



# Preview – Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

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# 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

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

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 a chore or run an errand
Get 8-10 hours of sleep	Nap or take a short break
Go for a walk or stretch	Watch a show with a sibling
Read or draw 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.

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





# Alberta Health and Wellness

## Life Learning Choices Unit – Grade 8

### What Volunteering Can Teach You

**Skills or Career Connections**

- Builds communication and teaching skills for future educators
- 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

**Volunteering Examples**

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

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

### Sorting

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

**SMART Goals**

I want to be more organized.

Walk my dog 20 minutes daily this month.

I'll try harder next term.

Organize my backpack every Friday for 6 weeks.

I hope to be healthier.

I want to improve my grades.

Write in my journal 3 times a week for 1 month.

Study math 30 minutes each school night for 2 weeks.

I plan to get better at sports.

Drink 8 cups of water a day for 10 days.

### Skills + Values = Possible Pathways

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

**Career Path**

- Teacher
- Nurse
- Community Organizer
- Public Speaker
- Engineer
- Social Worker

**Skills**

- Creative Thinker
- Active Listener
- Good at Solving Problems
- Strong Communicator
- Likes Helping Others
- Good at Organizing Events

**Values**

- Helping the Community
- Empathy
- Honesty
- Leadership
- Fairness
- 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><b>Preview of 80 pages from this product that contains 137 pages total.</b></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 relaxation.

## Areas to Manage in Life

Balance doesn't mean spending an equal amount of time on everything. It means using smart strategies 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, empathy, 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.



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

7

Curriculum Connection  
L8.1

### 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 Switching: List 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?

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

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## 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 for one 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 games
- Less than 6.5 hours of sleep per night, though he needs 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?

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

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**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 homework 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 colored pens (red, yellow, green)

TOP PRIORITY



### Instructions

How will you complete the activity?

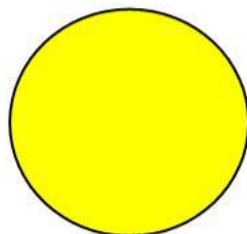
1. Think about how you spend your time on a typical school day. Include things like schoolwork, screen time, chores, hobbies, sleep, exercise, and downtime.
2. Use the Stoplight Priorities sheet to sort these activities based on their importance:
  - Red Circle (Very Important): Activities that support 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

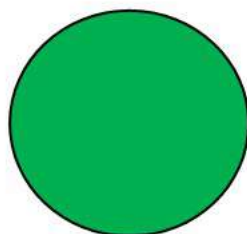
**Very  
Important**



**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 assignment due tomorrow, studying for that might take priority over reading a novel that's due next week. 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 deadlines 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



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

17

Curriculum Connection  
L8.2

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?

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

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# 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 Youth 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 actually reduces stress and boosts performance over time.



## What to Include in Your Learning Plan

A learning plan should be clear, flexible, and personal 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 Circle 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. Change
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/>
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# 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 pencils
- Markers (optional)
- Ruler (optional)



## Instructions

How will you complete the 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.



# My Personal Learning Plan



My Learning Goals



Tasks and Deadlines



Checkpoints



My Learning 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 and 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?

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

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

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# 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.

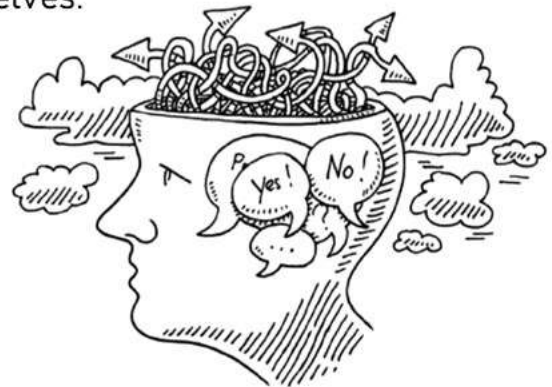
If you **stop**, you give yourself a moment. If you **think**, you might ask: "Could this hurt someone? Is it kind? Could I get in trouble?" And then, you **choose**—hopefully, to protect others and act with care.

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 and Education found that schools that use ethical models saw a decrease in disciplinary 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?

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

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**True or False**

State whether the statement is 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
- Scenario 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 the other wrong. 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 a Friend**

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 start talking about being sick or ask to leave early. They assure you it's just "one class," but you know they're lying.

**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 thought about her teacher's words. Her 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 gone? I'd walk to a corner store and asked if anyone reported a missing phone. They'd look for it. 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

Which values 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., chair, table, 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.

**Chemistry Cheat**

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 Excitement**

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

**Group Project Slacker**

Your group is working on a science presentation. One member hasn't contributed 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 it. 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.

**Helping a Friend**

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.

**Rumour Spread**

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.

