW
RQQDAVIALFQCZ
GRIGHTSNWMEAKEG
EMPLOYERTENINYVE
NSREPORTENINYS
CAQBYBMIJZGOAIS
YPCHKVAEIHKVHSI
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



Workbook Preview



Grade 8 – Health Unit

Wellness 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
P8.1	Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs	7-22
P8.2	Preview of 80 pages from this product that contains 177 pages total.	
P8.3		
P8.4	Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look	32-42, 121-134
P8.5	Evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods	43-52
P8.6	Analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving	53-63
P8.7	Determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse	64-69

Grade 8 – Health Unit

Wellness 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
P8.8	Identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights	70-79
P8.9	Describe rights and responsibilities of employers and employees in relation to workplace safety	80-84
P8.10	Develop strategies to effectively access health information and health services in the community, e.g., health hot line, family doctor, public health unit	85-91, 135-139
P8.11	Identify and develop personal resiliency skills; e.g., planning skills, social competence	92-96
P8.12	Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship	97-109
P8.13	Describe symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV	110-114
P8.14	Identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills	115-120

NAME: _____

WELLNESS CHOICES

PREVIEW



Understanding Health in the Teenage Years

Health Is More Than Not Being Sick

For teenagers, understanding health is about more than just avoiding sickness. Health means taking care of your whole self—your body, your feelings, and your relationships. This is called **overall wellness**, and it includes three important areas: **physical health, emotional health, and social health**. These areas are connected, and each one affects the others. For example, if you are stressed (emotional), you might lose sleep (physical), which can make you less patient with friends (social). Knowing how these parts work together helps you make better, more informed choices every day.

The Three Areas of Wellness

- 1. Physical Wellness**
This is about taking care of your body functions. It includes sleep, food, exercise, and hygiene.
 - Teenagers need **8 to 10 hours of sleep** each night for brain function, memory, and mood.
 - **Canada's Food Guide** recommends filling **half your plate with vegetables** for a balanced diet.
 - Aim for at least **60 minutes of physical activity daily**—this can include walking, dancing, sports, or biking.
 - **Good hygiene**—such as regularly brushing your teeth, and wearing clean clothes—helps prevent illness and keeps you feeling good.
- 2. Emotional Wellness**
This is about understanding, expressing, and managing your feelings.
 - Puberty brings **hormonal changes** that can affect mood, confidence, and energy.
 - Learning how to handle stress can reduce anxiety and help you cope with pressure.
 - Helpful strategies include **journaling, breathing exercises, talking to someone you trust, or getting creative through art or music**.
- 3. Social Wellness**
This focuses on your relationships and how you connect with others.
 - **Healthy friendships** make you feel supported and accepted.
 - Practising **kindness, active listening, and boundary setting** helps build strong connections.
 - Avoiding bullying and learning how to deal with peer pressure supports both emotional and physical health.



Why Teen Health Choices Matter

The habits you build now shape the adult you will become. Teens who focus on all three areas of wellness are more likely to succeed in school, manage stress, stay focused, and enjoy healthier relationships. Making smart, healthy choices today builds a better tomorrow—**one step at a time**.

Name: _____

8

Curriculum Connection
P8.1, P8.2**True or False**

Is the statement true or false?

1) Health includes physical, emotional, and social parts.	True	False
2) Wellness parts are not connected at all.	True	False
3) Hygiene has nothing to do with health.	True	False
4) Puberty affects teen moods and feelings.	True	False
5) Good friends support mental well-being.	True	False

Habit Swap: I had habits and rewrite them as good ones.

	Healthier Habits

Questions

Answer the questions below.

1) How can emotions affect physical health?

2) What happens with poor hygiene in puberty?

Wellness Triangle

Objective

What are we learning about?

To help you reflect on your own wellness and understand how physical, mental (emotional), and social health work together. You will identify healthy habits in each area that support your overall well-being and make connections between your daily actions and long-term health.

Materials What do you need for the activity?

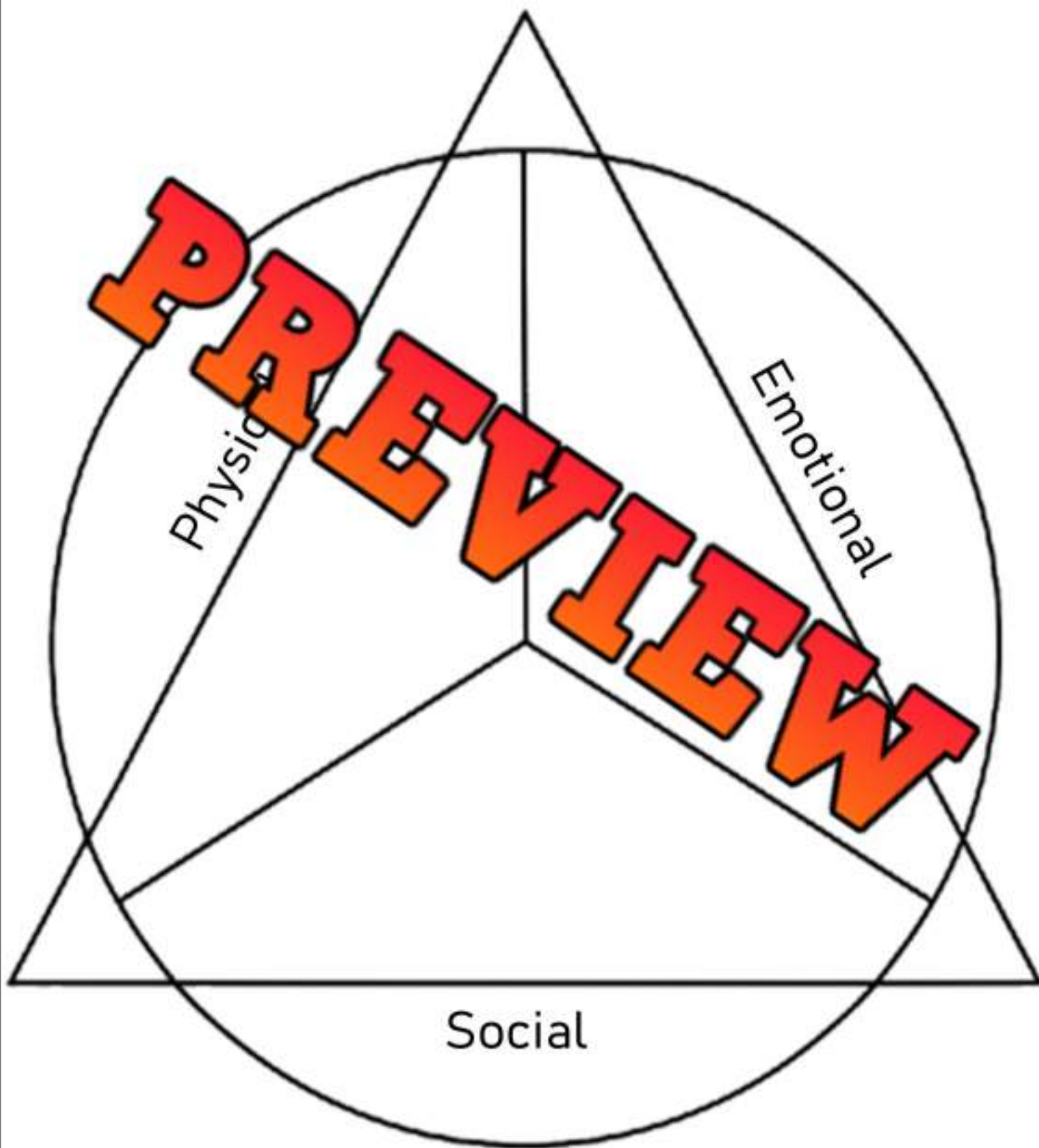
- Blank triangle template
- Pencil or pen
- Coloured pencils or markers (optional)

**Instructions**

How will you complete the activity?

1. Look at the large triangle in front of you. Divide it into three equal parts. Each part represents an important area of your health.
2. In each section of the triangle, write 3 to 5 actions, habits, or things you can do to take care of that part of your health. These should be realistic, personal, and specific to your daily life.
3. Be honest and thoughtful. Try not to write random ideas. Instead, focus on what's real for you — either things you already do or things you truly want to improve. Your answers should show that you're thinking seriously about your own wellness.
4. Add creative touches (optional). You can use coloured pencils or markers to decorate your triangle. Add symbols, small drawings, or key words that remind you of balance, well-being, or self-care. This helps you visualize the importance of each part.
5. Share your work in class if you feel comfortable.

Wellness Triangle



Reflection

Answer the questions below.

1) Which habit on your wellness triangle are you most proud of?

2) How can improving one part of the triangle help the other areas?

3) Which section—Physical, Mental, or Emotional—was the easiest to fill out? Why?

4) What is one small habit you could change or add to improve your overall wellness?

5) How will you use what you learned from this activity to make healthier choices in the future?

Story: Long-Term Effects of Everyday Choices

One Choice at a Time

Nico stared at the mirror, rubbing his tired eyes. It was only Wednesday, but he already felt like it had been the longest week of his life. Three late nights gaming, two skipped breakfasts, and zero energy. He had a math test today, but his brain felt foggy, like a radio stuck between stations.

"Maybe I should just give up," Nico mumbled. "I'll just fail anyway."

At lunch, he sat quietly while his friends laughed and threw Chips at each other. "You look rough," said Maya, nudging him.

"Did you sleep?"

"Not really," he replied, looking down.

The next period was health. Mr. Saunders walked in and wrote one question on the board: "What habits are building your future?"

The class groaned, but something about the question stuck with Nico. Mr. Saunders continued:

"Did you know that teens who don't get at least 8 hours of sleep a night have lower focus and higher chances of anxiety? Or that skipping meals, especially breakfast, can reduce memory and learning ability by 20–30%?"

He paused. "The choices you make daily might seem small—but they add up. Even brushing your teeth, staying hydrated, or walking to school matters."

That night, Nico made a new choice. He turned off his phone at 9:30 p.m. and packed himself a quick breakfast for the next day. Just a boiled egg and toast. Nothing fancy. It wasn't magic, but he felt a little sharper the next morning. His answers came quicker on the math test. He even smiled at Maya's joke at lunch—and it felt real.

By the end of the week, Nico had built a small streak: four nights of real sleep, five days of breakfast, and even one walk after school. He wrote in his journal:

"Small things become big things. Skipping sleep made me feel invisible. Taking care of myself made me feel human again."

From that day forward, Nico promised himself this: *No more drifting.* His future wouldn't be shaped by accidents. It would be shaped—one choice at a time.



True or False

Is the statement true or false?

1) Teens only need 5 hours of sleep per night.	True	False
2) Choosing active friends encourages healthy habits.	True	False
3) One small habit rarely affects long-term health.	True	False
4) Healthy routines can shape your future well-being.	True	False
5) Breakfast has no effect on learning or focus.	True	False

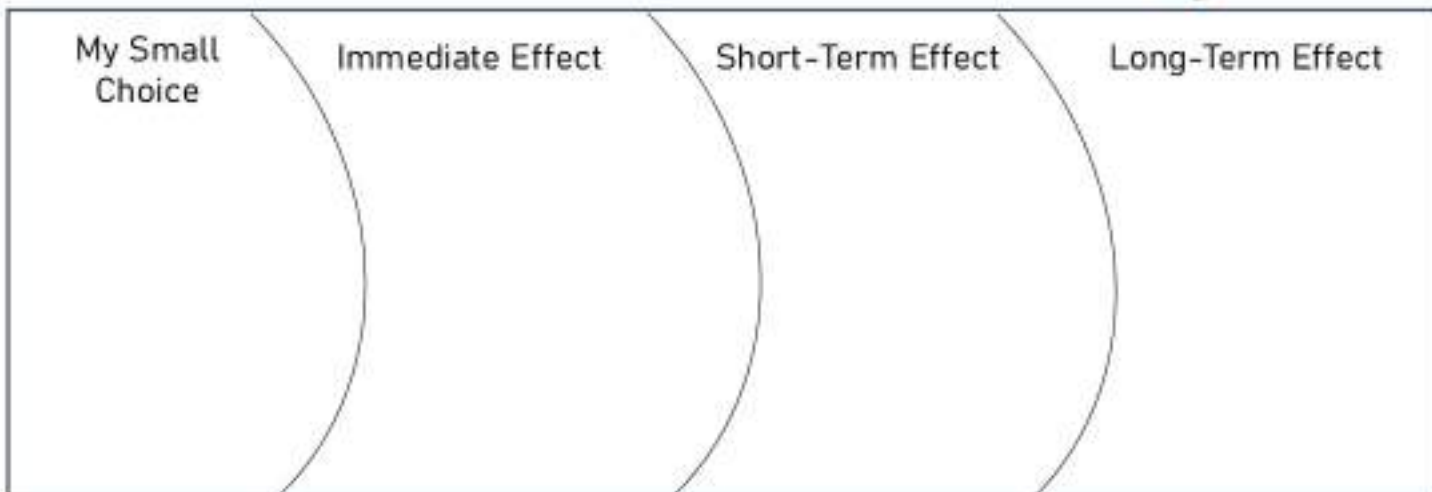
Question _____ the questions below.

1) How can emotions affect physical health?

2) How can healthy habits affect confidence?

Ripple Map

Using the diagram, show how one small health choice leads to changes.



Newspaper Article: Consequences of Smoking and Vaping

The Hidden Costs of Smoking and Vaping for Teens

More Canadian teens are learning that smoking and vaping don't just hurt their lungs—they can affect how they look, feel, and perform in school and sports.

According to a 2023 Health Canada report, 15% of Canadian youth aged 15-19 reported vaping in the past 30 days, and nearly 10% reported smoking cigarettes. Many teens try these products because of peer pressure, curiosity, or the idea that vaping is safer than smoking.

But experts say both habits can cause serious problems. Dr. Keisha Moore, a youth health specialist, warns, "Nicotine in vapes and cigarettes is extremely addictive. It can change how a young person's brain grows and lead to cravings that are hard to stop."

Many teens don't realize that vaping still harms the body. Most vape liquids contain nicotine, flavouring chemicals, and fine particles that can damage the lungs.

Smoking and vaping can also change how someone looks. "Teens who smoke or vape may develop bad breath, yellow teeth, and dry skin. Over time, it also weakens hair and nails," said Dr. Moore.

For students involved in sports, these habits can lower their performance.

Vaping and smoking reduce stamina and make it harder to breathe during exercise.

A 14-year-old student named Leo shared his story: "I started vaping in Grade 7 because my friends did. But during basketball, I felt out of breath faster than before. I quit last year, and now I can run longer and play harder. I didn't know how much it was slowing me down."

Peer pressure plays a big role in why teens try vaping. Many students say they felt pushed to "fit in" with their group. The short-term feeling of being relaxed can lead to long-term health issues. Vaping can also affect concentration and focus in school.

Studies show that teens who vape regularly may have lower grades, more absences, and trouble with memory.

Health Canada reminds teens that the amount of smoking or vaping they do matters. Choosing to say no now can protect your health, confidence, and future for years to come.



True or False

Is the statement true or false?

1) Smoking improves your performance in sports.	True	False
2) Nicotine is a highly addictive substance.	True	False
3) Vaping causes no changes to physical appearance.	True	False
4) Smoking can lead to yellow teeth and bad breath.	True	False
5) Quitting smoking improves stamina and energy levels.	True	False

Draw

Sketch two diagrams: one showing the effects of healthy habits, and the other showing the effects of long-term smoking or vaping.

Effects of Healthy Habits	Effects Long-Term Smoking/Vaping

Questions

Answer the questions below.

1) Why might teens be influenced to vape or smoke?

2) How can smoking or vaping impact your school or sports performance?

Sleep, Growth, and Brain Health

The Sleep Needs of Growing Teens

During adolescence, your body and brain are growing and changing at a rapid pace. Because of this, sleep becomes even more important for overall health. According to Canada's 24-Hour Movement Guidelines, teens aged 12 to 17 should get 8 to 10 hours of sleep every night to support healthy brain development, emotional balance, and physical growth.

Despite this, many teens don't meet the recommended amount. School, social media, late-night gaming, and screen time often get in the way. In fact, about 33% of Canadian teens get less than 7 hours on school nights. This lack of sleep affects not only physical health, but also emotional control, energy levels, and long-term growth and development.



What Happens When You Don't Sleep Enough?

Sleep is not just rest—it's when your body repairs and grows. Skipping sleep can cause serious short-term and long-term health issues, especially during the important years of teenage growth.

Here are 5 key effects of sleep deprivation:

- Memory problems – Your brain doesn't store information properly.
- Poor focus – You may struggle to pay attention in school.
- Mood issues – Teens often feel more stressed, anxious, or irritable.
- Stunted growth – Growth hormone is released during deep sleep.
- Weaker immune system – You're more likely to get sick or stay sick.

Teens who don't sleep enough may also perform worse in school or sports, fall behind on assignments, or have more social conflicts with family and friends.

Tips for Better Sleep Habits

To build a healthy sleep routine, try these tips:

- Stick to a regular bedtime and wake-up time—even on weekends.
- Turn off screens 30–60 minutes before bed to avoid blue light.
- Keep your bedroom dark, quiet, and a little cool for better rest.
- Avoid caffeine (coffee, energy drinks, iced tea) in the evening.
- Only use your bed for sleeping—not for watching videos or texting friends.



Sleep isn't wasted time—it's one of the most important things you can do to support your brain, body, and long-term success.

True or False

Is the statement true or false?

1) Lack of sleep improves memory and focus.	True	False
2) Deep sleep supports physical and mental development.	True	False
3) Skipping sleep helps you stay more productive.	True	False
4) A quiet, cool bedroom can improve sleep quality.	True	False
5) Teens need 6–8 hours of sleep each night.	True	False

Draw

Draw a sleep friendly bedroom and label features that support healthy

PREVIEW

Questions

Answer the questions below.

1) What happens in the brain when you don't get enough sleep?

2) Describe one sleep habit you could change or improve.

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) Staying up late helps brain health.	True	False
2) Sleep helps your memory.	True	False
3) Lack of sleep affects focus.	True	False
4) Caffeine helps you sleep faster.	True	False

Name: _____

Is the statement true or false?

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Story: Media Pressure & Unrealistic Expectations

The Truth Behind the Screen

Mia flopped onto her bed and opened her phone. Her feed was full of perfect lives—girls her age posing on beaches, wearing designer clothes, and sipping colourful smoothies.

"Wow," she whispered. "Why don't I look like that?" Later, while walking to school with her best friend Jenna, Mia showed her one of the posts.

"She's, like, a goddess. How is that even real?" Mia asked. Jenna rolled her eyes. "It's not. You know most of it is filtered, right? Half the time they don't even use what they promote." Mia wasn't sure if that was real.

That afternoon, their teacher Mr. Pritchard, showed a class video about media pressure. It explained how influencers use editing apps or filters, and how even ads marked #sponsored often had products the influencer doesn't really use.

"Social media doesn't show the real life," Mr. Pritchard said. "It shows highlights, filters, and sometimes complete fiction. Comparing yourself to that can really hurt your confidence." Mia sat quietly. She thought about the nights she spent scrolling and comparing herself to people who weren't real.

That night, Mia opened her phone again—but this time she looked closer. One girl's photo had a slightly bent mirror behind her—edited. Another girl had glowing skin in one post but looked completely different in a video. She sighed.

"No wonder I always feel behind or not good enough." Downstairs, she asked her mom, "Did you know most of what I see online is fake?" Her mom nodded. "And comparing yourself to fake stuff? That's never going to make you feel good."

Mia went back upstairs, snapped a picture of her desk, her tired face, and her cup of cocoa. She wrote: **"Unfiltered. Homework. Real life. Still growing—and that's okay."**

She posted it without thinking twice.

The next morning, her phone buzzed with comments.

"Same here."

"Thank you for this."

"You're so real—it helps."

Mia smiled, for real this time. She didn't need filters. She just needed to be herself—and that was more than enough. For the first time in a long while, she felt proud of her reality.



Fill in the blank

Complete the sentences below.

1) Many influencers use _____ on their photos.	filters	drawing
2) Paid posts are labeled with _____.	#sponsored	#fun
3) Social media can affect your _____.	homework	confidence
4) Teens feel pressure to follow online _____.	trends	maps
5) Media can change how you see your _____.	playlist	body

Making
Connections

Have you ever felt pressured to look or act a certain way because of something you saw online or in an ad? What was it, and how did it make you feel?

PREVIEW

Instruction

Look at the advertisement. What message is it sending about beauty, lifestyle, or worth?



Hidden Message

Role Play - Behind The Filter

Objective

What are we learning about?

To recognize the difference between online appearances and real-life experiences, and to reflect on the hidden pressure behind social media content.

Materials

What will you need for the activity?

- Printed "Behind The Filter" scenario cards
- A safe class space for group acting
- Optional: props (e.g., cutout, book, mirror, backpack)



Instructions

How will you complete the activity?

1. Divide students into small groups of 3-4.
2. Give each group one scenario card showing a real social media moment with a hidden truth.
3. Students prepare a short skit with two parts:
 - The "filtered" version (how it appears online)
 - The "real-life" version (what's really happening)
4. Groups act out both versions using body language, props, and voice to show contrast.
5. After performing, each group explains:
 - What message was shown online
 - What was really happening
 - How this reflects pressure, editing, or comparison
6. As a class, discuss how recognizing these contrasts can help build self-awareness, confidence, and smarter media habits.

Scenario Cards

Cut out the cards below.

"Straight-A Smiles"	A teen shares a video saying they "love school," but they're actually struggling with stress and poor grades.
"Birth Blues"	Someone posts a "perfect" birthday party photo, but in reality, they felt left out and sad most of the night.
"Gym Goals for Students"	A student takes a selfie at the gym, acting confident, but they're only there to impress— not to work out.
"Smiles and Silence"	A friend shares a laughing video, but they had a stomach ache right after filming.
"Picture-Perfect Plate"	A teen shares a photo of a meal that looks healthy and aesthetic, but they don't actually eat most of it.
"Flawless Filter"	An influencer promotes a skin care product for "flawless skin," but the photo is heavily filtered and edited.
"Not-So-Fun Family Trip"	Someone posts a video of a "fun family trip," but the car ride was full of tension and arguments.
"Good Morning, Fake Confidence"	A teen takes selfies every morning to look "put together," but wakes up feeling anxious and tired.

Scenario Cards

Cut out the cards below.

"Effortless Genius?"

A student claims they didn't study, but they worked hard the night before the examination and still worried.

"Back-to-School Prep"

A haul post shows "new" items that were borrowed or reused.

"Rush Hour"

A morning vlog is filmed after skipping breakfast and rushing.

"Crushing Confidence"

A "confident" selfie with a strong opinion, but they're upset after reading negative comments.

"Group Chat Glam"

A filtered group photo of best friends—but one person in the photo actually feels left out of the group.

"Clean Room Illusion"

A picture shows a spotless desk—but outside the frame, their room is a total mess.

"Siblings Off Screen"

A cute sibling post gets lots of likes, but seconds before and after the video, they were arguing nonstop.

"Secret Study Struggles"

A teen posts their straight-A report card, but no one knows about the tutoring and late nights full of stress behind it.

My Name _____

Who I Am Assessing _____

Peer Assessment

Mark your group members using the checklist below.

Criteria	Description	Stars (1: Worst, 5: Best)
Stayed in Character	The student remained in character throughout the performance.	☆☆☆☆☆
Listened to Others	The student listened carefully and responded appropriately to others.	☆☆☆☆☆
Said What I Needed	The student accepted others' ideas and added to the scene.	☆☆☆☆☆
Showed Creativity	The student demonstrated creativity in their role and dialogue.	☆☆☆☆☆
Used Body Language	The student used their body to express the character's feelings.	☆☆☆☆☆
Spoke Clearly	The student spoke loudly and clearly enough to be heard by everyone.	☆☆☆☆☆
Contributed to the Story	The student helped to develop and move the story forward.	☆☆☆☆☆
Reacted to Situations	The student reacted appropriately to the situations presented in the scene.	☆☆☆☆☆

Glow and Grow**Glow:** Write two things that the performer did well at.**Grow:** Suggest one area where the performer could improve.

Glow	_____ _____
Glow	_____ _____
Grow	_____ _____

Building a Positive Body Image

Body Image: Why It Matters and How to Build a Healthier View

Body image is how you see and feel about your body. It's shaped by many things—media, family, friends, and especially your own self-talk. A *positive body image* means you respect your body, appreciate what it can do, and understand that your worth isn't based only on appearance.

Having a healthy view of your body helps you feel more confident, focused, and happy with yourself. It's not just in how you look, but in who you are. When you feel good about your body, you're more likely to try new things, speak up in class, play sports, and take care of your health.

It's important to know that having a positive body image doesn't mean you think your body is perfect. Your body is unique, and you should take care for it—even as it grows, changes, and goes through different stages. No one has a perfect body, and that's okay. What matters most is how you treat yourself.

Why Body Image Matters

A negative body image can lead to:

- Low self-esteem
- Anxiety or sadness
- Skipping meals or overexercising
- Constant comparison to others
- Fear of judgment or failure
- Pressure to meet unrealistic standards

According to a 2021 Canadian Youth Health Study:

- **1 in 3 teens** feel unhappy with their bodies
- **Over 40%** said social media made them feel worse
- Teens who focus on health and personal growth report higher self-esteem
- Many teens said they feel better when surrounded by positive, supportive peers

This shows that body image isn't just about appearance—it affects your emotional, social, and mental well-being too.

6 Ways to Build a Positive Body Image

1. Focus on what your body can do – like playing, dancing, learning, or helping others.
2. Follow real, diverse accounts – avoid unrealistic or heavily edited images.
3. Wear clothes that express you – choose comfort and confidence over trends.
4. Be kind to yourself – say things like, "I'm learning to like myself more each day."
5. Choose uplifting friends – spend time with people who support you.
6. Take care of your body with respect – rest, move, nourish, and appreciate it.



True or False

Is the statement true or false?

1) A positive body image helps build confidence.	True	False
2) Everyone's body is supposed to look the same.	True	False
3) Social media can affect how we see our bodies.	True	False
4) Eating well and exercising only matter for appearance.	True	False
5) Speaking kindly to yourself supports body image.	True	False

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

1. What is body image?	
A. How others see your body	B. How you see and feel about your body
2. What does it mean to have a positive body image?	
A. Focusing only on appearance	B. Supporting and caring for your body
3. What can hurt your body image?	
A. Comparing yourself to others	B. Being kind to yourself
4. Why is diversity in body types important?	
A. It shows there is no one "perfect" body	B. It helps people feel more confident
5. What is one healthy way to support your body image?	
A. Wear clothes that reflect trends	B. Practice kind self-talk and gratitude

Explain

How can building a positive body image affect your confidence and choices?

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

Activity - Body Image Billboard

Objective

What are we learning about?

To help students recognize and promote positive body image by focusing on personal strengths, values, and qualities beyond appearance.

Materials

What will you need for the activity?

- Billboard template (provided)
- Markers or pens
- Markers or colored pencils
- Optional: Glue, scissors



Instructions

How will you complete the activity?

1. Look at your billboard template. This is the space where you create a powerful message about body image and self-worth.
2. Start by thinking about what really matters to you—beyond appearance, but your strengths, talents, values, and personal qualities.
3. In the centre of the billboard, write a short but strong slogan that promotes positive body image.
4. Around your slogan, use colour, words, or symbols to support your message. You can draw images, add uplifting words, or design a creative background that makes your message stand out.
5. If available, you may cut out pictures or words from old magazines to include in your design—choose only images that promote diversity, positivity, or strength beyond appearance.
6. Take your time to make your billboard personal and meaningful. Think of it like an ad—but instead of selling a product, you're sharing a message about confidence, uniqueness, and inner worth.
7. When you're done, display your billboard in class (if you feel comfortable) or keep it in your folder as a reminder of your own self-worth.