**Vandalism Witness**

You walk in the bathroom and see another student writing graffiti on the wall. They look nervous and say, "Don't say anything, or else next time." You're quietly unsure if you should tell a teacher.

**Stealing for a Friend**

At the corner store after school, your friend 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.

**Skiping Homework**

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.

**Exaggerating Online**

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 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 have different interests. 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 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 exploring your options 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 the 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 five 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: \_\_\_\_\_

43

Curriculum Connection  
L8.4

### 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?

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

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

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

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---

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

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# 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 more 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 engineer
- 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 drama	<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 technician, business technician

**This or That**

Circle the career you'd rather explore from each pair when you have a choice, 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.

### Materials

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 the 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 “Strengths” 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.



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

48

Curriculum Connection  
L8.4

### 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
4) Money is the only thing that matters.	True	False

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

Is the statement true or 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 help in many career paths. 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. Skilled Trades careers include welders, electricians, and carpenters who 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. A good first step 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?

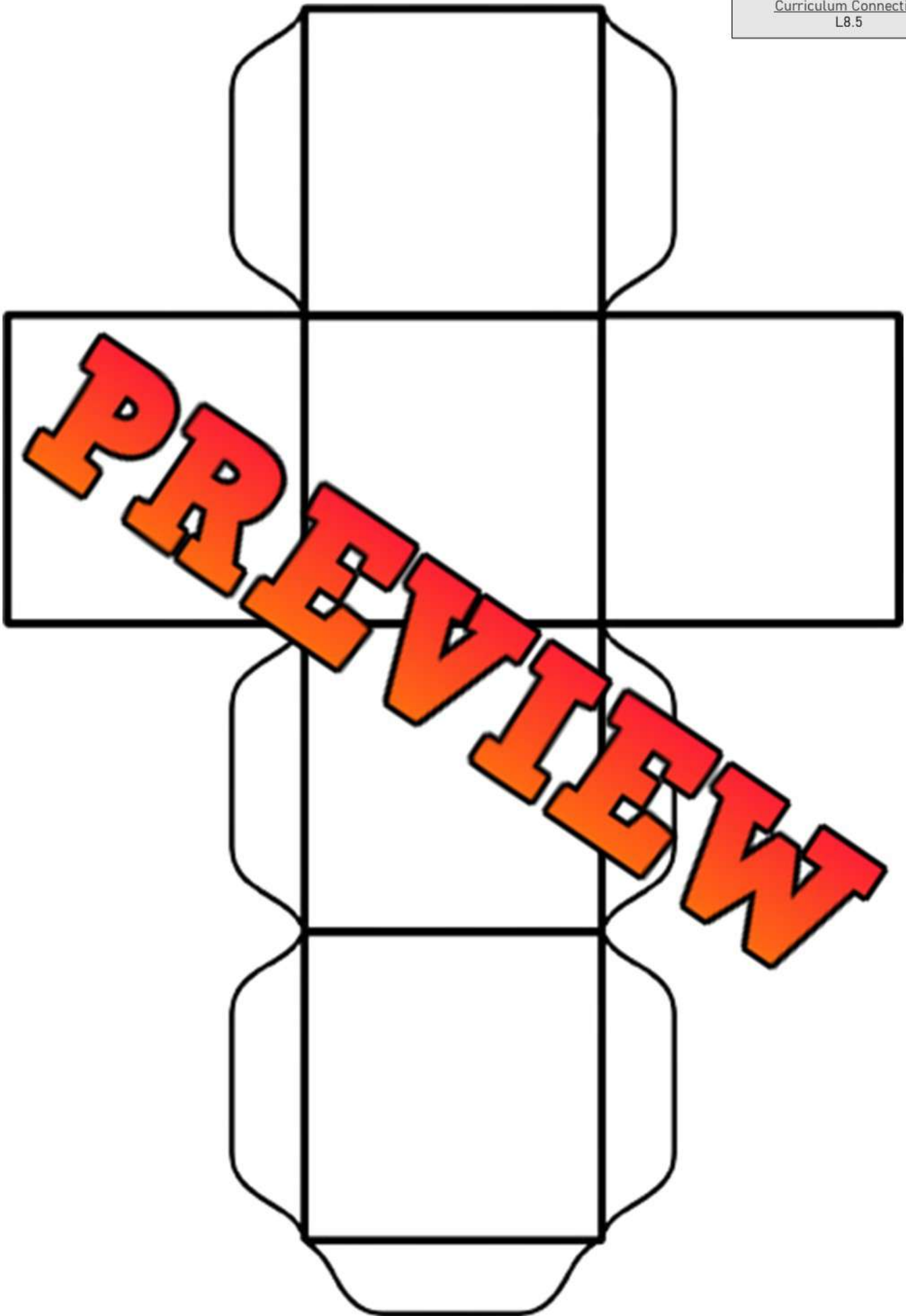
- Printed cube template (included)
- Scissors
- Glue or tape
- Pencil, colouring materials



### 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, Business and Finance, Arts and Communication, Education, and Engineering and Technology.
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 website received over 5 million unique visits in the first half of 2025, a 24% 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 it was right for me."