Name: _____

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Reflection

What message did you try to send with your billboard?

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

Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) about your billboard.

Write two strengths and one wish for your work.

PREVIEW



Making Smart Food Choices While Eating Out

Why Healthy Eating Still Matters on Busy Days

Eating out is common for many teens, especially with school, sports, and other activities. But eating out doesn't have to mean eating unhealthily. Making smart choices at fast food places or convenience stores can help you stay energized and focused without sacrificing your health. It's all about being aware of your options and thinking before you order.

What's Hidden in Fast Food?

Many menu items look harmless but are packed with sugar, sodium, and unhealthy fats. Learning about these ingredients can help you avoid energy crashes and long-term health problems.

- A typical fast-food milkshake can have over 80 grams of sugar—that's twice the recommended amount for teens.
- Some convenience store snacks like chips or pastries can contain up to 50% of your daily saturated fat allowance.
- Fast food burgers can contain over 1,200 milligrams of sodium, more than half your daily limit.

Too much of these ingredients, even on a regular basis, can lead to weight gain, tiredness, and even long-term health problems like heart disease or type 2 diabetes later in life.

Reading the Menu Like a Pro

Knowing how to read between the lines on menu descriptions can make a big difference. Here are five things to watch for:

- Words like "crispy," "loaded," or "smothered" often mean extra fat and sodium.
- Combo meals can trick you into getting more food than you need.
- Oversized drinks can double your sugar intake without you realizing it.
- Salads with creamy dressings can have just as many calories as a burger.
- Limited-time offers are often the unhealthiest items on the menu.

Tips for Smarter Choices

Try these quick swaps and strategies when eating out:

- Choose grilled instead of fried options.
- Ask for sauces on the side to control how much you eat.
- Pick water or milk instead of sugary drinks.
- Add fruit or veggie sides when available.
- Avoid eating late at night, which affects sleep and digestion.
- Eat slowly and listen to your hunger—stop when you feel full.

Making small changes adds up. Even on the busiest days, smart food choices help fuel your body and brain better.



True or False

Is the statement true or false?

1) Grilled foods usually have more fat than fried.	True	False
2) Sodium is rarely found in fast food.	True	False
3) Creamy salad dressings add extra calories.	True	False
4) Choosing water instead of pop helps reduce sugar intake.	True	False
5) Fast food always means unhealthy food.	True	False

Question Why is it important to read food labels and menus carefully?

<div>PREVIEW</div>

Draw

Draw a Healthy Meal Plan for a day.

Breakfast	Lunch	

Activity – Home-Made Meal Plan

Objective

What are we learning about?

Students will design a balanced meal. They will demonstrate their understanding of the four main food groups by building a healthy plate and explaining the nutritional value behind their choices.

Materials

What will you need for the activity?

- Meal plan (template provided)
- Pencils or pens
- Crayons or coloured pencils



Instructions

How will you complete the activity?

1. Look closely at the four sections of your plate: Vegetables, Protein, and Grains.
2. Think of a homemade meal you like or would like to try. It can be something you've eaten at home or a meal you create from scratch.
3. In each section of the plate, draw and label one food item that belongs to that food group. Try to include a variety of textures, colours, and nutrients.
4. In the small circle labelled "Drink," draw and label a healthy drink choice such as water, milk, or a calcium-rich beverage.
5. Use colour and labels to make your meal easy to understand and visually clear. Each food item should be neat and recognizable.
6. When your plate is complete, answer the reflection question at the bottom: "Why did you choose these foods and how does your plate show balance?"

Name: _____

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My Home-Made Meal Plan



Reflection

Why did you choose these foods and how does your plate show balance?

Exit Cards

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

Name: _____

Colour the Smart Eating Choices.

Water	Fried Chicken
Soda	Fruit
Vegetable	Candy
Fish	Meat
Chips	Burger
Milk	Bread

Name: _____

Colour the Smart Eating Choices.

Water	Fried Chicken
Soda	Fruit
Vegetable	Candy
Fish	Meat
Chips	Burger
Milk	Bread

Name: _____

Colour the Smart Eating Choices.

Water	Fried Chicken
Soda	Fruit
Vegetable	Candy
Fish	Meat
Chips	Burger
Milk	Bread

Name: _____

Colour the Smart Eating Choices.

Water	Fried Chicken
Soda	Fruit
Vegetable	Candy
Fish	Meat
Chips	Burger
Milk	Bread

Story: The Impact of Diet on Mental and Physical Health**Fuel for Finn**

Finn was always full of energy—until lately.

Lately, he felt slow in the mornings, had trouble focusing in class, and snapped at his little brother over tiny things.

One afternoon, his teacher Mr. Patel pulled him aside.

"Finn, I've noticed you've been tired and distracted this week. Everything okay?"

Finn shrugged. "I guess I just feel off."

Mr. Patel smiled. "Tell me what you've been eating. That could totally affect how your body and brain feel."

Finn thought. "Cereal in the morning, chips and fries at lunch, and sometimes energy drinks if I'm tired. At night, I usually have a cookie."

Mr. Patel nodded. "That makes sense. What we eat can affect our mood, memory, and energy. Did you know that teens who eat more vegetables and fruit report better mental health?" Finn shook his head.

"It's true," Mr. Patel continued. "Also, your brain needs steady fuel. Too much sugar—like in cookies and energy drinks—causes your blood sugar to spike and then crash. That crash can make you feel grumpy and tired."

Finn raised his eyebrows. "So that's why I feel weird after lunch?"

"Exactly. And caffeine, like in energy drinks, can mess with your sleep, which affects your memory and focus the next day. Even missing breakfast can make it harder to pay attention in class."

That night, Finn told his mom everything. Together, they made small changes. They added eggs and fruit to breakfast, swapped chips for nuts and carrots, and replaced his energy drink with water. He even packed yogurt and whole grain crackers for snacks. After one week, Finn noticed something.

"I finished all my homework last night without getting distracted!" he told Mr. Patel proudly. "And I feel more awake in the morning too."

"That's because your brain and body finally have the right fuel," Mr. Patel said.

From then on, Finn learned that food wasn't just about taste—it was about power. Smart choices helped him think clearer, feel better, and even smile more. He felt like himself again—and stronger than before.



True or False

Is the statement true or false?

1) Processed foods rarely contain added sugar and fat.	True	False
2) The brain uses nutrition to support memory and mood.	True	False
3) Fruits and vegetables support better emotional health.	True	False
4) Teens can get steady energy from eating lots of candy and chips.	True	False
5) Eating _____ can reduce stress and anxiety.	True	False

Questions: Answer the questions below.

1) Why is eating _____ important before school?

2) How can too much sugar affect your _____ energy?

Draw

Draw four Brain Power foods and four Brain Drain

Brain Power		Brain Drain	

Fact or Fiction – How Food Affects Our Body and Brain**Objective**

What are we learning about?

To help students explore how different foods affect their brain, mood, and energy, and to build critical thinking by separating myths from facts about nutrition and mental health.

Material

What will you need for the activity?

- A list of statements about food, energy, mood, and focus.
- 'True' and 'False' signs (labeled 'Fact' and 'Fiction')
- Space in the classroom for students to move to either side

**Instructions**

How will you complete the activity?

1. Your teacher will read a statement about how food affects your body. Listen carefully to the whole sentence.
2. Decide if you believe the statement is Fact or Fiction.
3. Walk to the side of the room labeled Fact or Fiction based on your answer.
4. Stay on your side and wait quietly while others decide.
5. Once everyone has chosen, the teacher will reveal the correct answer and give a short explanation.
6. Return to your seat and get ready for the next round.
7. Keep moving, thinking, and learning fun facts about food and your health!

Fact or Fiction

Read the statements to the class.

#	Statement	Answer
1	Skipping breakfast can make it harder to focus in school.	Fact
2	Soda gives you long-lasting energy.	Fiction
3	Eating vegetables can help improve your mood.	Fact
4	Fast food is always a healthy choice.	Fiction
5	Whole grains are healthy food to function well.	Fact
6	Processed foods help your memory more than fruit.	Fiction
7	Drinking water keeps you more alert.	Fact
8	Caffeine always helps you perform better in school.	Fiction
9	What you eat can affect your mood.	Fact
10	Eating only sugar helps your body become stronger.	Fiction
11	Protein helps repair your body and build muscles.	Fact
12	Too much sugar can make you feel tired later.	Fact
13	Healthy fats are important for brain health.	Fact
14	Eating late at night always improves sleep.	Fiction
15	Whole grains give you more lasting energy than candy.	Fact
16	Teenagers don't need to worry about what they eat.	Fiction
17	Good nutrition can help you do better on tests.	Fact
18	Junk food has no impact on your mental health.	Fiction
19	Balanced meals include fruits, veggies, protein, and whole grains.	Fact
20	Your food choices only affect your body, not your brain.	Fiction

The Risks of Substance Use on Adolescent Health

What Happens to the Teen Brain

Adolescence is a time when the brain is still developing—especially the parts responsible for decision-making, emotional control, and memory. When teens use alcohol or drugs, these substances interfere with brain development. Research shows that the brain continues growing until around age 25. Introducing harmful substances during this critical period can cause long-term damage that may not be immediately visible or reversible.

Alcohol, for example, slows down brain function, making it harder to think clearly or make sound decisions. Cannabis (marijuana) can interfere with attention, memory, and learning. Products that contain nicotine are also addictive and can harm areas of the brain related to impulse control, mood stability, and overall motivation.

Short-Term and Long-Term Effects

The effects of substance use can happen right away or build over time. Some effects may seem mild at first but can become serious.

Here are some **short-term** effects:

- Trouble focusing in school or getting things done daily
- Mood swings or poor emotional control
- Risky choices, such as unsafe sex or driving
- Driving under the influence, can lead to injury or death

Long-term effects may include:

- Addiction or dependence
- Mental health issues like anxiety or depression
- Damage to the liver, lungs, or heart
- Lower success in school or future goals

Real-Life Consequences

In Canada, drug-impaired driving is a growing concern. According to *MACT*, over 40% of fatal crashes involve drugs or alcohol. Many young people also underestimate how quickly addiction can develop. For example, teens who vape nicotine are more likely to start smoking cigarettes later.

Some students may try substances because of peer pressure or stress. But the risks can change their lives in harmful ways—missing out on school events, damaging relationships, or getting into legal trouble that stays on record.

Know the Signs and Stay Informed

Watch for warning signs like sudden changes in mood, avoiding family and friends, or a drop in grades. Talk to a trusted adult if you or someone you know needs help. Learning to recognize consequences early helps teens protect their well-being, safety, and future success.



True or False

Is the statement true or false?

1) The brain keeps developing until about age 25.	True	False
2) Alcohol and drugs help teens focus better in school.	True	False
3) Using substances while young can harm decision-making.	True	False
4) Vaping nicotine can lead to future tobacco use.	True	False
5) Drug-impaired driving is safe if it's a short trip.	True	False

Tips List

Write the tips you would give to a friend to help them stay safe and avoid dangerous use situations.

1)

2)

3)

Visualizing

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

Fetal Alcohol Syndrome and Generational Impact

What Is Fetal Alcohol Syndrome?

Fetal Alcohol Syndrome (FAS) is a serious condition that happens when a pregnant person drinks alcohol. Alcohol passes from the mother's bloodstream into the baby through the placenta. The baby's body cannot process alcohol the same way an adult can. This can cause permanent damage to the baby's brain and body.

FAS is part of a group of conditions called **Fetal Alcohol Spectrum Disorders (FASD)**. These disorders can affect how a child grows, learns, and behaves for the rest of their life. These impacts create difficulties that require long-term support and care from family, teachers, and community.

How Alcohol Affects Baby's Development

When alcohol enters a developing baby's system, it interferes with how cells grow and how the brain forms. **There is no safe amount of alcohol during pregnancy.**

Some of the most common effects include:

- **Physical changes:** Smaller size, shorter height, and low birth weight
- **Brain damage:** Trouble with memory, attention, and learning
- **Behavioural issues:** Poor impulse control and social skills
- **Delayed development:** Learning to walk or talk more slowly than others
- **Problems with coordination:** Trouble with movement and balance

Damage from FAS is **permanent**. These problems don't go away as the child gets older.

Symptoms and Long-Term Consequences

- Trouble in school and learning disabilities
- Difficulty holding a job as an adult
- Higher risk of mental health problems
- Trouble with the law or addiction later in life
- Difficulty parenting in the future
- Ongoing need for support and special services
- Low self-esteem and challenges in making friends

Studies show that up to **94% of people with FASD** have mental health problems, and **60% have trouble with the law**.

The Impact on Future Generations

FAS doesn't just affect one person—it can affect future family roles too. A teen who uses alcohol now may one day face challenges as a parent if they continue that behaviour during pregnancy.

Making healthy choices now—like avoiding alcohol and learning the risks—can help break the cycle and protect future generations from harm. Every good choice today builds a healthier future tomorrow.

True or False

Is the statement true or false?

1) A small amount of alcohol is always safe during pregnancy.	True	False
2) A baby with FAS can show physical and mental changes.	True	False
3) Alcohol passes to the baby through the placenta.	True	False
4) FAS only causes physical symptoms, not behavioural ones.	True	False
5) Healthy choices now can affect future family life.	True	False

Writean acrostic using the word **HEALTHY**.

H - _____

E - _____

A - _____

L - _____

T - _____

H - _____

Y - _____

Questions

Answer the questions below.

1) Why is it important for teens to understand the risks of alcohol?

2) How can today's decisions affect future generations?

Recognizing the Forms and Effects of Abuse

Understanding What Abuse Means

Abuse is when someone uses their power to harm, control, or mistreat another person. It can happen to anyone regardless of age, background, or gender and in many places, including homes, schools, and online. Abuse is never the victim's fault, and it should never be accepted or ignored. Learning about abuse helps young people recognize warning signs, understand its effects, and know how to seek help from others.



The Four Types of Abuse

- **Physical Abuse** – Using force on someone's body on purpose. This includes hitting, slapping, punching, kicking, or throwing objects at them.
- **Emotional Abuse** – Words or actions to make someone feel worthless, scared, or unloved. This includes name-calling, threats, insults, and controlling behaviour.
- **Sexual Abuse** – Unwanted or forced sexual activity, including touching, exposing private parts, or asking for pictures or contact.
- **Neglect** – When a caregiver does not meet a child's basic needs, like food, shelter, clean clothes, health care, or supervision.

Each of these types of abuse can affect a person's physical safety, mental health, and sense of self-worth.

Warning Signs of Abuse

Some people don't always speak out about abuse, but there are warning signs you can look for:

- Unexplained injuries like bruises, burns, or cuts
- Fear of certain people or places
- Sadness, withdrawal, or sudden anger
- Wearing long clothes to cover injuries
- Frequent absences from school
- Always feeling hungry or tired
- Saying things like "I mess everything up" or "I deserve it"



Why Speaking Up Matters

Abuse can cause long-term emotional pain, depression, anxiety, and difficulty forming healthy relationships. Some people may feel scared or ashamed to tell someone, but help is always available. In Canada, children and youth can talk to a trusted adult, school counsellor, or call Kids Help Phone at 1-800-668-6868.

According to the Canadian Incidence Study of Reported Child Abuse and Neglect, over 60,000 child abuse cases are reported annually—but many more go unreported. Learning the facts helps prevent abuse and reminds everyone: you are never alone, and abuse is never okay.

Question

Why is it important to speak up about abuse?

Text Message

Write a supportive message or advice to a friend who sent the text



My brother is treating me badly. They yell a lot
and I feel scared at home.



Fill in the blanks

Complete the sentences below.

1) _____ abuse includes hitting or pushing.	Physical	Emotional
2) Abuse is when someone uses power to _____.	control	ignore
3) Name-calling and threats are _____ abuse.	sexual	emotional
4) Unwanted touching is _____ abuse.	physical	sexual
5) A _____ adult can help.	trusted	strict

Youth Rights and Responsibilities in the Workplace

Knowing Your Rights as a Young Worker

In Alberta, many students start their first jobs while still in school. Whether it's babysitting, helping at a store, or working at a fast-food restaurant, it's important to know that young workers have legal rights and responsibilities under Alberta's Occupational Health and Safety (OHS) laws. These laws are designed to keep everyone safe at work — especially people under 18.

What Employers Must Do

Employers in Alberta have specific responsibilities to protect young workers. They must take steps to reduce risks and ensure workers understand how to stay safe.

Here are a few things employers are required to do:

- Provide proper training and supervision for all tasks.
- Make sure equipment and tools are safe and in good working condition.
- Tell workers about any hazards or risks in the workplace.
- Have first aid supplies and a first aid kit available.
- Make sure young workers do not do dangerous jobs, such as using heavy machinery or working at night, unless approved by law.



What Young Workers Must Know

As a young employee, you also have responsibilities at work. That means you must follow safety rules and speak up if something seems unsafe.

Here are 3 key responsibilities of youth in the workplace:

- Follow health and safety rules given by your employer.
- Wear protective equipment (like gloves, goggles, or aprons) if required.
- Report any injury, hazard, or unsafe condition to your supervisor right away.

You Have the Right to Refuse Unsafe Work

One of the most important laws in Alberta is that you have the right to refuse work you believe is dangerous. If you feel unsafe doing a job, you should stop and tell your supervisor immediately. They must check the situation and make it safe before anyone continues. This is not being difficult — it's following the law and protecting yourself and others.

Knowing your rights at work is just as important as knowing your job. Safety comes first — and it starts with understanding what you are allowed to do and what you're protected from.

Fill in the blanks

Complete the sentences below.

1) OHS laws protect young workers' _____.	rights	wages
2) Employers must give _____ for all tasks.	money	training
3) You can refuse _____ work.	boring	unsafe
4) Report injuries or _____ right away.	hazards	compliment
5) Work areas must be _____.	clean	secret

Questions

Write questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) What should you do if you see something unsafe at work?

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

2) Why is it important to know about the right to refuse unsafe work?

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

Activity: Job Ad Remix**Objective**

What are we learning about?

To help students apply their understanding of Alberta's workplace safety laws by identifying unsafe or illegal job postings and rewriting them into responsible, legal ads that protect young workers.

Material

What will you need for the activity?

- Several job ads (some with unsafe or illegal wording)
- Markers
- Lined paper
- "Know Your Rights" reference (optional)


**Instructions**

How will you complete the activity?

1. Show students several short, fake job ads containing risky, illegal, or misleading language (e.g., "Hiring 14-year-olds to work on forklifts at night—no experience needed!").
2. In groups or pairs, students will highlight the parts of the ads that break safety rules or worker rights under Alberta OHS law.
3. Students will then rewrite the job ad using safe, legal language, adding things like proper age restrictions, training provided, safety gear included, or shift limits.
4. Groups will give their ad a clear and appropriate job title and add a short description of workplace expectations that follow the law.
5. After revising, students will read their new job ad to the class and explain how they made it safer.
6. The class can vote on the ad that best represents a fair and responsible workplace for youth.
7. Display the "before and after" ads around the classroom to reinforce what safe, legal job postings should look like.

 **URGENT HELP WANTED!** 


TEENS NEEDED — QUICK CASH!

 **SpeedyBites Food Court is HIRING teens (13+)**
to help with kitchen and cleanup duties during
evening hours and shifts.

 Don't have any fear, and don't mind
getting messy in our fast-paced action
with zero fuss.

 **What You'll Do:**

- Run deep fryers with minimal training
- Lift heavy boxes after hours
- Deal with customers on your own
- Work until 1 a.m.
- Clean and sanitize equipment with strong chemicals
- Take out garbage after hours

 **PAY: \$9/hour (cash only) — no tax, no paperwork**

-  No training provided
-  No safety gear required
-  Uniform not included
-  No experience? No problem!

Just watch others and copy what they do

 **Call or text 555-FAST-FOOD to start TONIGHT!**

*SpeedyBites is not responsible for injuries. Must be able to work under pressure and follow fast-paced instructions with little supervision.

Name: _____

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Revised Ad

PREVIEW

Story: Liam's Search for Answers

Smart Steps to Stay Healthy

Liam had been feeling off for weeks. He was more tired than usual, his chest felt tight sometimes, and he kept getting worried about little things. One night, while lying in bed, he picked up his tablet and typed into a search bar:

"Do I have anxiety or heart problems?" Within seconds, he was reading a blog that said, "If you get chest tightness, it might be heart failure!" Liam's eyes widened. Another article told him to eat only bananas for two days to "detox stress." It sounded weird, but he started to follow it.

The following morning, his mom, Ava, noticed he looked pale and nervous.

"Are you okay?" she asked.

"I think I might be really sick," he said.

"I read online that I could have heart problems."

Ava raised an eyebrow and said,

"Liam, not everything online is true."

Where did you get that from?"

"A blog post... I think," Liam replied.

"Did it come from a doctor or a health website?"

she asked. "Uh... I'm not sure," he

admitted. Ava nodded and said, "Let's go talk to

Ms. Chan, the school counsellor. That's what they're there for."

Ms. Chan listened to them in her office. After Liam explained everything, she gently said, "It sounds like you've been dealing with a lot of stress. But don't worry—chest tightness from stress is really common in teens. According to Alberta Health Services, about 1 in 4 teens experience a mental health concern by age 18." Liam felt a wave of relief.

Ms. Chan explained how students could access help. "You can always talk to a school counsellor, visit a walk-in clinic, or call 811—Health Link Alberta. You'll talk to a nurse for free, anytime. There's also the Kids Help Phone at 1-800-668-6868 or you can text 686868."

She also taught Liam how to spot bad health info online. "Check if the site ends in .gov, .edu, or .org. Real health sites list where their info comes from. Watch out for sites that promise quick cures, like 'magic foods' or 'instant detoxes.' If it sounds too good to be true, it probably is."

Liam smiled for the first time that day. "Thanks. I'm really glad I talked to someone."

"Always talk," Ava added. "And maybe skip the banana-only diet next time."

They both laughed. That afternoon, Liam made a note in his phone:

"If I'm ever unsure—ask, don't guess."



Questions

Answer the questions below.

1) Why is it important to check if health advice online is reliable?

2) What should you do if you find health advice online that seems confusing or scary?

**Word
Cloud**

Write a list of key words from the story that relate to health information, support resources, safety and security.

**True or False**

Is the statement true or false?

1) You can call 811 to talk to a nurse.

True

False

2) Health blogs are always correct.

True

False

3) School counsellors help with mental health.

True

False

4) Doctors check viral health myths.

True

False

5) .gov and .edu sites are trustworthy.

True

False

Activity: Sorting Health Advice

Objective

What are we learning about?

Students will learn how to tell the difference between trusted health advice and unsafe or misleading information by exploring reliable sources, spotting red flags, and understanding who you can go to for accurate support.

Materials

What will you need for the activity?

- Scissors
- Glue stick
- Printed health advice cards (provided by teacher)
- Worksheet with two columns: "Trustworthy Advice" and "Untrustworthy Advice"



Instructions

How will you complete the activity?

1. Read each health advice strip carefully to understand the message is saying and what it is encouraging you to do.
2. Cut out all health advice cards that your teacher has provided.
3. Think critically about each piece of advice before sorting. Ask yourself if the advice comes from a trusted source, such as a doctor, nurse, government agency, or health service. Consider whether it sounds realistic, safe, and helpful for your health. Decide if it encourages you to seek help from trained professionals.
4. Sort the advice cards by gluing or taping each one into the correct column on your worksheet. The two columns are labeled "Trustworthy Advice" and "Untrustworthy Advice."
5. Complete the reflection questions at the bottom of your worksheet. Use what you have learned in class to support your answers.

Advice Strips

Cut out the advice strips below.

Talk to your school counsellor if you're feeling overwhelmed.

Drink only lemon water for a week to cure stress.

Call 111 to speak to a nurse any time.

Text Kids Help Phone at 686868 if you need someone to talk to.

Walk-in clinics can help with mental and physical health.

Public health nurses give free advice about vaccines and health.

Never take your own advice about health problems. Just ask a professional.

Ask your doctor or a nurse for advice about your body or health.

You can book a free appointment with a youth health clinic.

Use a health app to track your health or get reviews to help you decide.

Your friends' opinions are better than medical advice.

Use the Canadian Council on Health's website for facts about health.

A random TikTok user said eating raw garlic cures anxiety.

If it's on a blog, it must be true.

Follow this influencer's detox juice plan to fix your sleep.

School-based health centres offer free advice and services.

Use a crystal or magnet to heal emotional pain.

TikTok challenges are a fun way to improve your health.

Name: _____

Trustworthy Advice

Untrustworthy Advice

PREVIEW

Reflection

Answer the questions below.

1) Which health advice was most trustworthy? Why?

2) Which advice was most untrustworthy? Why is it not safe?

3) What did you learn about spotting real health info?

4) How will this help you make safer choices?

PREVIEW

Exit Cards

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

Name: _____

Would you follow this health advice?

1) Talk to a school counsellor if anxious.	Yes	No
2) Trust health info from social media.	Yes	No
3) Use .gov/.ca sites for health facts.	Yes	No
4) Garlic cures stress, says an influencer.	Yes	No

Name: _____

Would you follow this health advice?

1) Talk to a school counsellor if anxious.	Yes	No
2) Trust health info from social media.	Yes	No
3) Use .gov/.ca sites for health facts.	Yes	No
4) Garlic cures stress, says an influencer.	Yes	No

Name: _____

Would you follow this health advice?

1) Talk to a school counsellor if anxious.	Yes	No
2) Trust health info from social media.	Yes	No
3) Use .gov/.ca sites for health facts.	Yes	No
4) Garlic cures stress, says an influencer.	Yes	No

Name: _____

Would you follow this health advice?

1) Talk to a school counsellor if anxious.	Yes	No
2) Trust health info from social media.	Yes	No
3) Use .gov/.ca sites for health facts.	Yes	No
4) Garlic cures stress, says an influencer.	Yes	No

Case Study: Clara Hughes: Bouncing Back**Resiliency and Mental Endurance**

Clara Hughes is one of Canada's most celebrated Olympic athletes, winning medals in both the Summer and Winter Games. She became the only Canadian to win multiple medals in both cycling and speed skating. On the outside, she seemed unstoppable, strong, successful, and driven. But behind the medals and bright smile, Clara was also facing an invisible: depression.

After winning her Olympic medal in cycling in 1996, Clara felt a darkness that didn't make sense to her. She had reached her goal but still felt empty. She began to struggle with her emotions. It took time—support from friends and family—before she realized that she was facing a mental health challenge and needed help.

Clara began to speak to a doctor and learned more about what she was going through. She slowly found healthier ways to cope, such as therapy, physical activity, and talking openly. Clara's story shows that even people who seem successful can face setbacks. What made her resilient wasn't winning medals, but her willingness to ask for help, ask for support, and take steps toward healing.

Today, Clara Hughes is known not just as an Olympian but also as a mental health advocate. She helped launch the Bell Let's Talk campaign, which encourages Canadians to speak openly about mental health. She also biked across the country to raise awareness and remind others that asking for help is a strength, not a weakness.

Clara's journey shows what resiliency really means. It's not about being perfect or never failing—it's about bouncing back and learning from hard times. She practised mindfulness, leaned on her support system, and used her experiences to help others. Clara's story reminds students that mental strength takes time, courage, and self-reflection. It proves that setbacks don't define you—how you rise from them does.

Clara also often speaks to students across Canada, helping young people understand that struggling is not something to hide. She reminds them that building emotional endurance is like building a muscle—it takes regular care, rest, and support. Her example helps youth feel less alone and more confident in facing life's challenges with honesty and hope.



True or False

Is the statement true or false?

1) Resiliency means pretending nothing is wrong.	True	False
2) Mental fitness is just about getting good grades.	True	False
3) Mindfulness can help reduce stress and anxiety.	True	False
4) Asking for help is a sign of weakness.	True	False
5) Emotional strength grows by facing tough situations.	True	False

Draw

A symbol that represents resilience and explain it.

	_____

Questions

Answer the questions below.

1) What is one healthy way a person can build resilience?

2) How does goal-setting help someone deal with setbacks?

Activity: Resilience Wheel

Objective

What are we learning about?

To help students reflect on the meaning of resilience by identifying personal strengths, strategies, and thoughts that support emotional endurance during tough times.

Materials

What do you need for the activity?

- Printed resilience wheel
- Pencil or pen
- Coloured pencils or markers



Instructions

How will you complete the activity?

1. In the center of the page, you'll see the word "resilience" written inside a strong flexed arm shape.
2. Around that center are blank segments like a wheel.
3. In each segment, write a word, phrase, or short sentence that describes what resilience means to you. These might include actions (e.g., "keep trying"), thoughts (e.g., "failure isn't final"), or traits (e.g., "mental strength").
4. Aim to fill all segments with different ideas. Be thoughtful—what helps you bounce back when something gets hard?
5. Colour each segment with different shades to make your resilience wheel bright and unique.
6. Share one idea from your wheel with a classmate or small group.

Name: _____

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Curriculum Connection
PB.11

Resilience Wheel



My Name _____

Who I Am Assessing _____

Peer Assessment

Mark your classmate's wheel using the checklist below.

Criteria	Description	Stars (1: Worst, 5: Best)
Stayed Focused	The student remained focused while completing their resilience wheel	☆☆☆☆☆
Shared Thoughts	The student shared honest, thoughtful ideas about resilience.	☆☆☆☆☆
Used Personal Examples	The student included real-life ideas or experiences	☆☆☆☆☆
Showed Effort	The student carefully coloured, and explained their wheel	☆☆☆☆☆
Used Creativity	The student added artistic or original touches to their wheel.	☆☆☆☆☆

Glow and Grow

Glow: Write two things that your classmate did well at.

Grow: Suggest one area of improvement.

Glow	_____ _____
Glow	_____ _____
Grow	_____ _____

Understanding STIs and How to Prevent Them

What Are STIs and Why They Matter

Sexually transmitted infections (STIs) are infections that are spread from one person to another through sexual contact. This can include vaginal, oral, or anal sex, and in some cases, even close skin-to-skin contact. Many teens don't realize just how common STIs are—youth aged 15 to 24 make up nearly **half of all reported STI cases** in Canada. That's why it's important to learn about them early.

One thing to know is that some STIs don't have any symptoms. A person could have an infection and pass it on without even knowing. That's why **regular testing** is so important. Stay informed and protects both you and your partners.

Here are some common STIs:

- **Chlamydia** – Often has no symptoms but can be treated with antibiotics.
- **Gonorrhea** – Can cause discharge or pain and needs early treatment.
- **HPV (Human Papillomavirus)** – Some types cause warts; others can lead to cancer.
- **Herpes** – Causes painful sores. No cure, but it can be managed with medication.
- **HIV** – A virus that weakens the immune system. It's treatable with medication, but early detection is key.

How to Prevent STIs

Making informed choices can reduce your risk of infection.

- Always use **condoms** during sex
- Avoid sharing needles or personal items like towels
- Get tested regularly—even if you feel fine
- Talk openly with your partner about protection and testing
- Learn the **facts**—don't believe rumours or myths

STI Testing is Free and Private

You can get tested at:

- Public health clinics
- School or youth health centres
- Family doctors or walk-in clinics

The Role of Vaccines

Vaccines like the **HPV vaccine** can protect you before you're ever exposed. Most provinces offer it in **Grade 6 or 7**.

Key facts:

- Over 90% effective at preventing cervical cancer
- Protects against some types of genital and throat cancers
- Given in 2–3 doses for full protection

Understanding STIs helps you make safe, smart choices for your health—now and in the future. Getting vaccinated is a powerful step in protecting yourself.

True or False

Is the statement true or false?

1) STIs can be spread even without symptoms.	True	False
2) The HPV vaccine helps prevent certain cancers.	True	False
3) Only adults need STI testing.	True	False
4) Trusted sources include doctors and health units.	True	False
5) You can get the HPV vaccine in middle school.	True	False

Identify if the scenario shows a responsible health choice **X** if it does not.

Scenarios	
1) Jamie gets tested for STIs at a health unit.	
2) Bella talks to a nurse before having sex.	
3) Alex refuses the HPV shot based on rumors.	
4) Dana gets tested and tells friends to do it too.	
5) Chris says only older people get STIs.	
6) Evan shares a TikTok about garlic curing STIs.	
7) Fiona asks her doctor about the HPV vaccine.	
8) George says only "sick-looking" people get STIs.	

Question

Why is it important to get tested and vaccinated for STIs?

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

Understanding Contraceptive Options

What Are Contraceptives?

Contraceptives are tools or methods that people use to prevent pregnancy. They also help young people take control of their reproductive health. It's important to learn about different options so you can make informed, respectful choices when the time is right. Understanding contraception doesn't mean someone is ready for sex—it simply means you are learning facts, not relying on myths.



Types of Contraception

There are many forms of contraception. Below are four common ones taught in middle school health:

- **Abstinence** – Not having sex. It is the only method that is 100% effective in preventing both pregnancy and sexually transmitted infections (STIs).
- **Condoms** – A barrier method for sex. Condoms are about 87% effective with typical use and also help protect against STIs.
- **Birth Control Pills** – Pills taken daily for contraception. With typical use, they are around 91% effective. These require a prescription.
- **Foams and Spermicides** – Chemicals that kill sperm. These are around 72% effective when used alone but work better when combined with other methods like condoms.

Respect and Personal Values

Different people have different values when it comes to their health. Some may choose abstinence for religious or personal reasons. Others may choose contraception for medical issues like irregular periods or acne. What matters most is that you understand your own choices and respect others' decisions. No one should ever be pressured into sexual activity or health choice.

Getting the Right Information

Many teens hear false things about contraception online or from friends. A study by the Sex Information and Education Council of Canada (SIECCAN) found that over 60% of teens believed at least one myth about birth control. Trusted sources include school nurses, doctors, public health units, and government health websites. These professionals offer private, accurate, and age-appropriate support.

Where to Go for Help

You can visit a youth health clinic, ask your school counsellor, or call 811 to speak with a nurse in Alberta. Asking questions shows responsibility—not shame. Learning the facts helps you make safer choices for your future.



Connecting

List 3 responsible actions you can take when making choices about sexual health.

1)	
2)	
3)	

True or False

Is the statement true or false?

1) Abstinence is the only method that prevents STIs.	True	False
2) Birth control pills protect against pregnancy.	True	False
3) HPV vaccines reduce the risk of some cancers.	True	False
4) You can't get an STI if someone looks healthy.	True	False
5) Using condoms lowers the risk of both pregnancy and STIs.	True	False

Matching Type

Match each type of contraceptive with its correct description.

1)	A method worn during sex; helps block sperm and STIs; about 87% effective with typical use.	a) Abstinence
2)	Pills that stop ovulation; taken daily; around 91% effective.	b) Condoms
3)	Choosing not to have sex; 100% effective in preventing pregnancy and STIs.	c) Birth Control Pills
4)	A chemical that kills sperm; about 72% effective on its own.	d) Foams and Spermicides
5)	Two methods used together for better protection; more effective than using either one alone.	e) Condom + Spermicide (combined method)

Four Corners Activity: Making Informed Health Choices**Objective**

What are we learning about?

To help students understand the importance of knowing various contraceptive methods and how to make informed, respectful, and responsible decisions related to sexual health.

Materials

What do you need for the activity?

- A list of questions
- Labels for each corner (A, B, C, D)

**Instructions**

How will you complete the activity?

1. Label each classroom corner with letters A, B, C, and D.
2. Tell students that each question read aloud will be related to contraceptive methods, STI prevention, and responsible choices. Each question will have four possible answers.
3. When a question is read aloud, students move to the corner that matches the answer they believe is correct. Some questions may invite opinion-based answers.
4. For opinion questions, students discuss their views with others in the same corner. Encourage respectful listening.
5. After students settle into corners, reveal the correct answer or lead a discussion about different viewpoints.
6. Continue with more questions to deepen understanding of contraception types, safe practices, and where to seek accurate information.

Question	A	B	C	D
1) What is the only 100% effective method to prevent pregnancy	Condom	Abstinence	Birth control pill	Withdrawal
2) Which method protects against both pregnancy and STIs?	IUD	Condoms	Patch	Foam
3) What does the HPV vaccine prevent?	Diabetes	Cervical cancer	Flu	Headaches
4) Who can you get reliable information from about contraception?	Parent	Doctor	Friend	Comments section
5) Why do some people choose abstinence?	It's safe and legal	Safety and legal	Rules	To avoid side effects
6) What should you do before choosing a contraceptive method?	Guess	Ask friends	Ask to a doctor	Watch random videos
7) What is emergency contraception used for?	Daily prevention	STI protection	After unprotected sex	Any time
8) What does the birth control pill prevent?	Headaches	Ovulation	HPV	HIV
9) What is a common myth about condoms?	They don't work at all	They are only for adults	They protect against STIs	They can't be used by teens
10) Why is it important to talk about contraceptives?	To spread gossip	To show off	To stay informed and safe	For fun

Story: Saying No with Confidence and Respect

"No Doesn't Mean Never Again"

It was Friday afternoon, and the school gym buzzed with the sound of students finishing up the day. Malik, a Grade 8 student, tossed his backpack over one shoulder and was about to head home when Jordan, and his friends, called out to him.

"Hey Malik! We're going to Liam's house tonight. His parents are out of town. No rules! You in?" Malik hesitated. He liked hanging out with Jordan and the others, but he also knew this situation didn't feel right. They'd talked in health class about peer pressure.

According to a recent survey, nearly 6 in 10 students say they've felt pressured by friends to do something they weren't sure about. Malik remembered learning that saying "no" doesn't mean you're a loner—it can be done with confidence and respect.



"Thanks, but I've already got plans," Malik replied. He stood straight, made eye contact, and didn't yell. He didn't yell or act defensive—just spoke in a calm, clear voice. These were the elements their teacher had taught: use respectful body language, and don't feel like you need to explain too much. Jordan raised his eyebrows. "What plans?"

"Just family stuff," Malik said, keeping his tone friendly but firm.

Jordan shrugged. "Alright, you go."

As Malik walked away, he felt his heart beat faster, but it wasn't from nervousness or pride. He had just stood up for what felt right. He had used refusal skills—it worked—no drama, no argument. Later that evening, Malik texted his friend Zoey. "I said no to something today. Didn't even feel awkward."

Zoey replied, "That's awesome! You were assertive. Saying no can be powerful."

In fact, research shows that teens who practise assertive communication—like saying "no" with clear body language and tone—are more likely to stay safe and keep their self-respect. Being assertive means standing up for yourself without putting others down. It's a skill that helps in friendships, school, and even future jobs.

The next Monday, Jordan gave Malik a nod. "You didn't miss much," he said with a grin. Malik smiled. Saying no hadn't hurt his reputation—it helped him stay true to himself. And that was worth more than any party.

True or False

Is the statement true or false?

1) Saying no clearly can show self-respect.	True	False
2) You must always give a full reason to say no.	True	False
3) Eye contact helps show confidence when refusing.	True	False
4) Avoiding a person is the best way to say no.	True	False
5) Refusing respectfully means yelling loudly.	True	False

List Situations where you might need to say "no" and how you would do it.

When Might You Need To Say No?	How You Would Do It

Making Connections

How does learning to say "no" help you make healthier choices in real life?

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

Role Play - Practising Confident Choices

Objective

What are we learning about?

To practise making respectful, independent choices in situations involving peer pressure, focusing on the ability to confidently and respectfully refuse, set boundaries, and avoid manipulation while maintaining positive relationships.

Materials

What will you need for the activity?

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



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 someone 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
Peer Pressure at a	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?
Sharing Private Posts	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?
Handling Group Chat Pressure	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?
Respecting Different Beliefs	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
Feeling Left Out in a Group Project	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?
Saying No to Online Dares	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 safe and respectful?
Dealing with Family Pressure	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?
Supporting a Friend's "No"	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 hang out after school. She says she's busy. Ethan keeps asking because he 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



Activity - Consequence Compass

Objective

What are we learning about?

Students will analyze realistic teen scenarios involving potential risky behaviour, identify the influence of emotions and peer pressure, and apply concrete strategies for thoughtful decision-making and confident refusal.

Materials

What will you need for the activity?

- Scenario Cards (prepared by teacher)
- Consequence Compass Chart
- Pencil or Marker



Instructions

How will you complete the activity?

1. Divide the class into small groups, with about 4-5 students in each group, ensuring everyone has a chance to contribute.
2. Each group will receive one scenario card that describes a teen situation a teen might face involving a decision or potential risk.
3. The group's task is to read the scenario carefully and then, using your consequence sheet, map out the decision-making process by considering the following four "compass points":
 - **North: Emotions at Play** – What emotions might the person in the scenario be feeling?
 - **East: Short-Term Consequences** – What are the immediate, short-term positive and negative outcomes if the person goes along with the risky behaviour?
 - **West: Safer Choices & Strategies** – Identify specific strategies (recognizing emotions, thinking about consequences, using the power of "no," leaning on trusted adults/friends) to apply.
 - **South: Long-Term Consequences** – What are the potential long-term positive and negative outcomes if the person chooses this path?
4. The groups will prepare to share their "Consequence Compass" analysis with the rest of the class, explaining their reasoning for each point.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
The "Harmless" Prank Victim	A group of friends wants to film a "funny" prank video for social media that involves slightly damaging school property after hours. They say it will go viral and everyone will think it's hilarious. They've asked you to join and film it.
The Unsupervised Party	You're invited to a party at an older student's house while the teacher is away. You've heard there might be something interesting happening that you're not comfortable with. A friend is really pushing you to go, saying it will be fun.
The Online Dare	A popular online group has started a new "dare challenge." The current dare involves posting a slightly embarrassing photo of a classmate without their permission. Everyone is doing it, and they're asking you to participate to prove you're "not a chicken."
Copying Homework Answers	You're studying with a friend for a big test, and they suddenly suggest splitting up the answers for the take-home quiz. They say it's just "working together" and will guarantee you both get a good mark without extra effort.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Trying a New Vape Flavor	At a friend's house, they offer you a puff from their vape, which smells like candy. They say, "everyone tries it, it's just flavoured water." You know vaping is not good for you, but they're making it sound innocent and cool.
"Just One Sip" of an Energy Drink	At a study group, everyone is drinking a popular, caffeinated energy drink to stay awake. They offer you one, saying, "it will make you focus!" You know your parents don't want you having them.
Ignoring a Bullying Incident	You witness a friend or a group of friends teasing and excluding another student online. They say, "ignore it" and not get involved.
Going Against Family Rules	Your friends want you to come to a local event that your parents have explicitly told you you're not allowed to attend. They say, "Just come for an hour, your parents won't find out."

North: Emotions at Play	East: Short-Term Consequences
	
West: Safer Choices & Strategies	South: Long-Term Consequences

Reflection

Answer the questions below.

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

Analysis of Emotions and Consequences



Development of Safer Choices & Strategies



Teamwork and Collaboration



Understanding of Process



Overall Understanding of Process



2) Explain the strengths in your group's work?

3) What key areas of your group's work could be improved if you were to do this activity again?

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

Unit Test – Personal Health**Multiple Choice**

/10

1. What is the best definition of health? a) Not being sick b) Feeling happy c) Being physically fit d) Total well-being of body, mind, and soul	2. An example of a smart food choice: a) Skipping meals b) Choosing large fries c) Reading the menu and choosing balance d) Drinking only soda
3. Why is exercise important? a) It can lead to poor health and focus b) It saves time c) It helps with weight loss d) It's part of a healthy routine	4. What is one sign of emotional abuse? a) Bruises b) Ignoring messages c) Asking for space d) Constant put-downs and control
5. What is a major health risk of vaping? a) It improves stamina b) It's completely safe c) It can cause addiction and lung damage d) It boosts mood	6. What should you do if you feel unsafe? a) Stay silent b) Run away from someone you trust c) Wait for help d) Don't react
7. How does sleep help teenagers? a) Makes them taller b) Boosts memory, mood, and focus c) Increases appetite d) Prevents illness	8. What is the purpose of vaccines? a) Prevent the flu b) Cure infections c) Prevent certain cancers and STIs d) Treat acne
9. Why is comparing to others harmful? a) It can lower self-esteem b) It builds confidence c) It teaches trends d) It improves fashion sense	10. How can you say "no" with respect? a) Yell until they stop b) Avoid eye contact c) Stay silent and leave d) Use a calm voice and clear words

Answer

Answer the following questions below.

What is FAS (Fetal Alcohol Syndrome)	<hr/> <hr/> <hr/> <hr/>
Symptoms of FAS	<hr/> <hr/> <hr/> <hr/>
Long-term impacts of FAS	<hr/> <hr/> <hr/> <hr/>

IdentifyCircle **YES** if the action shows support or awareness of FASD, **NO** if it does not.

1. Encouraging a pregnant friend to avoid alcohol.	YES	NO
2) Ignoring someone talking about FAS challenges.	YES	NO
3) Volunteering to help families affected by FAS.	YES	NO
4) Cautioning someone for drinking while pregnant.	YES	NO
5) Listening to advice about healthy choices for future kids.	YES	NO
6) Dismissing concerns about alcohol during pregnancy.	YES	NO
7) Supporting someone to stop drinking alcohol while pregnant.	YES	NO
8) Sharing info about FAS to prevent cases.	YES	NO
9) Comforting a friend whose child has FAS.	YES	NO
10) Teaching others about the risks of alcohol in pregnancy.	YES	NO

Long Answer	Answer the questions below.
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Long Answer	Answer the questions below.
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1) Discuss three ways that public figures or athletes are helping to reduce the stigma around mental health. How do their actions influence others to seek help or talk openly?

2) List and explain three reasons why people may hesitate to seek out mental health issues.



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
- Quotes
- And More!

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 okay to ask for help when you're 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.	Deep sleep, breathing exercises, and mindfulness can help calm you.	
If you feel stressed, 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.	

Part 2 – Action!

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

Part 3 – Consolidation!

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

Snapshot (3-2-1)

After completing the 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:

- Being optimistic
- Negative Thoughts
- Self-sabotage
- Self-care

Other categories:

- Social Interaction
- Reaching out for support
- Isolation
- Repressing feelings

Physical and Emotional Signs

Drag and drop to decide if it's a physical or emotional sign.

Physical:

- Focused
- Functioning
- Overworked
- Depleted
- Stressed

Emotional:

- 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

Drag each statement into the correct side of the head.

Positive:

- "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 lost my best."



Alberta Health and Wellness Relationship Choices Unit – Grade 8

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
Patent	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

Things I can't make	Other people's reaction	When I focus on my situation	Other people's opinions	My breathing	What others think of me
Tone of my voice	My reactions	Unexpected changes	Stressful environment	Someone else's behavior	Myself-talk

5-Step Method for Respectful Communication

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

Try something respectful to start the conversation.	Start 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.



Workbook Preview



Grade 8 – Health Unit

Relationship Choices

Learning Strategies		Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.
	Skill and Procedures	Pages
R8.1	Describe characteristics of persistent negative feeling states; e.g., depression, mood disorders	6-15
R8.2	Describe signs associated with suicidal behaviour and identify interventional strategies	16-22
R8.3	<div>Preview of 80 pages from this product that contains 143 pages total.</div>	23
R8.4		27,
R8.5	Develop strategies for maintaining healthy relationships	38-48, 98-102
R8.6	Describe and provide examples of ethical behaviour in relationships; e.g., integrity	49-57, 109-113
R8.7	Develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts	58-69, 103-113
R8.8	Describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team	70-81, 109-113
R8.9	Describe the characteristics of, and demonstrate skills of, an effective leader and group member	82-92, 109-113

NAME: _____

Relationship Choices

PREVIEW



Story: Understanding Emotional Health in Adolescence**Jordan's Roller Coaster Week**

Jordan slumped into his chair Monday morning, exhausted but hopeful. "This is it," he whispered, staring at his science project. "Today's gonna be great." By lunch, he was laughing with his friends. But on Tuesday, things felt off. He ignored his texts and snapped at his sister.

"What's wrong with you lately?" she asked.

"I don't know," he muttered, surprising even himself. At school, Ms. Carter was teaching about emotional health. "Your emotions are like a roller coaster during adolescence," she said. "It's normal to feel up and down. That's because your brain is changing. The amygdala—the part of the brain that handles emotions—develops before the prefrontal cortex, which is involved with decision-making."



"That's why you might feel big emotions. You're learning to understand them," she added. Jordan perked up a bit. That sounded familiar. Ms. Carter continued, "About 70% of teens say they feel stressed weekly. Stress is normal. But if you feel down for two weeks or more—might mean it's time to talk to someone."

That night, Jordan sat on the couch with his mom.

"Can I talk to you?" he asked quietly. She turned off the TV. "Of course." He felt sad, then angry, then fine again—all in one day. "It's like I do these things so strongly."

His mom nodded. "It's okay. That's part of growing up. But talking helps." She gave him a big hug, and for the first time all week, he didn't feel alone or confused anymore.

By Thursday, Jordan was feeling lighter. He went for a bike ride, played with the dog, and laughed at silly videos with his cousin. He remembered Ms. Carter's tips: sleep 8–10 hours, move your body, and talk about your feelings. On Friday, he stayed after class.

"I'm starting to get it," Jordan said.

Ms. Carter smiled. "Understanding your emotions is a skill. And you're learning it."

Jordan grinned. "Maybe I'm not broken. Maybe I'm just human."

"Exactly," she said. "And you're not alone."

True or False

Is the statement true or false?

1) Emotional health includes how we manage our feelings.	True	False
2) Mood swings in adolescence are always a mental illness.	True	False
3) The brain stops developing once you reach age 13.	True	False
4) Stress can sometimes be a normal and helpful feeling.	True	False
5) Sadness lasting two days is always a serious concern.	True	False

Write

Write a haiku poem for the word "EMOTION".

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Questions

Answer the questions below.

1) What is emotional health, and why is it important for teens?

2) How can too much stress affect a teenager's daily life?

Activity – Show What You Feel

Objective

What are we learning about?

Students will explore emotional health by identifying and expressing their current emotions. They will reflect on how emotions affect their thoughts and behaviour. This helps students build self-awareness and recognize the importance of talking about how they feel.

Materials

What will you need for the activity?

- Printed face worksheet
- Pencils, pens, markers



Instructions

How will you do the activity?

1. Begin with a short class discussion about "What is emotional health?" and "How do our feelings show in our mind and bodies?" Explain that emotional health includes how we understand, express, and manage our feelings.
2. Let students know they'll be completing a poster showing a blank face outline. The goal is to show what they are feeling today.
3. Inside the head, students can draw or write words, colour, or symbols that represent their feelings. Encourage them to think of both big and small emotions (e.g., stress, excitement, nervousness, calm, frustration, joy).
4. On the outside of the face, students can get creative—adding hair, accessories, or background details that show their personality or reflect how they feel about themselves today.
5. Remind students that there are no right or wrong answers. Everyone's emotional experience is different, and this is a chance to express it visually.
6. If time allows, invite volunteers to share what they created. Emphasize the importance of recognizing emotions, talking about them, and supporting others with kindness and understanding.

Name: _____

9

Curriculum Connection
R8.1

Show What You Feel!



Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) about your work.

Write two strengths and one weakness of your work.

PREVIEW



Newspaper Article: Suicide Warning Signs and How to Help**Speak Up: Warning Signs of Suicide Every Teen Should Know***Publish Date: June 24, 2025*

Suicide is the second leading cause of death for young people in Canada between 15 and 24. Experts say that youth who show warning signs for suicide often have those signs missed. Help say what to look for.

Some of the most common signs include withdrawal from friends or family, talking about feeling hopeless, or giving away personal belongings. These are not just signs of having a bad day—they can be signs that someone is thinking about ending their life.

"Hopelessness is one of the strongest red flags," says Dr. Melissa Grant, a child psychologist in Edmonton. "When someone starts to believe that things will never get better, they may begin to think that suicide is the only answer. But that's not true. Help is always available."

Other warning signs may include changes in sleep or appetite, losing interest in school or sports, acting reckless, or suddenly seeming calm after a long period of sadness. Some young people may even say things like, "You'd be better off without me," or "I wish I could disappear."

If someone shows these signs, the most important thing to do is tell a trusted adult. This could be a parent, teacher, school counsellor, or coach. It's important not to keep it a secret. Telling someone could save that person's life.

Jordan, a Grade 8 student from Calgary, says he was scared when his friend made comments about not wanting to be around anymore. "I didn't know what to say at first," Jordan shares. "But I remembered what we learned in health class, so I told my mom. She helped us get support, and now he's doing much better."

Students are encouraged to reach out to a professional for help. One free and private service is Kids Help Phone, which is available at 1-866-668-6868 or online at [kidshelp.org](https://www.kidshelp.org).

Experts say that talking about suicide doesn't cause it—it prevents it. Speaking up is one of the most powerful things a young person can do.



True or False

Is the statement true or false?

1) Giving away things can be a suicide warning sign.	True	False
2) Only adults think about suicide.	True	False
3) Talking about suicide doesn't make it worse.	True	False
4) Feeling hopeless often is a sign of depression.	True	False
5) You should keep a friend's suicidal thoughts secret.	True	False

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

1. What is a sign of suicidal thoughts?	
A. Laughing more	B. Pulling away from friends
2. What should you do if a friend says they want to die?	
A. Tell an adult	B. Talk it over to yourself
3. What is a healthy way to respond if you are feeling sad?	
A. Keep it to yourself	B. Talk to someone you trust
4. Why might teens hide their feelings?	
A. They are fine	B. They fear being judged
5. Why is early help important?	
A. It makes things worse	B. It can save a life

Explain

How can spotting warning signs help you or someone else?

Role Play - Warning Signs and Seeking Help

Objective

What are we learning about?

To practise recognizing warning signs of emotional distress or suicidal thoughts and making safe, respectful choices to support yourself or others.

Materials

What will you need for the activity?

- Role-play cards (with emotional wellness signs)
- A safe space for group acting
- Optional: school bags, phones, chairs, 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 scene involving a character showing warning signs of depression or suicidal thoughts (e.g., withdrawing, isolating, feeling hopeless).
3. Students act out the scene, showing how someone might respond and respond in a safe and caring way (e.g., telling a trusted adult, expressing concern, offering support).
4. Encourage respectful, supportive strategies like:
 - a. Saying "I'm worried about you"
 - b. Encouraging the person to talk to a counsellor or adult
 - c. Not promising to keep dangerous secrets
 - d. Listening calmly without judging
 - e. Reaching out for help, not handling it alone
5. After acting, each group explains:
 - a. What signs of distress were shown
 - b. How the character responded and why
 - c. How the situation might have gone better or worse
6. As a class, reflect on how knowing the signs and speaking up early can save lives, build trust, and show empathy.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
"Left Out Again"	Avery has stopped talking to friends and often eats alone. Lately, they've been missing school. Their friends are worried but don't know how to help. What could they do to show support?
Too Much to Carry	Mike's days seemed cheerful, but now he's withdrawn. He says things like, "It doesn't matter anyway." What warning signs are showing up? What should friends do next?
Secret Struggles	Jay tells Kai that he's really worried and asks Kai not to tell anyone. Kai is worried but doesn't know what to do. What should Kai do, and why is it dangerous in this situation?
No Appetite	Lila skips lunch every day and says she's not hungry. She used to enjoy hanging out but now avoids the group. What changes in behaviour might be signs of a deeper issue?