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, "The platform is 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 or research 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 telling 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 the challenges 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. Get advice	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 rid of bad jobs
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?

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# 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: \_\_\_\_\_

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



## 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 unrealistic versions of 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 an unfair or oversimplified 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 assistants.
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 it harder to see what they are capable of 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](https://alis.alberta.ca) for Alberta-specific career info
  - b. [jobbank.gc.ca](https://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 are 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 are successful.
	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 certain careers?

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2) How can real-life career websites help you make better decisions?

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## 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

Challenges 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, 2025Author: 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 consider tutoring 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 volunteers for walking 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 75% 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 2018 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 might not 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 real-world 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, and volunteer websites like 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 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?

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2) Why is it important to match your interests with a volunteer job?

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## 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 how 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.

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**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 very supportive, with many noting increased 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 lot of experience 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	PORSUP	
HCAET		
NERTOM	RECA	

## Questions

Answer the questions below.

1) What makes someone a good mentor?

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2) How can you be a role model to younger students?

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## 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 average 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 Goal Plan 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 accomplish. 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."*

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**M****Measurable**

Make sure you can track your progress.

*Example: "I will practice math for 30 minutes every day."*

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**A****Attainable**

Set a goal that is realistic, based on your time and resources.

*Example: "I will raise my grade by one grade this term."*

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**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."*

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**T****Time-bound**

Set a deadline so you stay on track.

*Example: "I will reach my goal by the end of the semester."*

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**Reflection**

Answer the questions below.

1) Which part of your SMART goal was the easiest to complete, and why?

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2) Which part of the SMART process challenged you the most?

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3) How does your goal connect to something you care about or enjoy?

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4) What small steps will you take this week to work toward your goal?

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5) How do you think having a SMART goal will help you stay focused and motivated?

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## 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 self-awareness helps us understand what we're naturally good at, not just as students but as people. He even shared a fact: students who reflect on 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.

Wow, you looked frustrated during class. Want to talk?

Yeah... I just don't think I'm good at anything. My teacher seems 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 following 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?

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3) Which habit was hardest for you to rate or change? Why?

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4) Think about someone you admire who is successful in school. What habits or behaviours do they have that you want to build too?

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**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 what 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, journaling, 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 if 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
- Pens or pencils
- 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 2-3 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**

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**Handle**

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**Radiating Light**

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## Unit Test – Life Learning Choices

### Multiple Choice

/10

<p>1. Why is balance important?</p> <p>a) To avoid chores</p> <p>b) To do less</p> <p>c) Total well-being of body, mind, and soul.</p> <p>d) Being more fit</p>	<p>2. Why volunteer?</p> <p>a) For fast money</p> <p>b) To build skills</p> <p>c) To skip school</p> <p>d) To look important</p>
<p>3. What is a good time management strategy?</p> <p>a) Ignoring tasks</p> <p>b) Using a plan</p> <p>c) Gaming while studying</p> <p>d) Rushing last minute</p>	<p>4. Why link interests to jobs?</p> <p>a) To find strengths</p> <p>b) For big pay</p> <p>c) To enjoy learning</p> <p>d) To quit school</p>
<p>5. Why set learning priorities?</p> <p>a) To skip work</p> <p>b) To waste less time</p> <p>c) To focus better</p> <p>d) To avoid goals</p>	<p>6. Why have a portfolio?</p> <p>a) To have a record</p> <p>b) To show off</p> <p>c) To track progress</p> <p>d) To show off</p>
<p>7. What belongs in a learning plan?</p> <p>a) Just favourites</p> <p>b) Snack times</p> <p>c) Goals and dates</p> <p>d) Friend list</p>	<p>8. Which is a SMART goal?</p> <p>a) Be rich someday</p> <p>b) Finish science by Friday</p> <p>c) Be better at math</p> <p>d) Be happy</p>
<p>9. What is an ethical strategy?</p> <p>a) Stop, Think, Choose</p> <p>b) Guess and go</p> <p>c) Follow the crowd</p> <p>d) Delay deciding</p>	<p>10. How does mentorship help?</p> <p>a) It creates confusion</p> <p>b) It makes you dependent</p> <p>c) It builds leadership</p> <p>d) It replaces teachers</p>



**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 choosing a career.	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.

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?

PREVIEW

2) List and explain three reasons why it's important to think critically before making choices, especially in tough situations.