Scenario Cards

Cut out the topics below.



Scenario	Key Moments/Descriptions
It Was Just a Joke	A friend gives away their favourite hoodie and says, "I don't need it anymore." Everyone laughs, but Liam feels uncomfortable. Should he ignore it or speak to someone? Why?
Invisible at Practice	Mo stops coming to basketball and doesn't go to practices. Their coach notices they seem off. What is happening, and how can teammates reach out respectfully?
Vanishing Act	Zara deleted all her social media and stopped answering texts. Her close friend notices something is wrong but isn't sure what to do. What should they talk to?
Always Tired	Eli keeps falling asleep in class and says he stays up because his brain won't stop thinking. He shrugs it off, but his friends feel worried. What steps could they take?

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Goodbye Gifts	Someone starts handing out special personal items "just because." At first it seems kind, but their friends sense it's more than that. What are the possible signs here, and who should they talk to?
Quiet Messages	In a group chat, Max types: "I'm done. I'm tired of this." The group goes silent. The group goes silent. What was Max trying to say, and what should they do next?
Not Like Before	Jules used to love art, but now she seems disinterested and says nothing is going on. Friends notice Jules avoids eye contact and always looks down. What might be going on?
Brushing It Off	When asked how she's doing, Naomi says, "I'm fine, just tired of everything." Her tone is flat and distant. What clues could that give us, and why is it important to listen carefully?

**Three Stars and a
Cloud**Select one act and write three highlights and one
improvement regarding the scene

Title Of The Act	
Section	Description
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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PREVIEW

Blog Post: Reducing Risk Through Stress Management**Why Stress Management Matters**Date: June 25, 2025Author: Casey Morgan*4-minute read*

Ever felt overwhelmed by tests, friend drama, or pressure to fit in? That's stress—and it can mess with how you think and what choices you make. When you're stressed, your brain has a harder time focusing and solving problems. But learning how to manage stress helps you stay calm and make smarter, safer decisions.

Experts say stress doesn't just affect your mood. It affects your sleep, energy, appetite, and even your thinking. The Canadian Mental Health Association recommends teens get 8–10 hours of sleep, set boundaries, and take breaks from screens. These habits help your brain function better under pressure—and boost your overall resilience, too.

According to a 2024 survey by TeenMentalHealth.org, 70% of teens say stress is the top reason they miss school. They blame it for forgetting homework, or taking life risks that push you toward bad decisions. But with tools like journaling, deep breathing, and stress management, you can take back control. Even five minutes of stretching, music, or talking to someone you trust can make a difference.

A recent study showed that teens who practice stress-reduction habits are 30% less likely to engage in risky behaviours like skipping tests, or giving in to peer pressure. Stress management isn't just good for your mind—it's good for your future. Building these skills now can set you up for better health and success, too.

Next time life gets stressful, try a healthy habit. You'll be surprised how clear your thinking becomes—and how much more confident you feel in handling whatever comes your way.

Till next time,
Casey Morgan

Comments:**Lucas_G** | June 25, 2025

I started using a planner to manage schoolwork, and it helped a lot! I don't feel as panicked during exam weeks anymore.

Like Reply 6h ago

**MayaB_21** | June 25, 2025

I think stress can sometimes be helpful, like before a game. But I agree—it's important to know how to calm down when it gets too much.

Like Reply 3h ago

Questions

Answer the questions below.

1) What is one stressor in your life that you've learned to manage better over time?

2) Why is it important to recognize stress early and ask for help?

True or False

Is the statement true or false?

1) Talking to a trusted adult can help reduce stress.

True

False

2) Stress only affects your emotions.

True

False

3) Journaling and exercise are healthy ways to deal with stress.

True

False

4) Stress always means something is wrong with you.

True

False

5) Deep breathing and setting boundaries can lower stress.

True

False

Identify

Check the strategy you used or could use to stay on track after noticing stress.

<input type="checkbox"/>	Stay flexible	<input type="checkbox"/>	Talk to a friend	<input type="checkbox"/>	Go for a walk
<input type="checkbox"/>	Avoid everyone	<input type="checkbox"/>	Eat junk food	<input type="checkbox"/>	Write in a journal
<input type="checkbox"/>	Skip class	<input type="checkbox"/>	Do deep breathing	<input type="checkbox"/>	Set boundaries

Activity - Stress Management Chart

Objective

What are we learning about?

To identify common stressors and create a personal plan for managing them in healthier ways, leading to safer and more thoughtful decision-making.

Material

What will you need for the activity?

- Copy of the Stress Management worksheet
- Pencils or pens
- Highlighters or colored pens, optional, for visual organization



Instructions

How will you complete this activity?

1. Use the chart titled *Stress Management* to explore how stress shows up in your life and how you can handle it better.
2. In the Stressors column, list specific things that make you feel stressed (like exams, group drama, public speaking).
3. In the Possible Causes column, think about *why* these things might be stressing you out (for example: fear of failing, pressure to fit in).
4. In the Support Systems column, write who or what helps you manage that stress (like a friend, parent, school counsellor, or even calming music).
5. In the Plan to Relieve Stress column, come up with a healthy strategy you could use for each situation (like journaling, deep breathing, going for a walk, or setting boundaries).
6. After completing the chart, reflect on how recognizing stress early and speaking up can actually save lives, build trust, and show empathy.

Instructions

Write things that makes you stress out and fill the column below.

Stress Management

Stressors	Possible Causes	Support Systems	Plan to Relieve Stress

PREVIEW

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) Stress is always a bad thing.	True	False
2) Support systems can help reduce stress.	True	False
3) Journaling and exercise can relieve stress.	True	False
4) Ignoring stress makes it go away.	True	False

Name: _____

Is the statement true or false?

1) Stress is always a bad thing.	True	False
2) Support systems can help reduce stress.	True	False
3) Journaling and exercise can relieve stress.	True	False
4) Ignoring stress makes it go away.	True	False

Name: _____

Is the statement true or false?

1) Stress is always a bad thing.	True	False
2) Support systems can help reduce stress.	True	False
3) Journaling and exercise can relieve stress.	True	False
4) Ignoring stress makes it go away.	True	False

Name: _____

Is the statement true or false?

1) Stress is always a bad thing.	True	False
2) Support systems can help reduce stress.	True	False
3) Journaling and exercise can relieve stress.	True	False
4) Ignoring stress makes it go away.	True	False

Story: How Self-Talk Shapes the Way We Relate to Others**Jaden's Voice Inside**

Jaden loved building things. Whether it was a tricky science model or a LEGO city, He could focus for hours. But when it came to group work or standing in front of the class, Jaden's confidence disappeared. A quiet voice inside his head would whisper, *"You're not smart enough."* *"What if you mess up?"* *"People might laugh."* One morning, Jaden's teacher, Ms. Flores, gave the class a new assignment: work in teams to design a presentation on how to make school more fun and supportive for everyone. Jaden's stomach felt nervous. That night, during dinner, Jaden told his cousin Eli what was going on. Eli was older and always seemed confident.

"I used to feel like that," Eli said. "But then I learned about self-talk."

"Self-talk?" Jaden asked.

"Yep. It's what we tell ourselves. If we keep saying negative things, we can stop from doing things we're actually good at. And if we practise positive self-talk, we feel better and kinder to ourselves."

Eli showed Jaden an article on his phone.

"Look—70% of Canadian students say they feel more confident and more focused when they use positive self-talk. And research shows it can even help reduce anxiety and help kids do better in school."

That night, Jaden wrote three phrases on sticky notes and stuck them on his mirror:

- *"My ideas matter."*
- *"I can try, even if I'm scared."*
- *"Mistakes help me learn."*

The next day, when his group started planning, Jaden felt nervous—but he took a deep breath and said one of the phrases to himself. "What if we design a 3D model of a student lounge?" he suggested. Everyone loved the idea. By the end of the week, Jaden had shared his thoughts, helped his team stay focused, and even stood up for a classmate who was being left out. He wasn't just more confident—he was more kind and calm too.

"Confidence doesn't mean being loud," Ms. Flores told the class. "It means believing you belong and treating others with respect."

Now, when Jaden hears that negative voice creeping in, he answers back with words that lift him up. And because of that, his words help lift others too.



True or False

Is the statement true or false?

1) Negative self-talk can damage your relationships.	True	False
2) Saying kind things to yourself builds confidence.	True	False
3) Self-talk only affects your mood, not your actions.	True	False
4) Positive self-talk helps you listen and respond better.	True	False
5) Telling yourself "I'm not good enough" helps communication.	True	False

Question _____ the questions below.

1) What is self-talk? How does it affect your relationships?

2) What is one example of helpful self-talk you could use during conflict?

Word Search

Find the words in the wordsearch.

☐ Empathy ☐ Assertive☐ Respect ☐ Support☐ Kind ☐ Thought☐ Listen ☐ Confidence☐ Boundaries ☐ Voice☐ Feedback ☐ Calm

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

Mirror Talk: What I See in Me

Objective

What are we learning about?

We are learning to use positive self-talk so we can develop a stronger sense of self-worth and improve the way we relate to others through confidence and kindness.

Materials

What will you need for the activity?

- Mirror template provided by your teacher
- Pen or pencil
- Markers or colored pencils for decoration



Instructions

How will we complete this activity?

1. Take a few quiet moments to reflect on your personal strengths, values, and qualities that make you proud of who you are.
2. Inside the blank mirror template, begin writing at least one meaningful positive self-talk statement that you would want to tell yourself if you were difficult.
3. Your phrases should be personal and encouraging, such as "I am more confident," "I care deeply about others," or "I can handle challenges over time."
4. Be thoughtful and honest—focus on things you believe are true or want to believe more strongly about yourself.
5. After writing your self-talk messages, take time to decorate your mirror if you'd like. Add colours, images, or symbols that represent who you are or what inspires you.
6. When finished, we will display the mirror reflections around the room. You will quietly walk around, read some of your classmates' messages, and notice the different kinds of strengths we all have.
7. You may choose to keep your mirror in your notebook, binder, or locker, where it can remind you to speak to yourself with kindness and respect.

Mirror Talk: What I See in Me



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 creating your "Mirror Talk" reflection?



How much did you learn about positive self-talk and confidence?



How well did you express your honest thoughts and strengths?



How easy was it to think of things to say to yourself?



How likely are you to use positive self-talk in the future?



2) How did this activity help you think about the way you talk to yourself?

3) What did you learn about how self-talk affects how we relate to others?

Newspaper Article: Recognizing Unhealthy Relationship

Trouble in Friendships: Spotting the Signs of Unhealthy Relationships

Publish Date: June 25, 2025

Toronto, ON Not all friendships are good for us. Some can be harmful to our emotional well-being, especially when they involve manipulation, disrespect, or unfair treatment. Experts suggest looking for signs of unhealthy relationships as an important skill for young people to stay safe and confident.

Recent numbers from the Canadian Health Survey show that more than 25% of teens said they had felt pressured, ignored, or emotionally hurt by someone they trusted. These problems don't just happen in dating—they also show up in friendships, group chats, and even family relationships.

Red flags, or warning signs, include things like manipulation (when someone tries to control your choices), disrespect (such as teasing, name-calling, or ignoring your feelings), and imbalance (when one person always makes the decisions or gets their way). Sometimes the signs are small at first, but they can grow over time if not addressed.

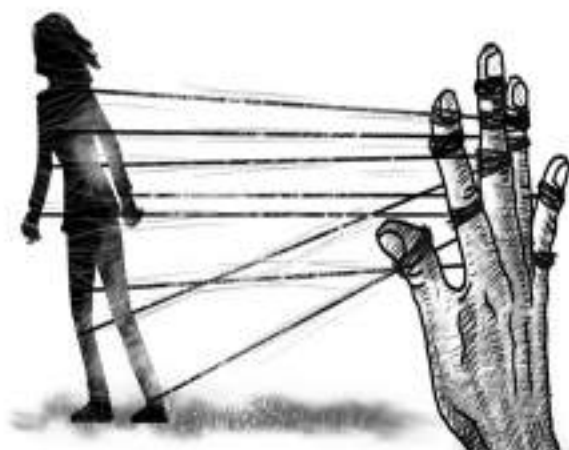
"If a relationship makes you feel scared, stressed, or like you're never good enough, that's a red flag," said Dr. Natalie Brooks, a youth counsellor at Maple Creek Mental Health Centre. "A healthy relationship is built on trust and communication, not control or fear."

Everyone deserves to feel safe, heard, and respected."

Students say it can be hard to tell when a relationship has crossed the line. Liam Reyes, a Grade 8 student, shared his experience: "My friend used to joke about me in front of others all the time. At first, I laughed along. But after a while, it started to feel like he didn't respect me. I stopped hanging out with him as much and talked to my teacher about it. She helped me realize it was okay to step away."

Experts suggest taking small, safe steps when a relationship feels wrong. This can include setting clear boundaries, limiting time with the person, or talking to a teacher, or school counsellor. In some cases, it may be best to end the relationship altogether, especially if it causes stress or sadness.

Unhealthy relationships can lead to problems like self-harm, anxiety, or depression. It's important to talk to a school counsellor or trusted adult to recognize red flags early and protect your mental health and emotional well-being. Remember, you deserve more respectful friendships and support who you are.



Questions

Answer the questions below.

1) What is a "red flag" in a relationship?

2) Why is setting boundaries important?

Reflection

List three people in your life who model healthy boundaries. Write one sentence for each about what makes their relationships strong.

Person's Name or Role	What They Do That Makes Their Relationship Strong

True or False

Is the statement true or false?

1) Manipulation is a healthy way to solve conflict.	True	False
2) Red flags are warning signs in a relationship.	True	False
3) Respect is a key part of a healthy relationship.	True	False
4) You should always feel safe in a friendship.	True	False
5) Ignoring your boundaries is a sign of imbalance.	True	False

Activity: Relationship Red Flag

Objective

What are we learning about?

The students are learning to recognize red flags in different types of relationships so they can protect their emotional well-being and make safer, healthier choices.

Materials

What will you need for the activity?

- Pencil
- Flag worksheet template

Instructions

How will you complete the activity?



1. Think about the different types of relationships you experience in your life—this could include friendships, relationships with family members, or romantic relationships.
2. On each flag on the worksheet, you will write one example of a red flag—warning sign that shows a relationship may be unhealthy or harmful.
3. A red flag could be something that makes someone feel uncomfortable, disrespected, afraid, ignored, or pressured. These might include things like someone not respecting your boundaries, making fun of you, or trying to control who you talk to.
4. Try to come up with examples from a variety of relationship types. You may use things you've seen in real life, in books or shows, or that you've learned about in class discussions.
5. Be thoughtful and honest in your examples. Each flag you write should describe a behaviour or pattern that could hurt someone emotionally, mentally, or socially.
6. Once you've filled in all the flags, choose one red flag that you think is the most serious or harmful and explain why.

Name: _____

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Curriculum Connection
RB.5

Relationship Red Flags

PREVIEW

Story: Practising Respect in Difficult Situations

When Respect Is Tested

Jasmine's hands trembled as she zipped up her backpack. The science fair was today, but her stomach wasn't turning from nerves about presenting. It was because of Lucas. They had been best friends since Grade 3—always teaming up, always laughing, always having each other's back. But last night, they'd had the worst fight of their friendship. Their project on solar-powered water filters had been going perfectly, until Lucas wanted to change the conclusion just hours before the deadline.

"You need to be more serious," he snapped, eyes full of frustration.

"You're panicking about trying to control everything," Jasmine fired back. Then silence. Lucas ended the conversation with that word. Jasmine stared at the screen, stunned, her heart pounding.

She tossed her notebook aside and buried her face in her pillow. At first, she was mad. But slowly, the anger melted into a heavy ache in her chest. What if this one argument cost them their friendship? She didn't know. She searched: *How to fix a friendship after a fight*. A few results surprised her. One said they've lost a friend over a disagreement. Another stat from Kids Help Phone said 70% of teens feel more respected when someone listens to them during a conflict.

She hadn't listened. Not really. She just wanted to win the argument. The next morning, she found Lucas sitting on the floor in the hallway, tapping his pencil against his shoe. Her heart thumped as she walked over.

"I'm sorry," she said. "I didn't listen yesterday. I was frustrated and stubborn." Lucas looked up, surprised. "I'm sorry too. I pushed too hard. I just wanted us to do well."

They talked. Really talked. They didn't agree on everything, but they understood each other. They made changes together, supported each other during the fair, and felt proud of their teamwork—even without a medal. Later that day, their teacher asked what they'd learned.

"Respect isn't just about being polite," Jasmine said. "It's choosing to be kind even when you're mad." Lucas nodded. "Respect is also owning up to your mistakes. That's what helps people trust you again."

Their classmates clapped. The teacher smiled. There was no trophy for that moment. But it felt like the biggest win of all.



True or False

Is the statement true or false?

1) Being honest is part of showing respect.	True	False
2) Most teens feel respected when someone listens to them.	True	False
3) Yelling during a disagreement is a respectful reaction.	True	False
4) Empathy helps us understand others during conflict.	True	False
5) A respectful person admits when they make a mistake.	True	False

Visual

Two people are in a conflict. One shows disrespect in a conflict, the other shows respect.

--	--

Question

Why is respect more important when emotions are high?

Activity – Respect In Our Hands

Objective

What are we learning about?

Students will reflect on the meaning of respect by expressing their understanding through words, drawings, or symbols inside the image of two shaking hands.

Materials

What do you need for the activity?

- Printed hand image with the shaking hands image
- Markers, pens, pencils, or colored pencils



Instructions

How will you complete the activity?

1. Hand out the image of the two shaking hands to each student.
2. Inside the hand shapes, students will fill the space with words, drawings, doodles, or short phrases that represent what respect means, looks like, and feels like.
3. Encourage them to think about how respect shows up in different situations—at school, in friendships, at home, or online.
4. They can include respectful actions (e.g., "helping out"), traits (e.g., "honest"), or symbols (like peace signs or heart icons).
5. Once complete, students can share their images with a partner or display them around the room to build a "Wall of Respect."
6. After sharing, students will answer the questions in the reflection part of the activity to deepen their understanding.

Respect In Our Hands

**Reflection**

Answer the questions below.

1) What part of your drawing shows respect best?

2) How can you show respect every day?

Strategies for Conflict Resolution

Understanding Conflict and How to Handle It

Conflict happens to everyone. Whether it's a fight with a friend, a disagreement in class, or an argument at home, conflict is a normal part of relationships. What matters is how we respond. Solving problems with respect helps us stay calm, feel safe, and build stronger, more meaningful connections with others.

Why Peaceful Conflict Resolution Matters

Many students say that unresolved conflict affects their emotions and their learning.

- Over 70% of Canadian students say arguments with friends make it harder to focus in school.
- Learning to avoid people just to escape conflict.
- Learning to solve problems peacefully can reduce anxiety, improve confidence, and protect friendships.
- These skills are useful for the future—at work, in relationships, and in your community.
- Conflict resolution helps improve emotional health, and decision-making in daily life.



Top 5 Strategies for Solving Conflicts Respectfully

1. Active Listening

- Let the other person speak without interrupting.
- Make eye contact, nod, and wait until they finish before responding.
- Repeat what they said in your own words to show you understand.

2. Empathy

- Imagine how the other person feels.
- Ask yourself, "How would I feel if that happened?"
- Try to see the situation from both sides and stay open-minded.

3. Use "I" Statements

- Speak from your point of view, not with blame.
- Example: "I feel hurt when I'm left out" instead of "You never include me."
- This helps the other person hear your feelings without getting defensive.

4. Use Calming Techniques

- Take deep breaths or count to ten.
- Step away from the situation and return when you feel calm.
- Staying calm shows maturity, strength, and self-control.

5. Compromise

- Find a middle ground where both people give a little.
- Ask, "What's a solution we can both accept?"
- Respect each other's ideas and be willing to adjust and forgive.



Respectful conflict resolution builds stronger relationships and helps you become a confident, empathetic communicator—skills you'll use for the rest of your life.

True or False

Is the statement true or false?

1) Active listening means interrupting when you disagree.	True	False
2) Conflict is always a sign of a bad relationship.	True	False
3) Calming down before reacting helps solve conflict better.	True	False
4) Compromise means both people give something up.	True	False
5) Empathy means imagining how someone else feels.	True	False

Draw in the empty box how this conflict could be respectfully solved.



Question

What is one respectful action either person could take to fix the situation?

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Activity – Conflict Resolution

Objective

What are we learning about?

To help students explore how conflicts happen in friendships, understand different points of view, and practise respectful ways to solve problems.

Materials

What will you need for the activity?

- Printed "Conflict Resolution" worksheet
- Printed scenario cards (provided by teacher)
- Pencil and eraser
- Optional: coloured paper to decorate



Instructions

How will you complete the activity?

1. Choose one conflict scenario from the set of provided scenario cards.
2. On the worksheet, write the conflict in the "What's the Problem?" box.
3. In each person's side box, explain what that character might have thought or felt. Why they reacted the way they did.
4. In the feelings boxes, describe how each person likely felt during the conflict (e.g., left out, angry, embarrassed).
5. In the last box, suggest at least one or two respectful ways to resolve the conflict, like apologizing, listening, or taking turns.
6. Add symbols or drawings if you'd like to show tone or emotion (e.g., frowning faces, speech bubbles, peace signs).
7. If time allows, share your worksheet with a classmate and discuss your ideas for resolving the problem.

Scenario Cards

Cut out the topics below.

Scenario

Gaming Frustration

Jackson and Eli were playing a video game together. Eli kept losing and started blaming Jackson for not helping enough. Jackson felt attacked and logged off without saying anything.

Unfair Turn-Taking

Leah and Harper were working on an art project. Leah kept taking over the drawing and didn't give Harper a chance to contribute. Harper felt left out and stopped trying.

Exclusion and Teasing

Ben made a joke about Ethan's handwriting in front of the class. Ethan laughed it off but felt embarrassed. Later, when Ben teased him again, Ethan later told Ben to stop, but Ben said he was "just kidding."

Ignored Messages

Riley kept texting her friend Addison to hang out, but Addison didn't reply for several days. Riley saw that Addison was online, so she felt ignored and upset.

Sharing Snacks

Isla brought her favourite snacks to school and didn't want to share. Her friend Lily was upset because they usually share snacks with each other.

Spreading Rumors

A disagreement happened in class between two students. One student took one student's side without telling the full story, her friend felt betrayed.

One-Sided Friendship

Ezra always helps Sam with schoolwork, but when Ezra asked for help once, Sam said he was too busy. Ezra felt the friendship was unfair.

Embarrassed in Public

Jade corrected Mason loudly in front of the group when he said something wrong. Mason felt embarrassed and avoided her afterward, even though Jade said she was "just helping."

Scenario Cards

Cut out the topics below.

Scenario

New Friend Jealousy

Nico started hanging out with a new student, Jaxon. His old friend Theo felt left out and told others that Jaxon was annoying, which caused drama between them.

Competition Trouble

Ella and Grace were both running for class rep. Grace overheard Ella say something negative about her campaign. Grace felt hurt and confronted Ella about it.

Lost and Blamed

Micah's water bottle went missing in gym class. He accused Leo of taking it without asking, but Leo said it had nothing to do with it.

Online Comment Drama

Aiden posted something on social media that his friend Kai thought was embarrassing. Kai messaged Aiden angrily, but Aiden said it had nothing to do with him.

Exclusion from Group

Two friends, Brynn and Tessa, were invited to a group outing. Tessa told Brynn she didn't want to go with her because she "acts awkward." Brynn felt deeply hurt.

Left Out of Plans

Liam planned a party and didn't invite Jayden. Jayden found out from other classmates and felt left out. Liam says it was just a small gathering and didn't think it was a big deal.

Group Project Disagreement

Ava and Zoe are working on a science project together. Ava wants to do a video presentation, but Zoe insists on doing a slideshow instead. They can't agree and start ignoring each other during class.

Broken Trust

Noah told his friend Carter a secret, but Carter accidentally shared it with others. Now Noah is upset and doesn't want to talk to Carter.

Conflict Resolution

What's The Problem?

_____'s Side

_____'s Side

PREVIEW

What Are Some Feelings He/She Felt?

What Are Some Feelings He/She Felt?

What Are Some Ways To Resolve This Conflict?

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.

Understood both sides of the conflict



Described the feelings clearly and honestly



Agreed on and respectful solutions



Listened to and participated in class discussion



Tried to see things from each other's view



2) What part of this activity worked best for you?

3) What would you do differently next time to improve your conflict?

4) What is one thing you learned about handling conflict in a respectful way?

Blog Post: Peer Pressure and Conformity**The Power of Peer Pressure and Conformity**Date: June 26, 2025Author: Ms. Taylor Nguyen*4-minute read*

Have you ever gone along with something just because your friends were doing it? That's called peer pressure. It happens when people around your age influence the way you think, act, or decide. This can lead to something called conformity, which means changing your behavior to match others—even if it's not what you originally wanted.

Teens often conform because they want to feel accepted. According to the American Psychological Association, about 75% of teens say they've felt pressure to fit in. Peer pressure can come from friends, classmates, or even online trends. Sometimes it's loud and direct, like being teased to do something. Other times, it's quiet—just wanting to not feel left out.

It can even show up in small ways, like copying someone's style, pretending to like something you don't, or giving up your own interests to fit in. These choices can affect your confidence and your sense of identity.

There are positive sides to peer pressure, too. It can help you become a better teammate, support your friends, or join a cause. For example, if your friends are volunteering, you might feel inspired to help too. A 2022 study found that teens were 30% more likely to volunteer when their peers do.

But there are also real risks. Trying to fit in can lead to losing your own values. The University of Michigan found that teens who feel strong peer pressure are just as likely to try risky things, like smoking, lying to parents, or skipping school.

The key is learning when to follow and when to lead. Good friends will support you, even if you don't do something harmful. They'll support your choices—even if you don't.

Till next time,
Ms. Taylor Nguyen

Comments:

Jordan Sparks – June 26, 2025

I gave in once and cheated on a test. I regret it now and wish I spoke up.

Like Reply 6h ago



Riley Mo – June 26, 2025

I've been lucky my friends want to do well in sports and academically, so they push me to practise and study more.

Like Reply 2h ago

True or False

Based on the blog post, is the statement true or false?

1) 80% of teens say they've felt pressure to fit in.	True	False
2) 30% of teens are more likely to volunteer when their peers do.	True	False
3) When teens try to fit in, they sometimes ignore their values.	True	False
4) When teens feel strong peer pressure, they are more likely to ignore it.	True	False
5) Having good friends is important in avoiding risky behaviours.	True	False

Identify if the peer pressure shown is **positive** or **negative**.

Scenarios	Answer
Jada's classmate asked her to join the school play. She felt nervous but agreed because her friend encouraged her and said she'd do great.	
Tyler's friends dared him to go to the back of the school. He didn't want to get in trouble but went and called him scared.	
Sam's group of friends started a kindness challenge at lunch, leaving notes and compliments for others. They encouraged Sam to join in.	
Ava didn't want to spend her money, but her friends kept pressuring her to buy matching clothes so she'd "fit in better."	
Noah's classmates encouraged him to speak up in class because they knew he had good ideas. He felt nervous but gave it a try.	

Question

Describe a situation where peer pressure could be a good thing and a bad thing at the same time.

Activity : Peer Pressure Mapping

Objective

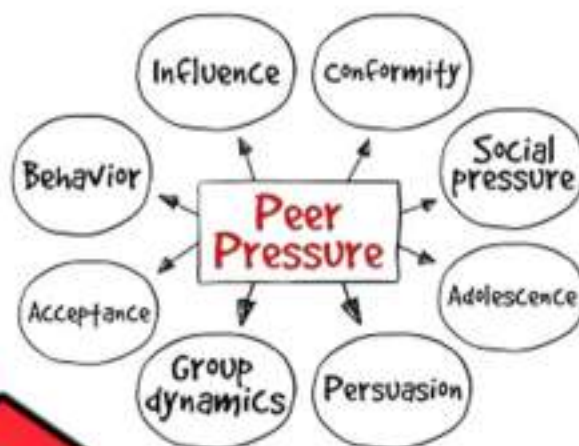
What are we learning about?

To help students understand how peer pressure can affect different areas of life—emotional, social, physical, and academic—and reflect on how to respond in healthy ways.

Material

What you need for the activity?

- Peer Pressure Mapping worksheet
- Pencil or pen
- Colouring materials (optional)

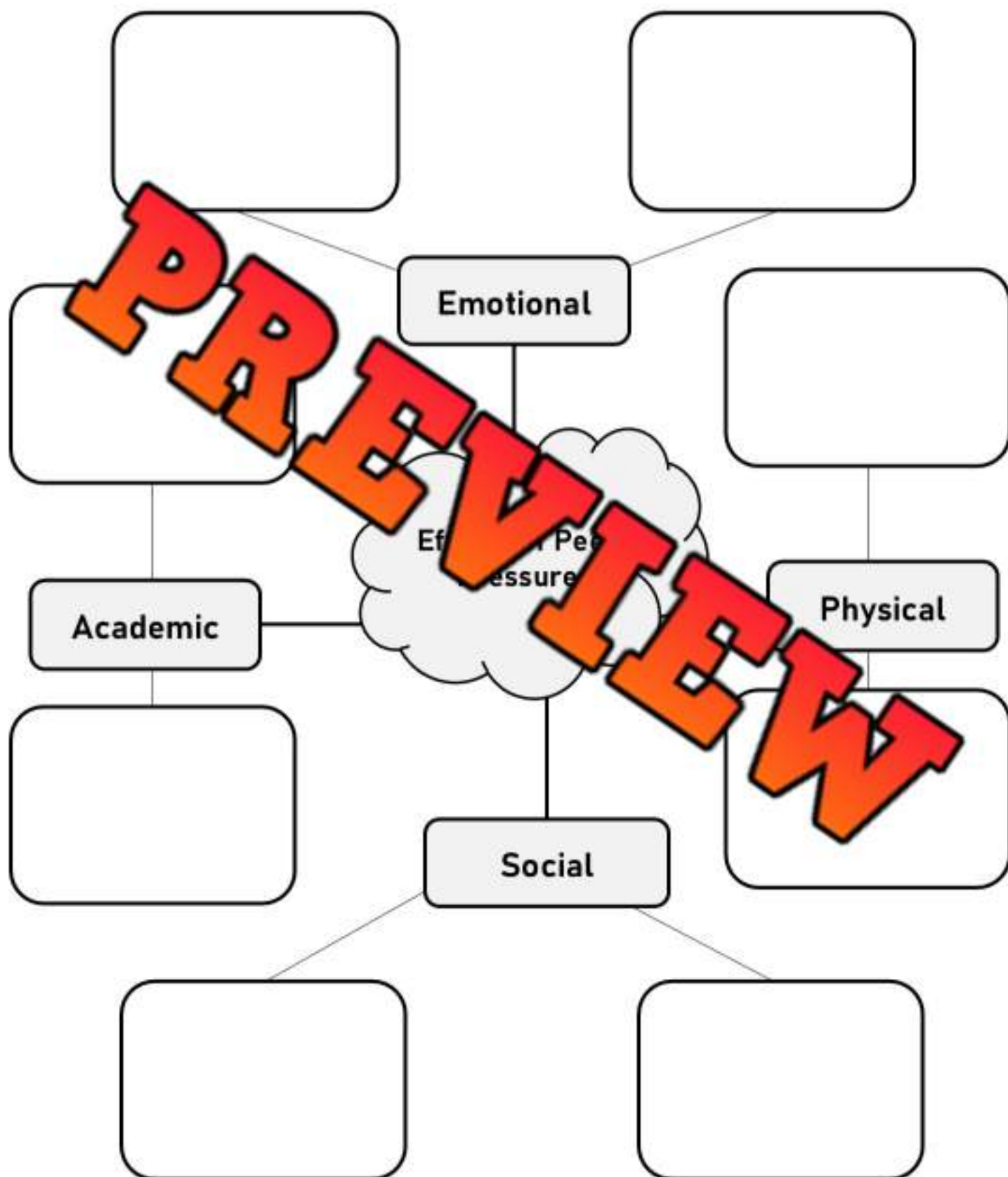


Instructions

How will you complete the activity?

1. Look at the "Peer Pressure Mapping" worksheet. In the center bubble, you'll see the words "Effects of Peer Pressure".
2. Notice the four categories connected to it: Emotional, Physical, Social, and Academic.
3. In each category, think of 2 effects peer pressure could have. Effects can be positive (like joining a club) or negative (like skipping class).
4. Write or draw the effects inside the surrounding boxes linked to each category. You can write a phrase or short sentence or sketch a small image.
5. Use colours or symbols if you'd like to show which effects are helpful and which are harmful.
6. Review your map and think about which areas of your life are most influenced by peers.
7. Be ready to share one example from your map in a class discussion.

Peer Pressure Mapping



Reflection

Answer the questions below.

1) What type of peer pressure did you focus on the most, and why?

2) Which peer pressure effect do you think is hardest to deal with, and why?

3) Did anything in this activity help you change your perspective?

4) How can understanding peer pressure help you make better choices?

5) What advice would you give a friend dealing with negative peer pressure?

Story: The Day Maya Spoke Up

Draw

Draw pictures that illustrate the story.

Standing Out: When Dissent Is the Right Choice

Maya sat at her desk, tapping her pencil nervously. Her Grade 8 class had just started a group project, and the loudest voices in the room had already taken over. "Let's go with John's ideas," one of the popular kids said. "They're too weird anyway."

Maya looked over at Sam, who was staring down at his notebook. She knew he had great ideas—he'd shared them with her during lunch. But now, everyone was pretending he didn't exist.

PREVIEW

At that moment, Maya remembered something her teacher had said: *Standing up for what's right isn't always easy, but it helps other people's lives and the world.* She also remembered learning that 64% of students say they've seen others being excluded or treated unfairly at school. That number stayed in her mind, ringing louder than the chatter around her.

Maya took a deep breath and raised her hand. "I think we should listen to Liam," she said. The room went quiet. Her cheeks burned. "He had some smart ideas about how we can present our research. Everyone deserves a chance to share." One student rolled their eyes. Another whispered, "Why do you care so much?" But then something unexpected happened—Liam looked up and smiled. "Thanks, Maya," he said. Then he started to talk, and his idea was actually really good.

He suggested using a comic-strip timeline for their project on Canadian inventions. Everyone liked it. Even the students who had ignored him before started to nod and offer ideas.

As the group gathered around a blank poster board, drawing panels and laughing together, Maya felt a warm sense of pride grow in her chest. She had spoken up—and it mattered.

After class, Mr. Teacher pulled her aside. "That was brave," she said. "Only 20% of students say they're confident speaking up when they see something wrong. You showed them how to do it right."

PREVIEW

PREVIEW

That night, Maya wrote about what happened in her journal. She learned that dissent isn't always about yelling or arguing—it's about thinking for yourself, asking, "*Is this fair?*" and having the courage to say something when others stay silent.

The next day, more students started including Liam in group conversations. Some even said, "Hey Liam, what do you think?"

Maya had made a small choice—but it created real change. And that made all the difference.

Activity: Dissent Debate Circles

Objective

What are we learning about?

To practise respectful disagreement and understand different points of view—even when you don't agree.

Materials

What will you need for the activity?

- Debate topic
- Timer
- Debate format
- Paper and markers



Instructions

How do we complete the activity?

1. Explain to the students that they will be learning to have respectful disagreements and express different opinions without harming relationships. Discuss the importance of staying calm and focused on the issue.
2. Select a debate topic relevant to Grade 8 students and divide them into two teams consisting of 3 members each. One team will argue in favor of the topic (pro) and the other against it (con).
3. Allow each team time to prepare their arguments. Encourage them to use respectful ways to present their points and anticipate counterarguments.
4. Conduct the debate with the following format: opening statements (2-3 minutes per team), rebuttals (2-3 minutes per team), and closing statements (1-2 minutes per team). Ensure students use respectful language and listen carefully to the other team.
5. After the debate, facilitate a group discussion about the experience. Ask students what strategies helped them present their arguments respectfully and how listening to the other team helped them understand different perspectives.
6. Ask students to reflect on what they've learned about respectful disagreement and write down one new way they can practice respectful disagreement in their daily lives.

Debate Guideline

Reference on the conduct of the class debate

Teams	<ul style="list-style-type: none"> Team A: Pro (In favour of the topic) Team B: Con (Against the topic)
Roles within Each Team	Opening Speaker: <ul style="list-style-type: none"> Presents the team's main arguments. Sets the tone for the team's position.
	Rebuttal Speaker: Respond to the opposing team's arguments. Highlights the strengths of their own team's arguments.
	Closing Speaker: <ul style="list-style-type: none"> Summarizes the team's main points. Makes a strong closing argument.
Debate Format	Preparation Time: <ul style="list-style-type: none"> Teams have 10 minutes to prepare their arguments.
	Opening Statements: <ul style="list-style-type: none"> Team A Opening Speaker: 2 minutes Team B Opening Speaker: 2 minutes
	Rebuttals: <ul style="list-style-type: none"> Team A Rebuttal Speaker: 2 minutes Team B Rebuttal Speaker: 2 minutes
	Closing Statements: <ul style="list-style-type: none"> Team A Closing Speaker: 1 minute Team B Closing Speaker: 1 minute
	Open Floor (Optional): <ul style="list-style-type: none"> Audience can ask questions or provide comments: 3 minutes

Key Points to Remember:

- **Respectful Language:** Always use respectful and polite language when addressing the opposing team.
- **Stay Calm:** Maintain a calm and steady voice to keep the debate friendly and constructive.
- **Focus on the Issue:** Address the topic at hand rather than making personal comments about the other team.
- **Listen Carefully:** Respond effectively to the opposing team's arguments.
- **Be Concise:** Make clear and concise points to support your position.

Debate Topics

Cut out the topics below.

Should cell phones be allowed during school hours?

Is homework helpful or harmful to learning?

Should students have to wear school uniforms?

Should school days start later in the morning?

Is video gaming good for your brain?

Should junk food be allowed in school cafeterias?

Is it better to work in a group or alone on projects?

Should students get paid for good grades?

Is it ever okay to break a rule to do the right thing?

Should students be graded on their behaviour?

Should students choose the subjects they take in school?

Should there be a longer summer break and shorter winter break?

Should schools replace textbooks with digital devices?

What Makes a Good Leader?

Leadership Looks Different

When people think of leaders, they often picture someone loud and confident who takes charge all the time. But leadership can look very different from person to person. Some leaders are quiet and thoughtful, while others are energetic and outgoing. What matters most is not how loud a leader is—but how they treat others and whether they take action. In Grade 8, leadership is not about bossing people around; it's about making a positive difference in your class and community.



Key Traits of Strong Leaders

There are many ways that someone can become a good leader. Here are some of the most important traits to focus on:

- **Responsibility** – Good leaders focus on what they say and do. They admit when they're wrong and listen to feedback.
- **Listening** – A leader listens to others and makes sure everyone feels heard, even if they don't agree.
- **Fairness** – Treating people equally, being open to criticism, and not showing favouritism helps build trust in a group.
- **Vision** – Great leaders think ahead. They have a clear goal and help others work toward it, whether it's planning a project or solving a class problem.

Leadership Styles You Might See

Not everyone leads the same way, and that's a good thing. Here are a few leadership styles you might notice in school:

- **The Motivator:** encourages others to keep going, especially during challenges
- **The Organizer:** good at planning, helping the group stay focused and prepared
- **The Listener:** gives helpful feedback and supports team members quietly
- **The Advocate:** speaks up when something isn't fair or respectful

A recent survey by Student Voice Canada showed that 7 out of 10 students said they admire leaders who stay calm and respectful in tough situations.

Discovering Your Leadership Strength

You don't have to wait until you're an adult to be a leader. Leadership starts with small, everyday actions—like helping a classmate, being honest, or solving a conflict peacefully. Grade 8 is a perfect time to ask yourself: *What kind of leader do I want to be?*

Questions

Answer the questions below.

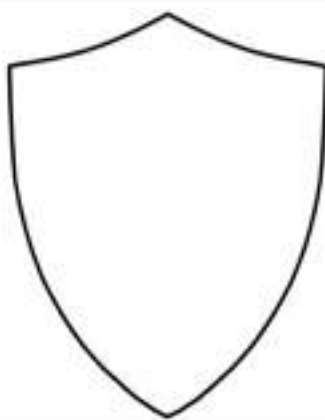
1) Why is listening an important trait for a leader?

2) What is a leadership trait you want to improve, and why?

Design

Design a badge that represents what leadership means to you. Include a motto.

Leadership Badge



Motto

True or False

Is the statement true or false?

1) Good leaders always need to be outgoing.	True	False
2) A motivator encourages others during challenges.	True	False
3) Leadership in Grade 8 is only for student council.	True	False
4) Introverted students can also be strong leaders.	True	False
5) The advocate style speaks up when things are unfair.	True	False

What Would You Do? - Leadership Challenge

Objective

What are we learning about?

To help students explore their leadership and decision-making skills through realistic school-based scenarios. This activity encourages reflection on how they can take the lead in challenging or group-based situations.

Materials

What will you need for the activity?

- Printed "What Would You Do?" scenario worksheet
- Pencil or pen
- Optional: highlighters or coloured pencils



Instructions

How will you complete the activity?

1. Carefully read each of the five real-life leadership scenarios on your worksheet. These situations are designed to help you think like a leader when faced with a challenge.
2. Take a moment to imagine yourself in each situation. Think about how a kind and responsible leader would respond.
3. In the space beside each scenario, write a complete answer about what you would do. Try to include details about how you would act, what you would say, and how you would help others.
4. Make sure each response includes at least one leadership quality such as teamwork, confidence, communication, fairness, or problem-solving. Try to explain how this quality would help you handle the situation.
5. Use coloured pencils or markers to highlight or underline any leadership words or actions in your answers. This will help you see how your choices show leadership.
6. Review all five of your responses to make sure they are thoughtful and clear. Then, hand in your worksheet or be ready to share your ideas in a small group conversation.

What Would You Do?

Your group is struggling to finish a project on time. How would you organize everyone to complete it?

A classmate feels left out during a group activity. How would you include them and encourage the team?

Your sports team loses an important match. How would you motivate them to stay positive and keep trying?

During a school event, your teacher asks you to guide younger students. How would you ensure everyone feels comfortable?

A disagreement arises in your group over how to complete an assignment. How would you resolve it and keep everyone focused?

PREVIEW

Reflection

Answer the questions below.

1) Draw two emojis that show how you felt before and after answering the leadership scenarios. One emoji for before, one for after.



2) What were the strengths and weaknesses in your responses?

3) What could you have done even better?

4) What did you learn about yourself as a leader from this activity?

Story: How to Be a Great Team Member

The Pizza Project

It was the last month of school, and Mr. Chan's Grade 8 class had one final group project: create a pizza business from scratch. Teams had to plan everything—ingredients, pricing, marketing, and even a jingle. It was a big task, and teamwork was key.

Jamie's team had four members: Jamie, who loved organizing; Max, the class clown; Amina, the creative one; and Eli, quiet but smart. At first, they had trouble. Max showed up late, Amina was changing the logo, and no one heard Eli's ideas. Jamie felt like she was doing all the work.

One day, Mr. Chan posted a poster with bold words: *Great team members are flexible, and communicate clearly.*

Jamie read it out loud to her team.

At lunch, she called a team meeting. "We need to fix this," she said. "Everyone has something important to offer." They agreed on roles. Jamie would manage the schedule. Max would write the jingle and post updates. Amina would design the box and logo. Eli, who loved numbers, would price the pizza and list the ingredients.

Things started to improve. Max showed up early. Amina shared designs in a group chat. Eli explained that if they sold each pizza for \$10 and spent \$4 on ingredients, they'd earn \$6 profit per pizza. "That's 60% profit!" Eli said. "Cool!" Max replied. "Math that makes money!"

They learned that the average Canadian eats over 100 slices of pizza each year, so their target market was big. Max added a new slogan: *"One slice closer to happiness."* They practised their pitch and gave each other feedback. Even Jamie learned to trust others to do their part.

On presentation day, their jingle had the class singing, "Slice of Life, take a bite!" Even Mr. Chan tapped his foot. Afterward, he said, "Did you know 75% of employers in Canada say teamwork is one of the top skills they look for?"

Jamie smiled. "Every person plays a role," she said. That night, she wrote: *Being a great team member means showing up, listening, and knowing that everyone matters. Even in pizza.*



Fill in the blanks

Complete the sentences below.

1) A dependable person always finishes their _____.	tasks	excuses
2) Being _____ means you can adjust easily.	rigid	flexible
3) Good team members listen and speak with _____.	respect	volume
4) Good communication prevents _____ in teams.	creativity	conflict
5) Every person in a team has a unique _____.	reward	role

Questions Answer the questions below.

1) What are two ways to show respect in a team?

2) Why is flexibility helpful when working with others?

Draw

Draw a quick symbol or simple picture that represents one important quality of a great team member and explain it.

Team Member Quality/Trait

Activity: Make A Teamwork Potion

Objective

What are we learning about?

To help students reflect on the most important qualities of a great team member and creatively represent those traits using symbols, descriptive words, and art.

Materials

What will you need for the activity?

- "Teamwork Cauldron" template page (provided by Super Simple Sheets)
- Pencil
- Pencil crayons/markers
- Optional: glitter, glue, and other craft supplies



Instructions

How will you complete the activity?

1. Think about the top teamwork traits that your group needs. These might include kindness, respect, reliability, or courage.
2. Imagine you are a "Teamwork Wizard" making a potion that builds the perfect team member. Each quality will be a special ingredient in your potion.
3. Inside the cauldron, write at least 6–10 teamwork ingredients with creative descriptions.
4. Around the cauldron, draw or decorate with symbols, pictures, or colour patterns that show what each quality looks or feels like in real life.
5. Below the cauldron, write a short explanation starting with: "This teamwork potion will help people work together because..." Finish the sentence with your own ideas.
6. Use lots of colour and imagination. You can add words, sparkle, or creative borders to make your potion look magical, meaningful, and full of positive team energy!

Name: _____

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Teamwork Potion



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Reflection

Answer the questions below.

1) Which teamwork traits did you include in your potion, and why?

2) Which trait do you think matters most in a great team member?

3) Was it easy or hard to communicate with your clients?

4) Which teamwork trait do you already have and use well?

5) What trait would you like to improve in yourself, and how?

Exit Cards

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

Name: _____

Colour the qualities of a great team member.

Honest	Flexible
Bossy	Kind
Rude	Selfish
Reliable	Listener
Supportive	Selfish
Patient	Dishonest

Name: _____

Colour the qualities of a great team member.

Honest	Flexible
Bossy	Kind
Rude	Selfish
Reliable	Listener
Supportive	Selfish
Patient	Dishonest

Name: _____

Colour the qualities of a great team member.

Honest	Flexible
Bossy	Kind
Rude	Selfish
Reliable	Listener
Supportive	Selfish
Patient	Dishonest

Name: _____

Colour the qualities of a great team member.

Honest	Flexible
Bossy	Kind
Rude	Selfish
Reliable	Listener
Supportive	Selfish
Patient	Dishonest

Newspaper Article: Managing Emotional Triggers

The Power of Triggers: How Emotions Can Be Managed

Publish Date: June 27, 2025

Students across Canada are learning how to manage something many of us don't often think about—emotional triggers. These are things that make us feel a strong emotion, like anger, embarrassment, or shame. Triggers can be caused by sounds, situations, or even memories.

Experts say that learning to recognize emotional triggers is an important step in staying calm and making smart choices. Dr. Lisa Monroe, a child psychologist, explains: "When students understand what sets off their emotions, they can take a step back instead of reacting right away. This helps prevent arguments and can protect friendships."

Triggers can be different for everyone. For some people, it might be being teased or left out. For others, it could be hearing a loud voice or being blamed for something they didn't do. Even small things can lead to big feelings.

A national survey found that 60% of students ages 11 to 14 say they've felt overwhelmed by their emotions in the past month. Of those, half said they didn't know why they felt that way.

That's why schools are starting to teach students to "name it to tame it."

This means putting a name to the emotion—like saying, "I feel nervous," or "That made me feel disrespected."

Grade 8 student Jordan F. shared, "I used to get really mad when people made jokes about me. But now, when I feel that heat in my chest, I take a breath and think, 'I'm feeling angry because I felt embarrassed.' It actually helps me calm down."

Teachers also use simple tools to help students respond better. One strategy is the "pause and plan" method—where students are taught to take a pause before reacting and then choose how to respond. Some schools use calming corners or emotion charts to help students express their feelings safely. Dr. Monroe says, "Building emotional awareness through age-appropriate lessons helps students build strong emotional regulation skills for better mental health. It's not about ignoring emotions—it's about understanding them."

Learning how to spot and manage emotional triggers is becoming a regular part of health and wellness lessons in classrooms across the country.



True or False

Is the statement true or false?

1) Emotional triggers are always caused by big events.	True	False
2) Triggers can come from sounds, words, or memories.	True	False
3) Experts recommend reacting quickly to emotional triggers.	True	False
4) "Pause and plan" is a way to manage emotions.	True	False
5) Understanding emotions helps build better relationships.	True	False

Draw

Draw a thermometer and label it with emotions that build up when a trigger happens from calm to exploding.



Questions

Answer the questions below.

1) What are emotional triggers and what can cause them?

2) How does the "pause and plan" method work?

Activity: Triggers and Coping Strategies

Objective What are we learning about?

To help students recognize emotional triggers that affect them and learn healthy coping strategies they can use to manage those emotions in everyday situations.

Materials What will you need for the activity?

- Triggers and Coping Chart worksheet (provided)
- Pen
- Markers of different colours
- Eraser



Instructions How will you complete the activity?

1. Think about times when you have felt strong emotions like anger, frustration, embarrassment, sadness, or anxiety. Try to remember what happened in those moments that caused you to feel that way. What were your emotional triggers?
2. On the left side of the Triggers and Coping Chart, write down at least five emotional triggers you've experienced. These can be from school, home, social media, or anything that affected you emotionally.
3. On the right side of the chart, write a healthy coping strategy that can help you respond calmly and positively to each trigger. Examples include: taking deep breaths, asking for help, going for a walk, journaling, talking to a friend, or using positive self-talk.
4. Use colours or small drawings to show which coping strategies are your favourites, or which ones you've used before and found helpful.
5. Once you've completed your chart, share one trigger and coping match with a partner or small group. Be respectful of everyone's feelings and ideas as you share.
6. Optional: Decorate your chart to make it personal and meaningful. You can keep it as a tool to use when managing your emotions in future situations.

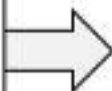
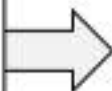
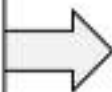
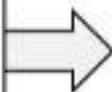
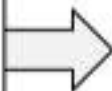
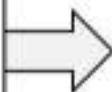
Name: _____

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Curriculum Connection
RB.4, RB.3

Emotional Triggers

Coping Strategies



PREVIEW

Reflection

Answer the questions below.

1) Rate how well you understood and completed the activity.

5 stars = excellent understanding and effort, 0 stars = needs improvement

I identified real emotional triggers from my life

☆☆☆☆☆

I matched each trigger with a helpful coping skill

☆☆☆☆☆

I reflected on how I usually react

☆☆☆☆☆

I chose coping strategies that fit me personally

☆☆☆☆☆

I can use this coping plan in the future

☆☆☆☆☆

2) Which trigger and coping strategy did you use you most proud of? Why?

3) If you did this activity again, what would you do differently?

4) What is one thing you learned about managing your emotions?

Fact or Fiction – Stress and Friendships

Objective

What are we learning about?

To help students understand how stress can affect relationships and group work, and to explore healthy ways to manage emotions and support each other.

Materials

What do you need for the activity?

- A list of statements about stress, emotions, and teamwork
- 'Fact' and 'Fiction' signs placed in the room
- Space to move to each side of the room



Instructions

How will you complete the activity?

1. Your teacher will read statements about stress and friendships carefully to each one.
2. Decide if the statement is Fact or Fiction.
3. Walk to the side of the room labeled Fact or Fiction based on your answer.
4. Stay on that side and wait for the correct answer to be shared.
5. When the answer is revealed, return to your seat and get ready for the next round.
6. Keep thinking, moving, and learning about how stress can impact others—and how to manage it!

Fact or Fiction

Read the statements to the class

#	Statement	Answer
1	Stress can make people moody or impatient.	Fact
2	High stress always makes you work better in groups.	Fiction
3	Friends can help each other manage stress in healthy ways.	Fact
4	Ignoring stress always makes it go away.	Fiction
5	Pausing and taking a break can help reduce stress.	Fact
6	People never show stress when they're stressed.	Fiction
7	Stress can sometimes make you withdraw or avoid others.	Fact
8	Talking to someone about your stress can help you feel less stressed.	Fact
9	Everyone shows stress in the same way.	Fiction
10	It's not possible to be a good group member when you're stressed.	Fiction
11	Learning to self-regulate can improve your work.	Fact
12	Small conflicts can grow when people are under pressure.	Fact
13	You must deal with stress all by yourself.	Fiction
14	Staying calm helps the whole group solve problems better.	Fact
15	Being short-tempered is a normal reaction to stress.	Fact
16	Stress never affects communication.	Fiction
17	Group members should ignore others' feelings during stressful times.	Fiction
18	Supportive teammates can lower stress.	Fact
19	Stress can be helpful when it pushes you to focus.	Fact
20	Friends should always know when you're stressed without being told.	Fiction

Write

Describe a time when stress affected a friendship or group work. Use the questions below to help guide your writing:

1. *What caused the stress and who was involved?*
2. *How did the stress affect your mood or behaviour?*
3. *What happened between you and the other person or group?*
4. *What did you or others do to fix the situation?*
5. *What did you learn about managing stress and friendships?*

PREVIEW

Communicating Without Making Things Worse

Why Communication Matters During Conflict

Disagreements are a normal part of life. Whether it's a fight with a friend, tension in a group project, or an argument at home, conflict happens. What matters most is how we talk to each other when things get tense.

What Happens When We React Too Quickly

When emotions are running high, it's easy to say or do something you regret. You might interrupt, roll your eyes, or blame someone without thinking it through. These reactions can make things worse and can lead to hurt feelings, broken trust, or even more conflict. It's important to notice the early signs of tension—like frustration or anger—and choose to slow down. Taking a pause before reacting gives your brain time to catch up with your emotions.

Smart Strategies for Handling Conflict

There are helpful ways to handle conflict that are respectful and productive, even when the conversation is difficult. Here are five strategies that can make a big difference:

- 1. Paraphrasing** - Repeat back what the other person said using your own words. This shows you're really listening and helps clear up misunderstandings.
→ "So you felt left out when we didn't invite you to the party."
- 2. Wait Before You Respond** - Take a deep breath and count to five before replying. A short pause can help you stay calm and think clearly.
- 3. Use "I" Statements** - Share how you feel without blaming the other person.
→ "I feel frustrated when I'm interrupted," is better than "You never let me talk."
- 4. Pick the Right Time and Place** - Avoid serious conversations when you're hungry or around a group of people. Wait until both of you are calm and can talk privately.
- 5. Watch Your Tone and Body Language** - Even if your words are polite, your body language might say something else. Try to keep a steady voice, relaxed posture, and respectful eye contact.

Why It Matters

Using good communication skills doesn't just solve the current problem—it also builds trust, respect, and stronger friendships. A 2021 Canadian study found that students who practised strategies like paraphrasing and using "I" statements had 25% fewer conflicts at school. Despite this, only 1 in 3 teens say they've learned how to manage conflict in a respectful way. The more you practise these skills, the easier it becomes to stay calm, speak up, and solve problems with confidence.

True or False

Is the statement true or false?

1) Paraphrasing helps show that you're listening.	True	False
2) It's better to speak right away when you're upset.	True	False
3) "I" statements can help avoid blaming others.	True	False
4) Waiting for a calm time to talk shows respect.	True	False
5) Using friendly language helps solve the problem.	True	False

Questions

Write down questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) How does paraphrasing help in conflict?
2) What is one way to keep a conflict from getting worse?

Activity: Six Thinking Hats

Objective

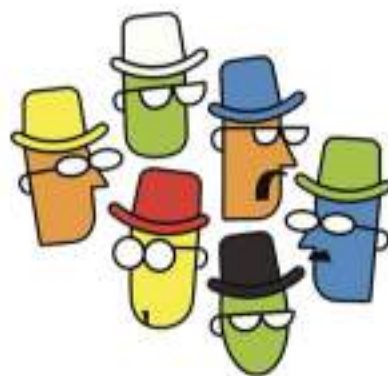
What are we learning about?

To explore how different thinking styles help us communicate more clearly and respectfully in difficult situations. We will practise looking at a conflict or misunderstanding from multiple angles—including facts, feelings, risks, and solutions—before reacting.

Materials

What will you need for the activity?

- Scenario Card (provided by your teacher)
- Six Thinking Hats template (provided)
- Markers or pens



Instructions

How will you complete the activity?

1. Work in small groups. Your teacher will give you one Scenario Card that describes a real-life communication challenge (e.g., a conflict, texting misunderstanding, or feeling left out).
2. In the centre of your "Thinking Hats" sheet, write the title: **"Communicating in Tough Situations"**
3. For each coloured hat, work together to respond using full sentences.
 - **White Hat:** What happened? What facts do we know?
 - **Blue Hat:** How can we fix this?
 - **Green Hat:** What are better ways to handle this next time?
 - **Yellow Hat:** What went well or could help next time?
 - **Black Hat:** What didn't go well? What made it worse?
 - **Red Hat:** How did people feel during the situation?
4. Decorate your hat sheet with images, words, or drawings to show your group's thinking.
5. Share your finished sheet with the class and discuss:
 - What did we learn about respectful communication and staying calm in tough moments?

Scenario Cards

Cut out the topics below.

Scenario

Group Project Gone Wrong

Two people in a group project didn't do their part, and one student had to finish everything alone the night before. The group argued during the presentation.

Text Message Misunderstanding

You sent a short message to your friend that was meant as a joke, but they took it seriously and got upset. Now they're ignoring you at school.

Left out of the group. A classmate ran out of a group sat at a different table and didn't invite them. Posted something online that sounded passive-aggressive.

Cheering Gone Too Far

At a school sports game, someone on your team yelled mean things at the other team while trying to cheer. A fight almost started.

Family Communication Clash

Your parent told you to clean your room, but you were in the middle of finishing homework. You snapped back, and now they're upset with your attitude.

Group Chat Drama
A private conversation happened in a group chat. People were taking sides and someone feels betrayed.

Partner Activity Conflict

You and a partner had different ideas for a class assignment. They wouldn't listen to your suggestions and insisted on doing it their way.

The Missing Belonging

Someone's favourite hoodie went missing in class. Accusations were made without proof, and people started blaming each other.

Name: _____

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Curriculum Connection
RB.4, RB.7



White Hat

What does this tell us?



Blue Hat

How can we fix this?



Green Hat

How can we innovate?



Black Hat

What could go wrong?



Red Hat

How do we feel?



What are the benefits?



PREVIEW

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.

Used each hat to explore different views



Discussed the tough situation respectfully



Everyone listened to each other



Communicated at school thoughtfully



Gained new ideas from solving problems



2) Which hat helped your group most with this discussion? Why?

3) What could your group do better if we did this activity again?

4) What's one thing you learned about handling tough conversations or conflicts?

Unit Test – Relationship Choices**Multiple Choice**

/10

1. What builds a healthy relationship? a) Being quiet to feel safe b) Setting fair boundaries c) Yelling when upset d) Ignoring problems	2. Which choice shows group unity? a) Excluding others b) Controlling group talk c) Celebrating diversity d) Following one leader only
3. What is good communication? a) Waiting for your turn b) Talking over others c) Interrupting when you have something to say d) Not listening	4. What is one role of a leader in a group? a) Dismissing feedback b) Encouraging all voices c) Making all decisions d) Choosing the best members
5. Which shows empathy? a) Telling someone to get over it b) Avoiding someone c) Making fun of emotions d) Listening with care	6. What builds trust in relationships? a) Breaking promises b) Being honest and consistent c) Comparing d) Manipulating others
7. What is one sign of a toxic friendship? a) Support and trust b) Helping each other c) Respecting your space d) Pressure to change who you are	8. What does ethical behavior mean? a) Cheating for a friend b) Doing what feels right for you only c) Making fair, honest choices d) Following the group
9. What helps solve conflict peacefully? a) Paraphrasing feelings b) Name-calling c) Blaming others d) Ignoring the issue	10. What shows self-respect in tough situations? a) Giving in under pressure b) Hiding your opinion c) Standing by your values d) Doing what's easiest

Define

Explain the following key parts of a healthy relationship:

Trust	_____

Respect	_____

Boundaries	_____

Identify

Which key part of a healthy relationship is shown in the scenarios below?

a) Trust	b) Respect	c) Boundaries	d) Communication
e) Listening	f) Support	g) Privacy	h) Fairness

	1) Sam politely says they're not ready to talk about it, and doesn't push them.
	2) Ava clearly tells her cousin that a joke they made was hurtful.
	3) Jamie tells Alex something very personal, and Alex keeps it private when others ask.
	4) Jordan gives their classmate space after they say they need time alone to cool down.
	5) Maya disagrees with her younger brother but still speaks kindly and avoids putting him down.
	6) Pat and Riley both take turns choosing the game they'll play instead of just one person deciding.
	7) Taylor notices their friend is feeling sad and checks in to see if they need help.
	8) Chris lets their friend explain their side during an argument without interrupting.


Long Answer

Answer the questions below.

1) Describe the difference between positive and negative self-talk. How can the way we talk to ourselves affect our relationships and how we communicate with others?

PREVIEW

2) List three ways to improve your self-talk. How can positive self-talk help you stay calm, speak up, and handle feedback?





Google Slides Lessons Preview





Alberta Health and Wellness

Life Learning Choices Unit – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

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
Instructions: Drag and drop 1 activity into each slot to make a balanced week day.

Time Slot	Activity
Early Morning	
Before School	
School Time	
After School	
Early Evening	
Dinner Time	
Evening	
Before Bed	

Finish homework	Study for a test
Watch YouTube or play games	Help around the house
Eat dinner with family	Text with friends
Scroll on social media	Do an homework or errand
Get 6-10 hours of sleep	Nap or take a short break
Go for a walk or jog	Watch a show with a sibling
Read or show for fun	Attend a class or school

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 – 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

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.

What Would You Choose?

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.

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



Alberta Health and Wellness

Life Learning Choices Unit – Grade 8

What Volunteering Can Teach You

Skills or Career Connections	Volunteering Examples
Builds communication and teaching skills for future educators	
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	

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

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

SMART Goals	
I want to be more organized.	
Walk my dog 20 minutes daily this month.	
Finish harder math tests.	
Organize my backpack every Friday for 6 weeks.	
I hope to be healthier.	

I want to improve my grades.
Write in my journal 5 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.

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



Workbook Preview



Grade 8 – Health Unit

Life Learning Choices

Learning Strategies		Students will use resources effectively to manage and explore life roles and career opportunities and challenges.
	Skill and Procedures	Pages
L8.1	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	6-15, 95-99
L8.2	Examine learning priorities, and implement a	16-26
L8.3	<p>Preview of 80 pages from this product that contains 137 pages total.</p>	
L8.4		
L8.5	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	50-61, 100, 102-104
L8.8	Investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media	62-78, 105-109
L8.7	Relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community	79-88
L8.8	Investigate the characteristics of a mentor, and practise mentorship in a group setting	89-94

NAME: _____

Life Learning Choices

PREVIEW



Creating Balance in a Busy Life

Why Balance Matters

Life can feel busy and even a little stressful. You have to manage homework, tests, family responsibilities, hobbies, and maybe even sports or volunteer work. If one area takes up too much of your time, the other areas can suffer. Creating balance helps you stay focused, healthy, and happier overall. Research shows that students who feel balanced are more likely to get enough sleep, have better concentration, and feel less overwhelmed during the school year.

When you lack balance, you might feel tired, moody, or stressed at school. Taking care of your mental and physical health means making time for both rest and work.

Areas to Manage in Life

Balance doesn't mean spending an equal amount of time on everything. It means using smart choices with your time and energy.

Here are five key areas to pay attention to:

- **Schoolwork** – Homework, class projects, and studying.
- **Family Time** – Meals, chores, and time spent talking or doing things together.
- **Rest and Sleep** – Teens need 8–10 hours of sleep to stay healthy.
- **Leisure Activities** – Reading, drawing, watching shows, or hanging out with friends.
- **Volunteering or Helping Others** – This builds leadership skills and a stronger sense of community.

If one of these takes over—for example, too much screen time or studying—you may begin to feel stressed, tired, or disconnected from others.

Time-Management Tools That Help

Good time management is one of the best ways to create balance. Studies show that students who use time-management tools are 20% more likely to complete homework on time and feel more confident. Helpful tools include:

- **Planners or Agendas** – Keep track of tasks, deadlines, and events.
- **Time Blocks** – Divide the day into sections to stay on track.
- **To-Do Lists** – Break big tasks into smaller, manageable steps.
- **Reminders and Alarms** – Set notifications so you don't forget important things.
- **Screen Time Limits** – Use phone settings or apps to control digital distractions.

Balance is something you build with practice. Using your time wisely helps you stay organized, reduce stress, and enjoy life more.



True or False

Is the statement true or false?

1) Sleep helps balance your energy.	True	False
2) Planners improve time use.	True	False
3) Only schoolwork matters for health.	True	False
4) Volunteering builds purpose.	True	False
5) A balanced life helps reduce stress and improve focus.	True	False

Habit Switch Identify unbalanced habits and rewrite them as better habits.

Unbalanced Habits	Healthier Balanced Habits

Questions

Answer the questions below.

1) Why is creating balance important for your health?

2) What tools can help you manage your time better?

Story: Time Management Skills for Teens

Running Out of Time

Jalen stared at the clock. It was only Tuesday, but he already felt behind on everything. Two late nights gaming, one forgotten assignment, and zero energy. He had gym in the morning, a social studies quiz in the afternoon, and his backpack felt like it weighed a ton.

"Maybe I should stop," Jalen muttered. "What's the point if I can't even finish my homework?"

That day in class, Ms. Chen handed out a time log worksheet. "Track how you spend your time each week," she said. The class groaned, but Jalen was curious. That night, he set a timer and tracked everything: homework, chores, his phone, and sleep.

By Thursday, the numbers shocked him:

- 3.5 hours a day on his phone, mostly watching videos and playing games
- Less than 6.5 hours of sleep per night, though he thought he needed 8-10 hours
- Only 1 hour total on homework all week

He felt exhausted, rushed, and like he was never getting any of it done. Ms. Chen wrote on the board:

"How you use your time shapes your success."

Then she introduced three tools:

1. **Prioritize Tasks** – Make a list of what needs to get done and mark what's most important.
2. **Use Timers** – The 25/5 rule helps: Work hard for 25 minutes, then take a 5-minute break.
3. **Limit Distractions** – Put your phone out of reach while working. It can improve focus by 30%.

Jalen decided to try it. That night, he used a timer to study for social studies. He finished in 40 minutes instead of 2 hours. He even got to bed by 9:30 and slept for 8.5 hours. The next day, he felt alert and ready. He passed his quiz and had energy left for soccer.

By Sunday, Jalen had finished all his homework, helped with chores, and even had time to game and relax. He wrote in his journal:

"Time used to control me. Now I control it. I still do fun stuff, but now I choose when."

Jalen learned that planning wasn't boring—it was powerful. His time mattered. So did his choices.



Questions

Answer the questions below.

1) What is one way you waste time that you've learned to manage better?

2) Why is it important to plan your time and set priorities?

True or False

Is the statement true or false?

1) Teens should get 8-10 hours of sleep a night.

True

False

2) Using a timer can help improve focus.

True

False

3) Checking your phone often helps you finish your work faster.

True

False

4) Prioritizing tasks means doing the easy ones first.

True

False

5) Planning your time can reduce stress.

True

False

Identify

Check the strategy you used or could use to stay on track after noticing stress.

<input type="checkbox"/>	Leave everything to last minute	<input type="checkbox"/>	Limit distractions	<input type="checkbox"/>	Make a daily list
<input type="checkbox"/>	Prioritize tasks	<input type="checkbox"/>	Scroll TikTok for hours	<input type="checkbox"/>	Get enough sleep
<input type="checkbox"/>	Stay organized	<input type="checkbox"/>	Use a timer	<input type="checkbox"/>	Multi-task with social media

Activity - Stoplight Priorities

Objective

What are we learning about?

To help students reflect on how they spend their time each day and sort their habits into priorities. Students will learn to recognize which activities support their health, learning, and goals—and which ones might be distractions or time-wasters.

Materials

What will you need for the activity?

- Stoplight Priorities worksheet
- Pen or pencil
- Highlighters or markers (optional)

TOP PRIORITY



Instructions

How will you complete the activity?

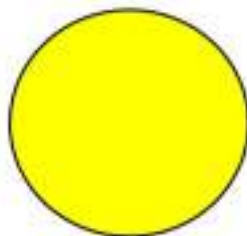
1. Think about how you spend your time on a typical school day. Include things like schoolwork, screen time, chores, hobbies, sleep, exercise, and downtime.
2. Use the Stoplight Priorities sheet to sort these activities by importance:
 - Red Circle (Very Important): Activities that support your health, learning, or personal growth (e.g., sleep, homework, eating well).
 - Yellow Circle (Moderately Important): Activities that are helpful but not always necessary (e.g., video games, texting friends, watching shows).
 - Green Circle (Least Important): Activities that take up time but don't support your goals or well-being (e.g., endless scrolling, procrastinating, or multitasking with distractions).
3. Write your activities in the boxes next to each coloured circle. Be honest—this is about how you *actually* spend your time, not how you *wish* you did.
4. After sorting, take a moment to reflect on what you notice and then complete the reflection page.

Stoplight Priorities

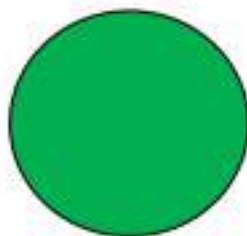
Very
Important



Moderately
Important



Least
Important



PREVIEW

Write

Describe how your daily time choices affect your stress, energy, and success. Use these questions to guide your explanation.

1. *What are the most important tasks you do each day and why do they matter?*
2. *What kinds of distractions make it hard for you to stay on track?*
3. *How does poor time management affect your sleep, mood, or energy?*
4. *What time management tools or habits have helped you feel more in control?*
5. *How can planning your time better improve your schoolwork or personal goals?*
6. *What small change you can make this week to manage your time more ?*

PREVIEW

Blog Post: Identifying Your Learning Priorities

What Should You Focus on First?

Date: July 2, 2025

Author: Maya Torres

4-minute read

Have you ever sat down to do your homework and wondered, "What should I start with?" That's where personal learning priorities come in. They help you decide what's most important for your learning—and how to use your time wisely and effectively.

Personal learning priorities are the subjects, skills, or tasks you choose to focus on first. These priorities are based on your interests, deadlines, and goals. For example, if you have a science project due, studying for that might take priority over reading a novel that's due later. If you've been falling behind in math, reviewing your notes might need to come first, even if you'd rather do something fun like art or gym.

Learning to set priorities isn't about ignoring the things you enjoy—it just means organizing your time so everything gets done without last-minute stress. When you know what needs your attention most, it's easier to stay on track and avoid distractions.

According to a 2022 Canadian Education Research study, students who regularly reflect on their learning goals are 30% more likely to complete assignments on time. Another study showed that teens who prioritize based on their goals stay focused longer—up to 40 minutes more per study session. Choosing to work carefully can actually help you learn more and feel less stressed.

To set your own learning priorities, try asking:

- What is due the soonest?
- What subjects do I struggle with the most?
- What are my short-term and long-term goals?

Your priorities might change every day—and that's okay! The key is to take control of your time, and take control of your learning. When you focus on what matters, you just get more done—you grow as a learner and set yourself up for success in school and in life.

Till next time,
Maya Torres

Comments:



Avery 17 | July 2, 2025

I agree! I always start with what's due soon.

Like Reply 6h ago



CodeZach88 | July 2, 2025

I think interest matters more and passion helps learning!

Like Reply 3h ago

Fill in the blanks

Complete the sentences below.

1) Learning priorities help you _____.	organize	finish
2) Goals give you _____.	distraction	direction
3) Deadlines help you avoid _____.	stress	procrastination
4) Important tasks build _____ management.	time	memory
5) Priorities are based on _____.	habits	goals

Questions

Write down any questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) How can identifying personal learning priorities help you succeed?

2) Why should we think about our interests and goals when planning our day?

Creating a Personal Learning Plan

Why You Need a Personal Learning Plan

A Personal Learning Plan (PLP) is a student's tool to take charge of their own learning. It helps organize schoolwork, set realistic goals, and break big tasks into smaller steps. Instead of just reacting to due dates and cramming before tests, a PLP allows students to plan ahead and manage their time wisely. This is especially useful in junior high, when assignments, responsibilities, and extracurriculars start to pile up all at once.

Students with learning plans are more likely to complete their assignments, feel confident, and stay motivated. A national survey by the Canadian Education Alliance in 2023 found that students with learning plans are 42% more likely to meet their academic goals. The report showed that these students felt 30% less overwhelmed during busy weeks. That means making a plan can reduce stress and boost performance over time.



What to Include in Your Learning Plan

A learning plan should be clear, flexible, and personalized to your goals. It's not just a to-do list—it's a tool to help you think ahead and stay organized throughout the school year.

Here are five key parts of a good Personal Learning Plan:

- **Goals** – Choose academic goals that are important to you. These can be short-term ("Finish my science homework early") or long-term ("Improve my public speaking skills this term").
- **Deadlines** – Add assignment due dates, test days, and school events. Knowing what's coming helps you prepare without last-minute panic.
- **Steps to Take** – Break big goals into small actions. For example, "Research on Monday," "Write outline Tuesday," "Edit Thursday."
- **Checkpoints** – Set times to review your progress. You can do this every Sunday or after completing a major task.
- **Flexibility** – Be ready to adjust your plan if something changes. It's okay to shift your schedule to stay on track.



Some students also colour-code subjects, set weekly reminders, or track how long tasks take to help with time management. Try what works best for you. A plan should support your learning—not stress you out. Even spending just 15 minutes a week updating it can make a big difference in your success.

True or False

Is the statement true or false?

1) A learning plan keeps you organized.	True	False
2) Goals don't matter if you know deadlines.	True	False
3) Planning helps manage your work.	True	False
4) Plans are only for long-term goals.	True	False
5) Reviewing goals helps you stay on track.	True	False

Multiple Choice Choose the letter of the best answer for each question.

1. What is a personal learning plan?		
A. A subject list	B. A learning tool	C. A daily schedule
2. Why is setting deadlines important?		
A. To avoid stress	B. To plan	C. To finish on time
3. What should your plan include?		
A. Fun apps	B. Due dates	C. Learning goals
4. What's a good habit when using a plan?		
A. Skip checking	B. Update it	C. Ignore it
5. Why should a plan be flexible?		
A. Things change	B. No reason	C. Less pressure

Explain

How does a learning plan help you manage time and reach goals?

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

Creating My Personal Learning Plan

Objective

What are we learning about?

To help students create a personalized learning plan that supports their goals, manages time effectively, and encourages responsibility for their academic progress.

Materials

What will you need for the activity?

- Blank paper
- Pens or pen
- Markers (optional)
- Ruler (optional)



Instructions

How will you complete this activity?

1. Begin by writing your name at the top of your plan.
2. Divide your page into four sections: "My Learning Goals", "Tasks and Deadlines", "Checkpoints", and "Motivation and Supports".
3. In "My Learning Goals", write 2-3 specific academic goals you want to achieve in the next month.
4. Under "Tasks and Deadlines", list the steps you'll take to reach your goal and when they need to be completed.
5. In the "Checkpoints" section, decide how you'll track your progress weekly and what success will look like.
6. Lastly, in "Motivation and Supports", write down what keeps you motivated (e.g., rewards, breaks, reminders) and who or what can help you stay on track (teachers, parents, tools, etc.).
7. You can decorate your plan with symbols, colours, or images that represent your goals if you'd like.

Name: _____

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My Personal Learning Plan



My Learning Goals



Tasks and Deadlines



Checkpoints



Additional Support

PREVIEW

Reflection

Answer the questions below.

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

Plan is neat and clearly organized



Learning goals are specific and realistic



Task timelines are clearly organized



Checkpoints and progress will be tracked



Motivations and support are clearly explained



2) What is one learning goal you wrote? What are you most excited to achieve? why?

3) How will the "Checkpoints" section help you stay on track with your goal?

4) What support or motivation do you think will help you succeed and why?

Exit Cards

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

Name: _____

What is one learning goal you set for yourself today. Why is this goal important for your personal growth?

Name: _____

What is one learning goal you set for yourself today. Why is this goal important for your personal growth?

Name: _____

What is one learning goal you set for yourself today. Why is this goal important for your personal growth?

Name: _____

What is one learning goal you set for yourself today. Why is this goal important for your personal growth?

Newspaper Article: Making Decisions with Ethics in Mind

Making Smart Choices: How Ethics Help Us Decide

Publish Date: June 24, 2025

Every day, teens make choices that affect their lives and the people around them. Some decisions are easy, like what to eat for lunch or what to wear. But others are harder, like whether to cheat on a test, lie to a friend, or post something online that might hurt someone. That's where ethical decisions come in.

Ethics means knowing what's right and wrong and using that knowledge to make good choices. One simple strategy that many schools now teach is called "Stop, Think, Choose." It helps students slow down and think through their actions before they do something they might regret.

"Teaching kids to pause before acting can prevent a lot of harm," said Dr. Priya Ramos, a school psychologist who works with middle school students in Alberta. "The 'Stop, Think, Choose' method builds self-control and helps students see the possible outcomes of their decisions." For example, imagine your friend sends you a photo of another student and asks you to share it.

If you **stop**, you give yourself a moment. If you **think**, you might ask: "Could this hurt someone? Is it kind? Could I get in trouble?" And then, you **choose**—hopefully, to protect others and act with care.

In a 2022 survey by MediaSmarts Canada, 38% of teens said they had shared something online they later regretted. When students learn to think ethically, they can avoid situations that damage friendships or their digital reputation.

Sometimes, the pressure to do what others are doing is strong. Grade 8 student Malik Johnson shared his experience: "Everyone else was cheating on the math quiz, and I felt like I had to. But I remembered what we talked about in class and chose not to. I was nervous, but it felt good knowing I did the right thing."

Studies show that teens who learn ethical decision-making are more likely to stand up for themselves and feel confident in their choices. A report from the Canadian Council on Learning found that students who use ethical models saw a decrease in bullying issues.

Ethical decisions aren't always easy, but practising models like "Stop, Think, Choose" can help students stay true to themselves.



Questions

Answer the questions below.

1) What does the phrase "Stop, Think, Choose" mean in your own words?

2) Why is it important to think before sharing something online?

True or False

State whether true or false?

1) Ethics is about knowing what is right and wrong.	True	False
2) Ethical choices can improve your friendships.	True	False
3) Thinking before acting builds self-control.	True	False
4) Teens never feel pressured to cheat on a test.	True	False
5) Schools that teach ethics saw fewer behaviour issues.	True	False

Word Search

Find the words in the wordsearch.

<input type="checkbox"/> Ethics	<input type="checkbox"/> Decide
<input type="checkbox"/> Choices	<input type="checkbox"/> Think
<input type="checkbox"/> Respect	<input type="checkbox"/> Online
<input type="checkbox"/> Honesty	<input type="checkbox"/> Pressure
<input type="checkbox"/> Integrity	<input type="checkbox"/> Trust
<input type="checkbox"/> Values	<input type="checkbox"/> Actions

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

Ethical Decision-Making Chart

Objective

What are we learning about?

To help students explore ethical decision-making using real-life situations. This activity builds awareness of values, encourages thinking before acting, and helps students choose actions that show respect, honesty, and responsibility.

Materials

What will you need for the activity?

- Ethical Decision-Making Chart worksheet
- Pencil or pen
- Scenarios provided by teacher or projected on board

**Instructions**

How will you complete the activity?

1. Choose one scenario from the scenario slips provided by the teacher.
2. Write the situation briefly at the top of your page.
3. List three possible choices someone could make in that situation. Write one choice in each of the boxes labeled "Choice 1," "Choice 2," and "Choice 3."
4. For each choice, complete the chart by filling in the following:
 - a. Actions Necessary – What steps would the person have to take?
 - b. Skills Needed – What character strengths or personal skills would they use (e.g., honesty, courage, communication)?
 - c. Positive Outcomes – What good things might happen as a result?
 - d. Negative Outcomes – What risks or consequences might happen?
 - e. What are you assuming? – What are you expecting to happen or guessing about others in the situation?
5. Be thoughtful and honest in your answers—there are no perfect choices, just different outcomes.
6. When finished, discuss your decision with a partner or reflect on which choice you would personally make and why.

Scenario Slips

Cut out the slips below.

The Missing Assignment

Your friend didn't do their assignment and begs you to send yours so they can copy it. They say it's just this once and they're really stressed. You don't want to get them—or yourself—in trouble, but you also don't want to let them down.

**Standing Up
or Staying Silent**

You overhear a classmate making rude jokes about someone's culture. You feel uncomfortable, but you're not sure if it's your place to speak up. You don't want to start drama but staying silent feels

Choosing Between Friends

Two of your best friends get into a big argument and start making threats to each other. Both want you to take their side. You don't want to be pressured to choose one, but you don't want to lose either friendship.

Social Media or Safety

You see a video of a student being bullied in a hallway and someone getting hurt. Another student recorded it and sent it to you. A group of friends dares you to post it on social media to "expose" the bully. It might help—but it could also hurt someone else.

Breaking a Promise

You promised your parent you wouldn't go on social media during the school week so you can focus on studying. But your friends are planning a big online group game and say it's "just one night" and everyone will be there.

Scenario Slips

Cut out the slips below.

**The Group Project
Credit**

You worked hard on a group project, but one member did almost nothing. When it's time to submit, they still want full credit. Your group is split—some say to include them to avoid conflict, others want to tell the teacher.

Texting

You find out something embarrassing about a classmate and tell a close friend in a private message. The next day, you hear others talking about it. Your friend says it "wasn't a big deal," but the classmate is clearly hurt.

Skipping for a Game

A new video game is released during school hours. Your friends want to stop being sick or ask to leave early. They pressure you to join and say it's just "one class, what's the big deal?"

Anonymous Tip

You know someone is vandalizing the school after hours. No one knows who's doing it, but you've seen it happen. Reporting it could stop the damage—but it might also cause problems for you if others find out.

**Letting a Rumour
Spread**

You hear a rumour that a student is being suspended for something serious. It's not true, but many people believe it. Your friends joke about it and keep repeating the story. You feel uncomfortable but don't want to be called "too serious" or "no fun."

Problem/Situation**Decision
Making
Chart****Choice 1:****Choice 2:****Choice 3:****Actions
Necessary****Skills
Needed****Positive
Outcomes****Negative
Outcomes****What are
you
assuming?****PREVIEW**

Reflection

Answer the questions below.

1) Draw two emojis that show how you felt before and after completing your decision-making chart. (Left = Before, Right = After)

2) Which part of the chart was most helpful for you to fill out and why?

3) What did you learn about yourself while thinking about your choices?

4) How can you use this activity to help you in real-life situations?

Story: Applying Ethics to Real-Life Situations

The Lost Phone Dilemma

Leila kicked at a pinecone as she and her friend Owen strolled home from school. The sidewalk buzzed with the noise of bikes, chatter, and the warm crunch of leaves. Suddenly, Owen stopped. "Hey—what's that?"



Leila bent down and picked it up. A phone. A brand-new smartphone, still warm from someone's hand. A message blinked on the screen: *Mom: Are you almost home?*

They exchanged looks. Owen tilted his head. "Should we... keep it?"

Leila's heart beat faster. "I don't know. It's not ours."

"It's not a phone," Owen said. "We could wipe it, use it for games."

Leila's teacher's words echoed in her head: *"Ethics means doing the right thing, even when it's hard, and even when no one is watching."* She knew this wasn't just a phone. It had someone's photos, contacts, maybe even homework. In fact, over 60% of Canadian kids aged 13 and older own a smartphone and losing one can be stressful.

"We can't keep it," Leila said firmly. "What if this was reported to a corner store and asked if anyone reported a missing phone. They'd look at us and say, 'Nope. You can leave it here, though.'"

Leila bit her lip. "What if we try calling 'Mom'?" Owen shrugged. "We can try."

When the phone rang, a panicked voice picked up. "Hello?! Who is this?" Leila smiled. "Hi, we found this phone on the sidewalk..."

The voice sighed with relief. "Thank you! It's my daughter Sophie's. She's been crying all afternoon."

A few minutes later, they met at the park. Sophie, red-eyed and quiet, clutched the phone like it was treasure. "Thank you," she whispered.

Sophie's mom teared up. "Most kids wouldn't have done this. You've got good hearts." As they walked home, Owen bumped Leila's shoulder. "I'm glad we did the right thing." Leila grinned. "Yeah. Honestly? It feels kind of awesome."

Studies show that making ethical choices builds trust and confidence. That day, Leila and Owen didn't just return a phone. They chose to be the kind of people who do what's right—even when it's not easy.

True or False

Is the statement true or false?

1) Ethical choices only matter in big situations.	True	False
2) Responsibility means owning up to your actions.	True	False
3) Peer pressure can make ethical choices harder.	True	False
4) It's okay to lie if no one finds out.	True	False
5) Values guide how we act every day.	True	False

List _____ are most important when facing a tough choice and explain

1.	
2.	
3.	

Questions

Answer the questions below.

1) What does it mean to act ethically in real life?

2) What is one value that helps guide your decisions? Give an example.

Role Play - Ethics in Everyday Choices

Objective

What are we learning about?

To help students recognize how values like honesty, fairness, and responsibility influence real-life choices, and to practise ethical decision-making through role play.

Materials

What will you need for the activity?

- Printed scenario cards showing common ethical dilemmas
- A safe classroom space for acting
- Optional: basic props (e.g., hat, coat, book, mirror, backpack)



Instructions

How will you complete the activity?

1. Divide students into small groups of 3-4.
2. Give each group a scenario card showing a real-life ethical situation with multiple outcomes.
3. Students prepare a short skit with two versions:
 - a. The unethical choice
 - b. The ethical choice guided by honesty, fairness, or responsibility
4. Groups act out both scenes using voice, body language, and optional props.
5. After performing, groups explain:
 - a. What ethical value was challenged
 - b. What influenced the decision
 - c. What could happen in each version
6. As a class, discuss how small decisions reflect values and how to apply ethical thinking daily.

Scenario Cards

Cut out the card below.

Lost Wallet

You're walking down the hallway and spot a wallet on the ground. Inside are some bills and a student ID card. You're late for class, and no one else is around. You wonder if you should return it, keep the cash, or pretend you never saw it.

Classmate's Cheating

Before a math test, your friend texts you the answers, saying, "Just in case you need them." You're nervous because you didn't study much. You know it's wrong, but it would help your grade.

Lunchroom Exclusion

A new student joins your table, but your friends make excuses to leave and move away, leaving them alone. You feel awkward. Do you try to include the student, but you're worried your friends might turn on you.

Group Project Slacker

Your group is working on a science presentation. One member hasn't completed their part but wants their name on the final project. Do you tell the teacher or just let it go?

Found a Phone

You find a phone on the bench outside. It's unlocked, and you're curious about the owner. You think about turning it in, but your friend says, "Let's see if there's anything interesting first."

Fake Sick Day

There's a big group presentation today, but you didn't finish your part. You pretend to be sick so you can skip school. Your group is now struggling without you, and they might get a lower grade.

Unfair Advantage

You overhear a teacher giving extra help and hints for the test to a student who is also their neighbour. You know it's not fair, but you're not sure if speaking up is the right thing to do.

Scenario Cards

Cut out the card below.

Borrowed Without Asking

During gym, your phone dies. You grab your friend's charger from their backpack without asking. Later, they're upset because they were looking for it during class and thought it was stolen.

H

Rumour Spread

Your best friend asks you to lie to the teacher and say they were with you at lunch, even though they skipped class. You don't want them to get in trouble but lying feels wrong.

Vandalism Witness

You hear a rumour about a student dating someone else. The rumour is spreading fast. You're tempted to share it with your friends, especially when your friends keep asking if it's true.

Stealing for a Friend

You walk into the bathroom and see another student writing graffiti on the wall. You're caught and say, "Don't say anything, or I'll get in trouble next time." You're quietly unsure if you should tell a teacher.

Skiping Homework

At the corner store after school, you see a friend who asks you to take a candy bar and says, "They won't notice." You know stealing is wrong, but you don't want to look scared or uncool.

Exaggerating Online

You forgot to do your English homework. Right before class, a classmate offers to let you copy theirs quickly. You're torn between saving your grade or being honest.

You post a photo from a fun weekend with your cousins, but you write that you were on a trip to the mountains, even though you weren't. Everyone starts commenting about how lucky and cool you are.

Blog Post: Setting Goals for High School

Why Goal-Setting Matters

Date: July 3, 2025

Author: Nathalie Gibbs

4-minute read

Thinking about high school might feel far away, but it's actually the perfect time to start setting goals for your future. Goals help you figure out what you enjoy, what you're good at, and what you might want to improve. They give you direction and purpose — and can even boost your confidence.

Studies show that students who set goals are 33% more likely to stay motivated and do better in school. Do you dream of becoming a veterinarian, a game developer, a chef, or an artist, or maybe something else? Think about the choices you make now. Start by asking yourself a few questions: What are my favorite subjects? What kind of activities make me feel excited or proud? Do I like solving problems, building things, or helping others?

Don't worry if you don't know yet. Exploring different interests is part of the journey, and every new experience teaches you something about yourself. Even small goals—like improving your study habits or trying a new hobby—can build confidence and momentum.

In high school, the courses you take can open up new doors for your future. For example, if you're interested in health care, taking science courses like biology and chemistry. If you're interested in the skilled trades, taking classes in construction, design, or mechanics. These early steps can help prepare you for college, or apprenticeship programs.

Did you know that over 75% of new jobs in Canada require some kind of post-secondary training or education? That's why it's helpful to start thinking about your future now — even if you're not completely sure yet.

The best goals are SMART: Specific, Measurable, Achievable, Relevant, and Time-bound. Remember: your goals can grow and change as you do. The important thing is starting the journey with a plan.

Till next time,
Nathalie Gibbs

Comments:



Jamie 20 | July 3, 2025

Totally agree! I set a goal to volunteer at an animal shelter, and now I want to be a vet. Goals really help!

Like Reply 10h ago



Taylor | July 3, 2025

I'm not sure it's that useful. The Canadian Education Association says 45% of students change career paths later. Maybe we should wait.

Like Reply 9h ago

Activity - Goal Setting

Objective

What are we learning about?

Students will learn how to set a personal goal that is Specific, Measurable, Achievable, Relevant, and Time-bound. They will reflect on the supports and barriers to reaching their goal and plan the steps to achieve it.

Materials

What will you need for the activity?

- Goal Setting Worksheet (provided)
- Pen or pencil
- Optional: Highlighters or colored pencils



Instructions

How will you complete this activity?

1. In the "Goal" section at the top of the worksheet, write down one SMART goal you want to work on. This could be something related to school (e.g., improving a subject grade), a personal habit (e.g., exercising regularly), or a skill (e.g., learning to play an instrument).
2. In the "Steps To Reach My Goal" section, write down at least three small actions you will take to work toward your goal. These should be realistic and detailed steps. Example: "Study 20 minutes every night for math" or "Exercise 3 times a week."
3. In the "Things I Should Avoid" box, list any habits, distractions, or behaviours that could stop you from reaching your goal. Be honest.
4. In the "People Who Can Support Me" box, write the names of people you can talk to or ask for help. This could be a parent, teacher, coach, sibling, or friend. Support is an important part of staying motivated.
5. At the bottom of the page, write the date by which you aim to complete your goal. Make sure it's realistic.
6. You may share your goal with a classmate or teacher for feedback and suggestions.

Name: _____

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My Goal

Steps To Reach My Goal

1)	
2)	
3)	
4)	
5)	

Things I Should Avoid

People Who Can Support Me

Date To Achieve My Goal By:

--

Reflection

Answer the questions below.

1) What did you learn about yourself while creating your goal?

2) Why is it important for a goal to be realistic and have a clear deadline?

3) Who helped you stay on track with your goal and how did they support you?

4) If you could change one part of your goal, what would you change and why?

5) How can you use goal-setting in other parts of your life, like relationships or hobbies?

Turning Interests Into Career Goals

Why Your Interests Matter

Understanding what you enjoy doing is a powerful way to start planning your future. Your hobbies and interests can be clues to a job or career you might enjoy as an adult. For example, if you love drawing, you might enjoy working as a graphic designer, animator, or architect. If you enjoy being active and helping others, a career in physiotherapy or coaching could be a fit.

This is where self-knowledge becomes important. Self-knowledge means knowing your strengths, personality, and values. The better you understand yourself, the easier it is to make choices that match who you are. Students who reflect on their interests often feel motivated and confident about their future. Studies show that people who choose jobs based on their interests are more likely to be satisfied at work.

From Hobby to Career

You might wonder how a hobby like playing video games can turn into a real job. It can! There are jobs in game design, programming, sound design, storytelling, and even marketing and testing new games. For example, if you love strategy games, you might become a software engineer or app developer. Even watching sports could lead to careers in sports journalism, athletic training, or event planning.

Careers That Match Common Interests

- Loves animals – veterinarian, animal trainer, marine biologist
- Enjoys video games – game developer, coder, software tester
- Likes helping others – nurse, teacher, therapist
- Enjoys talking and performing – actor, lawyer, broadcaster
- Loves solving puzzles – engineer, detective, researcher
- Likes building or fixing things – carpenter, mechanic, robotics technician
- Enjoys writing or journaling – author, journalist, editor
- Enjoys social media – content creator, social media manager, digital marketer

Helpful Facts

- A 2023 Canadian student survey found that 68% of teens said their hobbies helped them decide what careers to explore.
- Jobs that match your interests can make you 2.5 times more likely to be engaged at work, according to career research.
- In Canada, more than 30% of high school students change their first career choice after learning more about themselves and their interests.

Paying attention to what excites you is the first step toward making a career plan that fits. Your hobbies today might shape your job tomorrow.



True or False

Is the statement true or false?

1) Hobbies can help you choose a career.	True	False
2) Gamers can't turn gaming into a job.	True	False
3) Liking your job has nothing to do with interests.	True	False
4) Self-knowledge means knowing your strengths.	True	False
5) Many teens change their first career choice.	True	False

Matching

Match the interest to the correct career group.

Likes video games	<input type="checkbox"/>	<input type="checkbox"/>	Game developer, coder
Enjoys acting or performing	<input type="checkbox"/>	<input type="checkbox"/>	Actor, lawyer, broadcaster
Likes helping others	<input type="checkbox"/>	<input type="checkbox"/>	Nurse, teacher, therapist
Enjoys talking and performing	<input type="checkbox"/>	<input type="checkbox"/>	Veterinarian, animal trainer
Loves solving puzzles	<input type="checkbox"/>	<input type="checkbox"/>	Content creator, digital marketer
Likes building or fixing things	<input type="checkbox"/>	<input type="checkbox"/>	Writer, journalist, editor
Enjoys writing or journaling	<input type="checkbox"/>	<input type="checkbox"/>	Engineer, detective, researcher
Enjoys social media	<input type="checkbox"/>	<input type="checkbox"/>	IT specialist, computer technician

This or That

Circle the career you'd rather explore from each pair. Then, write one sentence explaining why you chose it.

Careers	Explanation
1) Teacher or Veterinarian	
2) Artist or Engineer	
3) Chef or Photographer	
4) Paramedic or Librarian	

Activity – Passion to Profession Map

Objective

What are we learning about?

To help students explore how their interests, hobbies, and personal strengths can connect to future careers, and to identify areas they can improve to reach their goals.

Material

What will you need for the activity?

- A printed Passion to Profession Map
- Pencils or pens
- Crayons or coloured pencils (optional)



Instructions

How will you complete this activity?

1. Think about the activities you enjoy doing most.
2. In the "3 Favourite Activities" sections at the top, write down your top three hobbies or interests.
3. Look at what those hobbies say about your strengths. In the "Skills" section, write at least one skill you've developed from each activity and one possible career area that connects to it.
4. In the "Areas of Improvement" boxes, list three things you need to get better at or learn more about in order to be successful in those careers.
5. In the "Career Experience" section, write about a real-life experience you've had (school project, club, volunteer work, etc.) and the skills you learned from it.
6. Share your worksheet with a partner and discuss one career that interests you and why.

Self-Awareness

3 Favourite Activities

3 Favourite Activities

3 Favourite Activities

My Ability

My Ability	Possible Career Area

Areas of Improvement

Area 1	Area 2	Area 3

Career Experience

Experience	Skills I Gained

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) Your hobbies can connect to careers.	True	False
2) Only adults plan careers.	True	False
3) Knowing yourself helps in choosing a job.	True	False
4) Money is the only thing that matters.	True	False

Name: _____

Is the statement true or false?

1) Your hobbies can connect to careers.	True	False
2) Only adults plan careers.	True	False
3) Knowing yourself helps in choosing a job.	True	False
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Name: _____

Is the statement true or false?

1) Your hobbies can connect to careers.	True	False
2) Only adults plan careers.	True	False
3) Knowing yourself helps in choosing a job.	True	False
4) Money is the only thing that matters.	True	False

Blog Post: Matching Skills to Career Paths

Your Skills Today, Your Career Tomorrow

Date: July 4, 2025

Author: Devon Parker

4-minute read

Did you know that the things you're good at now could be a clue to your future career? Matching your current skills to real-life jobs is one of the first steps in building your future. It's called career mapping, and you don't need to wait until high school to get started.

Think about the things you enjoy or do well. If you're good at explaining things, helping classmates, or speaking clearly, you likely have strong communication skills. These skills are important for careers like teaching, nursing, customer service, or public speaking. If you enjoy drawing, painting, or filming videos, you may be a creative thinker. Creative careers include the arts, design, advertising, and entertainment. If you love building things, or figuring out how things work, your skills fit technical jobs like carpentry, electrical work, or mechanics.

You might also be good at teaming up to solve problems, or staying calm in pressure-filled moments—skills that can help you in any career path. These talents make you dependable and adaptable, qualities that employers really value.

In Canada, jobs are grouped into four major clusters. Health Science careers include doctors, nurses, and paramedics. Business careers include accountants and sales. Skilled Trades careers include welders, electricians, and carpenters who build, fix, and maintain important parts of our communities. Arts and Communication careers include writers, graphic designers, actors, and video editors who use creativity to tell stories.

According to the Canadian Apprenticeship Forum, more than 1 million tradespeople will be needed across Canada by 2028.

That means hands-on work is not only valuable—it's in demand. One of the best steps is recognizing your strengths now and exploring how they can grow into the career you're building your future one skill at a time!

Till next time,
Devon Parker

Comments:



JanelleC | July 4, 2025

This was helpful! I didn't know trades were so needed.

Like Reply 4h ago



Marcus07 | July 4, 2025

I'm not so sure. Creative jobs can be tough to find, and many artists earn below average in Canada.

Like Reply 3h ago

True or False

Is the statement true or false?

1) The skills you have now can connect to future jobs.	True	False
2) Creative jobs are only hobbies and have no real career options.	True	False
3) Trades and technical jobs are in high demand in Canada.	True	False
4) Communication is not an important job skill.	True	False
5) Career help group similar types of jobs.	True	False

Tips List

Write down tips you would give to a friend to help them explore their strengths and use their skills to possible career paths.

1)

2)

3)

Visualizing

Draw a visual of yourself doing a future job you'd enjoy. Explain why you chose this job.

Activity – Career Cluster Cube

Objective

What are we learning about?

To explore six career clusters by connecting each one to a personal skill and a related job. This activity builds self-awareness and helps students see how their strengths relate to real-world careers.

Materials: What do you need for the activity?

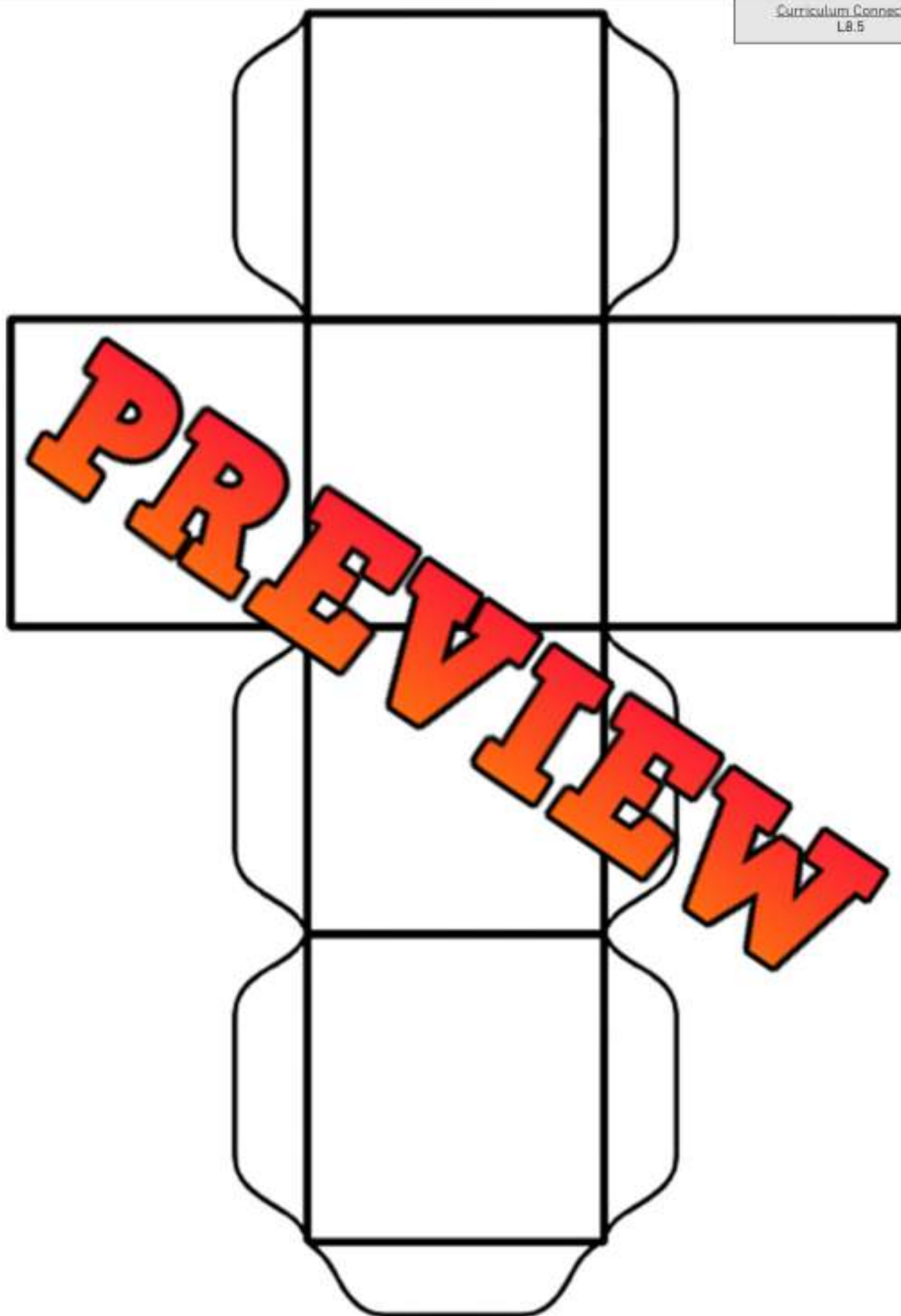
- Printed cube template (page 60)
- Scissors
- Glue or tape
- Pencil, colouring materials



Instructions

How will you complete the activity?

1. Cut out the cube template carefully along the solid lines.
2. On each of the six sides, write the name of one career cluster: Health Science, Agriculture, Manufacturing, Trades, Technology, Arts and Communication, Education, and Business.
3. Under each cluster name, write one skill that is important for success in that field.
4. Then, write the name of one career that matches the skill and cluster (e.g., under Health Science: "Skill – Compassion | Job – Nurse").
5. Add a simple drawing or symbol that represents each job or cluster.
6. Fold along the lines, then glue or tape the edges to build your cube.
7. Decorate your cube with colour and care—make it neat and creative.
8. Share your finished cube in a small group and explain one skill and job you included.



Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) about your cluster career cube.

Write two strengths and one weakness of your cluster career cube.

PREVIEW



Newspaper Article: Researching Career Options Online

Canadians Turn to Online Tools to Navigate Career Changes in 2025

Publish Date: June 24, 2025

OTTAWA, ON — In a digital age shaped by rapid change and economic shifts, more Canadians than ever are turning to online government resources to guide their career decisions.

According to new data released by Employment and Social Development Canada (ESDC), the Job Bank and ALIS (Alberta Labour Information System) received over 5 million unique visits in the first half of 2025, a 25% increase compared to last year. Meanwhile, Alberta's ALIS site reported a surge in traffic from both students and adults exploring post-pandemic career opportunities, retraining programs, and high-demand sectors.

"We're seeing a major spike in searches for roles in healthcare, clean energy, and technology," said Emily Chou, a policy analyst at ESDC. "People are using tools like salary lookups, job outlook charts, and career quizzes more than ever. It shows a real hunger for informed decision-making."

Job seekers are using filters to compare industries by average pay, regional demand, and required education. These platforms have also added features to help users find micro-credentials, short-term certifications, and apprenticeships—especially helpful for those switching careers mid-life.



26-year-old Liam Grenier, a former restaurant manager from Calgary, used ALIS earlier this year to find his new path in environmental engineering. "I didn't know where to begin. Then I typed in 'green jobs' and found out about college programs I'd never even heard of. The planning tools gave me a plan—and helped me decide if I was ready."

Many schools and career centres now incorporate the Job Bank and ALIS into their programs for high schoolers, new immigrants, and unemployed workers. "These are free, government-backed tools," says Chou. "Janelle Dupuis, a career coach, adds, "They're unbiased, and updated with real labour data. In a world full of flashy job ads and influencer hype, this is reliable information people can trust."

In 2025, with automation and AI changing the job landscape, experts say digital career literacy is no longer optional. "Knowing how to research job options online is a life skill," Dupuis added. "The sooner people learn to use these tools, the better prepared they'll be for a changing workforce."

Fill in the blanks

Complete the sentences below.

1) Alberta ALIS helps students explore future _____.	careers	education
2) You can use _____ like "nurse" or "mechanic" to search.	keywords	skills
3) The Job Bank shows _____ you need for each career.	salary	training
4) A job description explains what someone does in a _____.	career	day
5) Career tools show which _____ are expected to grow.	salaries	fields

Question Answer the questions below.

1) How do websites like Alberta ALIS and Job Bank help you plan your future?

2) What are some things you can find out when researching a career online?

Identify

Choose the tool or feature best suited for each career question below.

A) Salary Lookup	B) Career Quiz	C) Education Pathways
D) Labour Demand	E) Regional Demand	F) Job Description

1)	What skills or training do I need to become a welder?
2)	What courses should I take for a career in trades?
3)	What does a video game developer earn in Alberta?
4)	What job suits my interests and hobbies?
5)	Where are the most job openings for nurses?

Case Study: Learning From Real People in Real Jobs

Interviewing a Firefighter in Fort McMurray

During Fire Prevention Week, a Grade 8 class from Fort McMurray had a special opportunity to speak with Captain Selena Tran, a senior firefighter with over 15 years of experience. The visit was organized as part of their career education program, aiming to help students learn about different professions in their communities. The class had prepared questions in advance, but no one expected the powerful and eye-opening conversation that would follow.



Captain Tran began by sharing her story of what it was like during the 2016 Fort McMurray wildfire. She described how she was evacuated and how the fire grew so fast that entire neighborhoods were destroyed. What struck the students most was how calm and focused she remained while leading teams through dangerous rescue efforts. "That even changed everything about how we plan, how we train, and how we educate people," she told the class. She explained that firefighting isn't only about fighting fires—it's about protecting communities before emergencies happen.

Students asked questions about her training, including how long she took, how long she trained, and whether she ever felt scared. Captain Tran answered honestly, saying that emotional resilience and teamwork were as important as physical fitness. She said, "You don't do this work alone. You have to trust your team with your life." Her words made a big impression on students, especially when she talked about working long hours during emergencies and staying calm under pressure.

By the end of the session, many students said they had a completely different view of firefighting. Some who had never considered emergency services as a career were now inspired by her story. The visit taught them how real-world experiences can reveal the values behind a career—like bravery, care for others, and responsibility. One student wrote in a journal reflection, "I used to think firefighters just sprayed water. Now I see they're leaders who protect people in more ways than I imagined." This real-life conversation helped students understand how careers are more than job titles—they're stories of service and strength.

True or False

Is the statement true or false?

1) Talking to workers teaches us about real jobs.	True	False
2) TV shows give an accurate view of careers.	True	False
3) Job talks help you plan your future.	True	False
4) Virtual talks don't teach anything helpful.	True	False
5) Real stories make choosing jobs easier.	True	False

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

1. Why talk to workers about the job?		
A. Free stuff	B. See the job	C. Skip class
2. What could you ask in a job talk?		
A. Pay ranges	B. How long the job is	C. What they do on vacation
3. What do job talks often show?		
A. School dress code	B. Daily tasks	C. How to get time off
4. How can job stories help?		
A. Pick better jobs	B. Avoid work	C. Get more time off
5. Why learn from real workers?		
A. Get hired now	B. Hear the facts about the job	C. Get sold on a career

Explain

How does hearing from real people help with career ideas?

Exit Cards

Cut Out

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

Name: _____

Would you trust this advice about jobs?

1) Follow your passion, says a family member.	Yes	No
2) A celebrity says the job is easy and you'll get rich.	Yes	No
3) A counsellor explains the training needed.	Yes	No
4) A worker shares real job challenges.	Yes	No

Name: _____

Would you trust this advice about jobs?

1) Follow your passion, says a family member.	Yes	No
2) A celebrity says the job is easy and you'll get rich.	Yes	No
3) A counsellor explains the training needed.	Yes	No
4) A worker shares real job challenges.	Yes	No

Name: _____

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Name: _____

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2) A celebrity says the job is easy and you'll get rich.	Yes	No
3) A counsellor explains the training needed.	Yes	No
4) A worker shares real job challenges.	Yes	No

Understanding the Role of Media in Career Planning

Media's Powerful Influence

We see media everywhere—on YouTube, TikTok, Netflix, Instagram, and even in ads. All of these sources can affect the way students think about careers. They might make certain jobs look exciting or glamorous, while ignoring others that are just as important. For example:

1. In one study, 1 in 3 teens said they were interested in becoming a YouTube influencer.
1. However, only 0.5% of content creators earn a full-time living from it.



Movies often show glamorous lives on popular jobs like athletes, doctors, lawyers, and singers. But these stories ignore the training, effort, and time it takes to get there.

How Stereotypes Shape Our Thoughts

Media doesn't just show careers—it shows who is doing them. That's where stereotypes can come in. A stereotype is a fixed idea about people or jobs. These messages can shape what students believe they can or cannot do.

Common media stereotypes include:

1. Men are shown as engineers, mechanics, and business leaders.
2. Women are often shown as nurses, teachers, or stay-at-home moms.
3. Trades jobs (like welders or electricians) are rarely shown in a positive way.
4. Jobs in science, math, and politics are shown as too hard for certain people.

When students see these patterns over and over, it makes them think that's all that's possible for themselves.

What You Can Do

Being aware of how media affects your thoughts is the first step to making better career choices. Use these strategies to think critically:

1. Ask yourself: "Does this job look real or exaggerated?"
2. Pay attention to who is shown doing the job—does it include people like you?
3. Use real resources like:
 - a. alis.alberta.ca for Alberta-specific career info
 - b. jobbank.gc.ca for job stats, wages, and education info
4. Talk to real people working in careers you're curious about.
5. Watch or listen to career interviews or job shadow videos online from trusted sources.
6. Keep your mind open to jobs that may not get much media attention but are important and growing.

By learning to question what you see in media, you can plan a future based on truth—not just what's trending.

True or False

Is the statement true or false?

1) Media can influence career interests and goals.	True	False
2) Most content creators earn a full-time income.	True	False
3) Stereotypes in media can limit student choices.	True	False
4) TV shows always show the hard work behind careers.	True	False
5) Girls are rarely shown in science-related careers.	True	False

Identify the statements that sound like media hype, and a ✓ beside ones that sound realistic.

	1) Becoming a famous YouTuber is easy money!
	2) You can turn a hobby into a career if you plan carefully.
	3) All famous people have a secret.
	4) Most tradespeople earn good money and are in demand.
	5) Only celebrities have important jobs.

Questions

Answer the questions below.

1) Why can media like TikTok or YouTube affect how students view careers?

2) How can real-life career websites help you make better decisions?

Activity: High School Career Planner

Objective

What are we learning about?

To help students reflect on their goals, interests, and personal strengths in order to create a personalized career plan.

Materials

What will you need for the activity?

- Career Planning Worksheet (provided)
- Pens/Pencils

- 
- ☒ PORTFOLIO
 - ☒ JOB
 - ☐ CAREER PLAN?

Instructions

What will you do to complete the activity?

1. Distribute the Career Planning Worksheet to each student.
2. Explain that this worksheet will help them think deeply about what kind of job or career might suit them in the future.
3. Read aloud or review each section with the class to ensure they understand what to write:
 - a. **What Interests You?** - Consider your hobbies, interests, and activities. What topics or areas genuinely interest you?
 - b. **Skills Check** - Reflect on your existing skills. What are you good at? Are there specific talents or abilities you'd like to develop?
 - c. **Dream Job** - Imagine your ideal job. What does it involve? What tasks would you love to do every day?
 - d. **Education Path** - Research the educational requirements for your chosen career.
 - e. **Work Environment** - Think about where you'd like to work. Do you prefer an office, outdoors, or a mix of both?
 - f. **Challenges and Rewards** - Every career has its ups and downs. What challenges are you willing to face? What rewards matter most to you?
 - g. **Plan B** - Sometimes our initial plans change. What's your backup plan?
4. Give students enough time to thoughtfully complete each section.
5. Once finished, have students partner up and share one or two answers from their worksheet with a classmate.

Name: _____

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Curriculum Connection
L8.6

My Career Plan

What Interests You?

Skills Check

Education Path

Work Environment

Changes and Rewards

Plan B

Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) about your career plan.

Write two strengths and one weakness of your career plan.

PREVIEW



Blog Post: Volunteer Opportunities That Match Your Strengths**How Volunteering Builds Skills, Confidence, and Your Future**

Date: July 4, 2025

Author: Jordan Reyes

4-minute read

Volunteering isn't just about helping others—it's also a great way to build confidence, explore your interests, and discover what you're good at. In Canada, over 50% of youth aged 15–24 take part in some type of volunteer work each year, according to Statistics Canada. But how do you know where to start?

Think about what you're already good at. If you enjoy school subjects like math or reading, you might help younger students. If you're patient and kind, volunteering at a daycare or nursing home could be a good fit. Love animals? Shelters and rescue centers often need help feeding dogs, cleaning cages, or even fundraising. If you're creative, consider helping design a logo for a local cause or designing posters for a community event.

Volunteering also teaches skills that are important for future jobs. The Canadian Volunteer Centre Network says that 70% of organizations believe volunteering leads to employment. When you volunteer, you learn teamwork, time management, and communication—skills that look great on a resume. In fact, a 2023 Youth Volunteer Study found that young people with volunteer experience were 27% more likely to land a full-time job.

Volunteering can also help you discover careers you didn't consider before. Helping at a community garden might spark an interest in environmental science. Assisting at a senior center could make you think about nursing or social work. These hands-on experiences give you a chance to "test drive" jobs and guide your future choices in high school. You don't have to do something huge to make a difference. Even just spending a few hours a week can help others and help you grow. Check local schools, libraries, food banks, or [VolunteerConnector.org](https://www.volunteerconnector.org) to get started.

Till next time,
Jordan Reyes

Comments:

Joseph Mayson | July 4, 2025

I love this! I started helping at my local library and now I want to be a teacher.

Like Reply 10h ago



Nathalie M | July 4, 2025

I think volunteering is good, but not everyone has time. Stats say teens already have over 30 hours of homework and activities each week.

Like Reply 7h ago

Fill in the blanks

Complete the sentences below.

1) Volunteering helps build _____.	confidence	money
2) You should match volunteering with your _____.	schedule	strengths
3) Animal shelters often need help with _____.	cleaning	sports events
4) Helping others builds skills like _____.	teamwork	reading
5) Volunteering teaches: _____.	dependence	time management

Question 1 Write two questions you have about the text.



Questions

Answer the questions below.

1) What is one personal strength you have that could be useful in a volunteer job?

2) Why is it important to match your interests with a volunteer job?

Story: The Benefits of Volunteering as a Teen

Mia's Saturday Mission

Every Saturday morning, Mia laced up her sneakers, packed a notebook in her backpack, and biked to the neighbourhood food bank. She wasn't getting paid. She wasn't doing it for a school mark. She was volunteering—because it mattered.



Mia was 13 and had started volunteering after reading an article in class that said over 1 in 4 food bank users in Canada are children and youth. That fact stayed with her all week. "If kids need help, I should help," she told her parents. They smiled and helped her sign up. At first, she felt nervous what she made a mistake or didn't know what to do? But the supervisor, Mrs. Elaine, patiently showed her how to sort cans, greet visitors with respect, and organize food items.

Soon, she was an experienced volunteer. She showed them how to label and gently speak with people who needed help. Mia was surprised at how much she was learning.

Volunteering didn't just help others—it helped Mia, too. She became confident when talking to adults. She got better at working in a team. She learned to stay calm when the food bank got really busy. "You've got great skills!" Mrs. Elaine told her one day. That made Mia beam.

According to *Volunteer Canada*, volunteering helps teens build important skills like communication, leadership, teamwork, and time management. It also looks great on a resume or school application. Mia's teacher even suggested she add it to her school portfolio. "It shows you care about your community," he said.

One Saturday, a little boy handed Mia a crumpled thank-you note. "You helped my family," it read. Mia read it twice and tucked it into her notebook. That note meant more than any award. In Canada, more than 50% of youth aged 15–24 volunteer each year. They help in schools, animal shelters, parks, hospitals, and more. Mia didn't realize it at first, but she was now part of that statistic—and proud of it.

Volunteering had become her mission. And it had changed her too. Would you try it? You never know how much you'll learn until you begin.

Visualizing

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

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

Would You Rather

Read two "Would You Rather..." questions below and choose one and explain your answer.

1. Would you rather volunteer at an animal shelter or a children's reading program?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. Would you rather plan a fundraising event or help clean up a park?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

True or False

Is the statement true or false?

1) Volunteering helps improve leadership skills.	True	False
2) Helping others can boost your self-confidence.	True	False
3) Teens cannot include volunteer work on a resume.	True	False
4) Only adults benefit from volunteering experiences.	True	False
5) Volunteering is a way to give back to others.	True	False

Newspaper Article: Exploring the Roles of a Mentor

Local Grade 8 Students Step Up as Mentors at Elmwood Middle School

ELMWOOD, AB — In a surprising turn of events at Elmwood Middle School this fall, Grade 8 students aren't just hitting the books—they're becoming mentors. A new peer-mentor program launched last week has students guiding younger ones through everything from homework to friendship troubles. It's already making waves.

The program, called Peer Power, was started by guidance counselor Mrs. Foster, who believes students don't need to be adults to make a difference. "Mentorship isn't about being perfect—it's about being present," she explained. "Grade 8 students have life experience younger students look up to, and that's incredibly powerful."

So what is a mentor? A mentor is someone who offers advice, support, and encouragement to help others grow. Good mentors are patient, trustworthy, good listeners, and lead by example. At Elmwood, these qualities are coming to life in school hallways and classrooms.

Thirteen-year-old Darius Singh, one of the first students to join, now meets weekly with his Grade 6 buddy. "I didn't think I'd be good at this, but he actually listens to me," Darius said.



"We talk about organizing schoolwork and handling stress. It's weird—in a good way—how much I've learned too."

Principal Angela Tremblay says she's already noticed a shift in the school climate. "We're seeing more kindness, more confidence, and better connections across grade levels," she said. "It's teaching leadership and empathy in a real-world setting."

The program even includes leadership training and role-play sessions so students learn how to handle difficult conversations and offer support. Teachers are hopeful the model can be shared with other schools in the district. Parents have also been overwhelmingly positive, with many noting increased belief in their child's confidence at home.

Experts say mentorship isn't just for adults in careers—it's about learning life skills. And you don't need a title or a fancy title to be a mentor.

"Everyone has something to share," said Mrs. Foster. "And these students are proving that age doesn't limit impact—it just shapes it."

As more schools take notice, Elmwood's student mentors are inspiring a growing movement—one that proves leadership can start early.

True or False

Is the statement true or false?

1) A mentor must be a teacher or adult.	True	False
2) Good mentors listen and give helpful advice.	True	False
3) Mentors only help with school subjects.	True	False
4) Teens can also be mentors to younger kids.	True	False
5) A good mentor sets a positive example.	True	False

Word Scramble Scramble the words below related to the roles of mentor.

DELMO	CEETSPR	
CDEAGUIN	PLEH	
NCDCEINEOF	ORSUP	
HCAET		
NERTOM	RECA	

Questions

Answer the questions below.

1) What makes someone a good mentor?

2) How can you be a role model to younger students?

Setting SMART Goals for Personal Growth

What Makes a Goal SMART?

When setting goals, it's important to move beyond general ideas like "I want to do better" or "I want to help more people." These are good starting points, but SMART goals give you a clearer, stronger path to success. SMART stands for:

- **Specific** – The goal should clearly state what you want to achieve.
- **Measurable** – You should be able to track your progress using numbers or steps.
- **Achievable** – The goal should be realistic based on your current skills and time.
- **Relevant** – The goal should connect to something meaningful in your life.
- **Time-bound** – There should be a deadline to complete your goal.

For example, instead of saying, "I want to be more organized," a SMART version could be: "I will organize my backpack and binder every Friday after school for the next 8 weeks."

Why SMART Goals Matter

SMART goals help you stay focused and motivated. They teach skills like decision-making, time management, and discipline. Here's how SMART goals apply in different areas:

- **School:** Set a goal to increase your grade by 5% in one term.
- **Volunteering:** Commit to 10 hours of community service by the end of the semester.
- **Personal growth:** Practise a new hobby like sketching three times a week for one month.



Facts to Remember About SMART Goals

- Writing down goals makes you 42% more likely to achieve them.
- Students who track progress weekly are twice as likely to meet their goals.
- Goals should be challenging but not impossible—aim for a 70–90% chance of success.
- Breaking big goals into small steps reduces stress and boosts motivation.
- Sharing your goals with someone else increases accountability and follow-through.
- 80% of people never set goals, and of those who do, only 30% stick with them.
- Visual goal tracking (like charts or goal jars) can improve results by 25%.

Reflection and Accountability

Setting SMART goals is just the beginning. It's also important to reflect regularly. Ask yourself:

- What's working well so far?
- What challenges am I facing?
- Do I need to adjust my timeline or steps?

Activity - Setting SMART Goals

Objective

What are we learning about?

To help students understand how to set and organize SMART goals (Specific, Measurable, Attainable, Relevant, Time-bound) to support their academic, personal, or future career success.

Materials

What will you need for the activity?

- Student Packet worksheet (provided)
- Pens or pencils
- Optional: Highlighters or colored markers for emphasis



Instructions

How will you complete the activity?

1. Begin by thinking of a personal goal you want to achieve. It could be about school, a hobby, your health, or your future.
2. In the "Specific" section, describe exactly what you want to achieve and why it matters.
3. In the "Measurable" section, write how you will track your progress and when you've reached your goal.
4. In the "Attainable" section, explain how your goal is realistic, given your time, resources, and other responsibilities.
5. In the "Relevant" section, describe how the goal fits with your interests, values, or future plans.
6. In the "Time-bound" section, set a clear deadline or timeline for reaching your goal.
7. Review all five parts to make sure your full SMART goal is complete and realistic. Make any changes if needed.
8. Share your goal with a partner or small group or keep it in your folder to review weekly.

S**Specific**

Define your goals precisely. Be clear about what you want to do and in what area.

Example: "I want to improve in math by one letter grade."

M**Measurable**

Make sure you can track your progress.

Example: "I will practice math for 30 minutes every day."

A**Attainable**

Set a goal that is realistic, based on your time and ability.

Example: "I will raise my grade one grade this term."

R**Relevant**

Choose a goal that matters to you and your future.

Example: "I want to get better at math because I want to be an engineer."

T**Time-bound**

Set a deadline so you stay on track.

Example: "I will reach my goal by the end of the semester."

Reflection

Answer the questions below.

1) Which part of your SMART goal was the easiest to complete, and why?

2) Which part of the SMART process challenged you the most?

3) How does your goal connect to something you care about or enjoy?

4) What small steps will you take this week to work toward your goal?

5) How do you think having a SMART goal will help you stay focused and motivated?

Story: Identifying Strengths Through Self-Assessment

Jamal's Strength Discovery Mission

Jamal was a curious Grade 8 student who loved video games, drawing comics, and helping his younger sister with her math homework. But he often felt unsure about himself at school. He wasn't the fastest runner, didn't win spelling bees, and wasn't always the loudest in class. Sometimes, he wondered if he had any real talents at all. One Monday morning, his teacher, Mr. Chang, handed out a worksheet titled: "*Strengths Self-Assessment Survey*."

Jamal groaned. "Another boring test."

But as he filled in answers—like "When do you feel most confident?" and "What do friends ask you for help with?"—something shifted. His answers pointed to strengths like creativity, empathy, and problem-solving. The result read: **You are a creative communicator who finds solutions others miss.** For the first time, Jamal felt proud.

Mr. Chang explained that students learn to understand what we're naturally good at, not just what we're not. He shared that students who identify their strengths weekly are 43% more motivated and focused in school. That number stayed in Jamal's head all day.

At lunch, Jamal sat alone and opened a fresh page in his notebook. At the top, he wrote: "*Strength Log*." He began to write about times when he felt proud—like helping his sister solve a math problem, making his best friend laugh on a hard day, or drawing a poster that his whole class loved.

Over the next few weeks, Jamal tried new things that used his strengths. He joined the morning announcements team. He submitted a comic for the school newsletter. He even stood up to present a group project—a big step for someone who once hated speaking in front of the class.

At career week, Jamal didn't feel lost. He attended sessions on graphic design, youth counselling, and teaching. They matched his strengths and his values.

"I still don't know exactly what I want to be," Jamal told Mr. Chang, "but I know I want to make people feel understood. That's something I'm good at."

Mr. Chang smiled. "That's not just a strength, Jamal—that's a gift."

And for the first time in a long time, Jamal walked home feeling like he had a map to his future—drawn in his own handwriting.



True or False

Is the statement true or false?

1) Self-assessment helps reveal personal strengths.	True	False
2) Jamal felt more confident after reflecting.	True	False
3) Strengths only matter in academics.	True	False
4) Career talks matched Jamal's skills.	True	False
5) Strengths track what you're proud of.	True	False

Dialog

Can you support a friend who is unsure about their strengths at school? Write the dialogue.

Jamal: I felt frustrated during class. Want to talk?

Yeah... I just don't think I'm good at anything. You seem to have it figured out.

Activity: My School Habits Self-Check

Objective What are we learning about?

Students will reflect on their daily habits inside and outside the classroom by rating themselves in key areas. They will identify their strengths, areas for growth, and how their current habits affect their success in school.

Materials What do you need for the activity?

- Self-Assessment Worksheet (provided)
- Pencil or pen

Instructions How will you complete the activity?



1. **Rate Yourself Honestly:** Use a scale from 1 to 4 for each item listed on the worksheet. A score of 4 means you do this consistently well, while a 1 means it's an area you really want to work on.
2. There are two sections:
 - a. *Inside the Classroom* (e.g., staying on task, showing respect)
 - b. *Outside the Classroom* (e.g., sleep, organization, managing time)Rate each item based on how well you think you're doing right now.
3. After rating all the items, look at your scores and reflect on what they tell you. Then, answer the three questions at the bottom of the page:
 - a. What areas are your strongest?
 - b. What areas can you improve the most?
 - c. Do your current habits help you succeed in school? Explain.
4. At the bottom of the sheet, write a quick note or goal to encourage yourself. This can be a reminder, a motivation boost, or a promise to work on one specific thing.
5. If you're comfortable, share one of your goals or reflections with a partner or your teacher.

Self- Assessment

Success in school takes effort. Use the scale 1-4 (4 is highest) to honestly rate yourself and find your strengths and areas to improve.

Inside The Classroom	
	Turning in work on time
	Listening/being attentive
	Following directions
	Following rules
	Showing respect
	Participating in class
	Collaborating with others
	Staying on task
	Following class rules

Outside The Classroom	
	Staying organized
	Completing homework
	Studying
	Getting enough sleep
	Checking your grades
	Managing stress
	Participating in sports
	Self-regulation
	Helping Family

Look at your ratings above and answer the questions.

What areas are your strongest?	What areas can you improve the most?	What habits help you succeed?

Note To Yourself

Reflection

Answer the questions below.

1) Draw two emojis that show how you felt before and after completing your self-assessment.




2) What habit or self-assessment are you most proud of? Why?



3) Which habit was hardest for you to rate or improve on? Why?



4) Think about someone you admire who is successful in school. What habits or behaviours do they have that you want to build too?



Blog Post: Using Skills and Values to Guide Life Choices**How Your Skills and Values Shape Your Future**

Date: July 5, 2025

Author: Ana Navarro

4-minute read

Have you ever thought about what kind of life you want in the future? Not just the job you'll have—but the kind of person you want to be in your school, your workplace, and your community? One of the best ways to make smart choices about your future is to understand your skills, values, interests, and strengths.

Skills are things you can do well, like organizing, problem-solving, or listening. Values are what's important to you, like honesty, teamwork, or creativity. When you combine your skills and values, you get powerful clues about what kind of roles might fit you best.

For example, if you're a strong communicator who values helping others, you might thrive as a teacher, counselor, or community organizer. If you enjoy solving puzzles and care about fairness, law or public policy might be a path worth exploring.

Studies show that students who understand their personal strengths and values are 60% more likely to feel engaged and motivated in learning. That's because when we know what matters to us, we're more in tune with our goals and making plans. Remember: your goals will grow and change over time.

That's why reflection tools like self-assessments, quizzes, or even journaling can be so helpful. They let you pause and think about how you feel—confident, challenged, or excited. Your future isn't something that "happens"—you build it. Even small steps like joining a club, volunteering, or taking on a challenge in class can teach you more about who you are. Every decision you make is a brick in the foundation of the life you're creating.

Till next time,
Ana Navarro

Comments:

Riley B | July 5, 2025

This helped me see how my teamwork skills matter. I want to lead a club next year!

Like Reply 14h ago



Asha Kay | July 5, 2025

I think it's okay to try different things first. Most people change paths anyway.

Like Reply 7h ago

Connecting

List 3 ways your skills and values can help you make good choices for your future.

1)	
2)	
3)	

True or False Write whether the statement is true or false?

1) Your values can help guide your decisions in school and life.	True	False
2) Skills and strengths are always the same.	True	False
3) You should always match your career with your strengths.	True	False
4) Reflection helps you grow and improve yourself.	True	False
5) People with strong self-awareness make better long-term plans.	True	False

Matching Type

Match each type ability with its correct description.

1)	Abilities you develop through practice or experience.	a) Personal Values
2)	Thinking about what kind of student, worker, or citizen you want to be.	b) Self-Reflection
3)	Knowing what's important to you when making decisions.	c) Future Planning
4)	Planning your future based on your interests and talents.	d) Life Roles
5)	Checking in with yourself about goals and choices.	e) Skills

Activity - My Values and Strengths Lantern

Objective

What are we learning about?

Students will identify and reflect on their personal values and strengths by using the metaphor of a lantern. This activity encourages self-awareness, helps students recognize supportive behaviours and people, and builds skills for making intentional life choices.

Materials

What will you need for the activity?

- "My Values and Strengths Lantern" worksheet
- Pencil or pen
- Coloured markers



Instructions

How will you complete the activity?

1. Explain to students that the lantern is a metaphor for their values and strengths and how their values and strengths help them find their way through challenges and choices.
2. Complete the lantern sections:
 - a. **The Flame (Top section):** Students write down their values or personal strengths that guide them the most. They can think deeply about or do well (e.g., kindness, leadership, honesty, being a good listener).
 - b. **Protecting the Flame (Middle section):** Students write down what helps keep those values and strengths strong. This might include things like journaling or setting goals, people (like friends, family, or mentors), or actions (like standing up for others or being kind even when it's hard).
 - c. **The Handle (Side section):** Students reflect on what causes them to "drop the lantern" or feel off track. What situations, feelings, or behaviours make them act in ways that don't match their values or strengths?
 - d. **Radiating Light (Bottom section):** Students describe a moment when they lived by their values or used their strengths in a meaningful way. This could be helping a friend, being honest even when it was hard, or showing leadership in a group.
3. Invite volunteers to share one part of their lantern reflection with a partner or the class (optional).
4. Wrap-up discussion: "How can knowing your values and strengths help you make good choices in life?"

Imagine you are carrying a lantern that helps you find your way through tough choices and big decisions. This lantern is powered by your values and personal strengths. Use this sheet to explore what lights your way, what helps protect your values, what happens when you step away from them, and how you can shine your light for others.

**The Flame**

1.

2.

Protecting the Flame

Handle

Radiating Light

Unit Test – Life Learning Choices

Multiple Choice

/10

1. Why is balance important? a) To avoid chores b) To do less c) Total well-being of body, mind, and soul. d) Being in good fit	2. Why volunteer? a) For fast money b) To build skills c) To skip school d) To look important
3. What is a good time management? a) Ignoring tasks b) Using a plan c) Gaming while studying d) Rushing last minute	4. Why link interests to jobs? a) To find strengths b) For big pay c) To enjoy learning d) To quit school
5. Why set learning priorities? a) To skip work b) To waste less time c) To focus better d) To avoid goals	6. Why have a portfolio? a) To show off b) To test self c) To show progress d) To show skills
7. What belongs in a learning plan? a) Just favourites b) Snack times c) Goals and dates d) Friend list	8. Which is a SMART goal? a) Be rich someday b) Finish science by Friday c) Be better at math d) Be happy
9. What is an ethical strategy? a) Stop, Think, Choose b) Guess and go c) Follow the crowd d) Delay deciding	10. How does mentorship help? a) It creates confusion b) It makes you dependent c) It builds leadership d) It replaces teachers

Table Completion

Complete the table below.

Your Strengths	Career Clusters You're Interested In	How These Skills Could Help You in a Future Career
1.		<hr/> <hr/> <hr/> <hr/>
2.		<hr/> <hr/> <hr/> <hr/>
3.		<hr/> <hr/> <hr/> <hr/>

Identify

Circle YES if the action shows how skills relate to careers, NO if it does not.

1. Thinking about what you're good at before making a choice.	YES	NO
2) Ignoring your interests when making job plans.	YES	NO
3) Learning more about jobs in fields you enjoy.	YES	NO
4) Choosing a job just because your friends like it.	YES	NO
5) Asking a teacher how school skills connect to careers.	YES	NO
6) Not exploring different types of careers.	YES	NO
7) Taking a class that fits your future goals.	YES	NO
8) Practising your strengths to get ready for a job.	YES	NO
9) Avoiding jobs you've never heard of.	YES	NO
10) Matching your hobbies to possible career paths.	YES	NO

Long Answer

Answer the questions below.

1) **Choose one scenario:** cheating, peer pressure, or sharing private info. What could go wrong? How could using "Stop, Think, Choose" help you make a better choice?

2) List and explain three reasons why it's important to think critically before making choices, especially in tough situations.