



Preview – Information



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Google Slides Lessons Preview





Alberta Health and Wellness Personal Health Unit – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

Talk for a Minute – Wellness Choices

What's one small habit you're proud of?	What's a healthy choice you made this week?	What motivates healthy choices?
What does a healthy day look like to you?	What do you usually eat for breakfast and how does it affect your day?	What is one important thing you often skip?
What advice would you give a friend about small daily habits?	What can you do instead of using your phone at night?	How could you improve your sleep?
What's a choice you made that helped your health?	What is one thing that helps your morning?	What routine would you change?
How do you feel when you don't get enough sleep?	What helps you focus in school?	What is one good habit you want to start?

Drag one question into the box and talk about it for one minute, giving examples or explaining your ideas clearly.

One Habit, One Outcome

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

Stronger physical health and better mood	Long-term stress and emotional overload	Feeling supported and less anxious	Better emotional control and awareness
Poor sleep quality and delayed sleep schedule	Improved memory and energy levels	Weakened immune system and daytime tiredness	Low energy and poor focus

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

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: Daily Habits & Long-Term Impact Check-In

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

1. What is one daily habit that can lead to long-term wellness?
2. Why do small choices matter when it comes to your health and future?
3. What's one question you still have about how your habits affect your life over time?



Alberta Health and Wellness Personal Health Unit – Grade 8

**Lung Check:
Effects of Smoking and Vaping**

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

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

Boosters vs. Brain Drainers

Drag each habit into the correct arrow to show if it boosts or drains your brain health.

Going to bed at the same time	Using your phone in bed
Staying up past midnight	Getting 8–10 hours of sleep
Drinking water during the day	Sleeping for video games
Feeling tired in class every day	Turning off screens before bed
Trouble focusing at school	Sleeping in a cool, dark room

Brain Health Drainers


What Supports a Positive Body Image?

Drag each card to the figure if it shows a helpful action for building a positive body image.

Accepting body changes	Sleeping meals	Choosing kind friends
Comparing bodies online	Following real body accounts	Using kind self-talk
Journaling body thoughts	Wanting to be thin to be happy	Judging someone's body
Laughing at body types	Dressing just to fit in	Celebrating body differences
Wearing comfy clothes	Hiding because of appearance	Being active for fun.



Alberta Health and Wellness Personal Health Unit – Grade 8

Sorting Workplace Safety 

Drag each letter to the correct column to show if it describes a Worker Right or an Employer Responsibility.

Statements	
A	1) Provide proper training for all tasks.
B	2) Make sure work hours follow legal limits.
C	3) Use protective gear like gloves and goggles.
D	4) Make sure tools and equipment are safe.
E	5) Know the right to refuse unsafe work.
F	6) Report hazards or unsafe conditions.
G	7) Tell workers about dangers on the job.
H	8) Provide first aid supplies and emergency plans.
I	9) Ask questions if something feels unsafe or unclear.
J	10) Work in a safe and healthy environment.

Worker Rights

Employer Responsibilities


Sorting Healthy and Unhealthy Relationships

Drag each word into the correct category to show if it belongs in a healthy or unhealthy relationship.

Respectful	Dishonest	Open	Controlling	Supportive
Responsible	Selfish	Trusting	Caring	Abusive
Manipulative	Honest	Pressured	Communicative	Jealous

Healthy Relationship

Unhealthy Relationship

Sorting Risky Choices 

Drag each statement into either Safe Choices or Risky Choices.

Practising how to say "no" confidently	Accepting a viral challenge online	Giving in to peer pressure quickly	Thinking before you act
Avoiding unsafe websites or online trends	Saying "no" to a dangerous dare	Acting on impulse	Letting friends decide for you
Hiding risky actions from others	Talking to a trusted adult	Asking, "What could happen if I do this?"	Joining a risky trend without thinking

Safe Choices

Risky Choices



Workbook Preview



Grade 8 – Health Unit

Personal Health

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

Grade 8 – Health Unit

Personal Health

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

NAME: _____

PERSONAL HEALTH

PREVIEW



Understanding Health in the Teenage Years

Health Is More Than Not Being Sick

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

The Three Areas of Wellness

- 1. Physical Wellness**
This is about how your body functions. It includes sleep, food, exercise, and hygiene.
 - Teenagers need **8-9 hours of sleep** each night for brain function, memory, and mood.
 - **Canada's Food Guide** recommends filling **half your plate with vegetables** for a balanced diet.
 - Aim for at least **60 minutes of activity daily**—this can include walking, dancing, sports, or biking.
 - **Good hygiene**—such as regularly brushing your teeth, and wearing clean clothes—helps prevent illness and keeps you feeling good.
- 2. Emotional Wellness**
This is about understanding, expressing, and managing your feelings.
 - Puberty brings **hormonal changes** that can affect mood, confidence, and energy.
 - Learning how to handle stress can reduce anxiety and help you stay calm under pressure.
 - Helpful strategies include **journaling, breathing exercises, talking to someone you trust, or getting creative through art or music**.
- 3. Social Wellness**
This focuses on your relationships and how you connect with others.
 - **Healthy friendships** make you feel supported and accepted.
 - Practising **kindness, active listening, and boundary setting** helps build strong connections.
 - Avoiding bullying and learning how to deal with peer pressure supports both emotional and physical health.



Why Teen Health Choices Matter

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

Name: _____

8

Curriculum Connection
P8.1,P8.2

True or False

Is the statement true or false?

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

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

	Healthier Habits

Questions

Answer the questions below.

1) How can emotions affect physical health?

2) What happens with poor hygiene in puberty?

Wellness Triangle

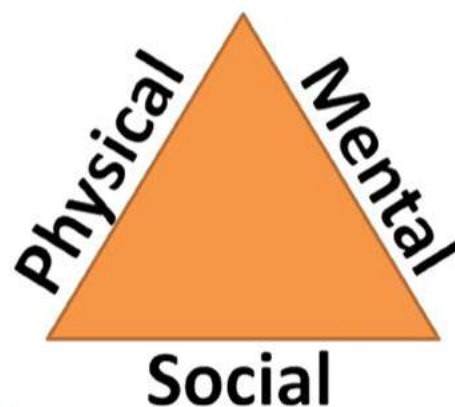
Objective

What are we learning about?

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

Materials What do you need for the activity?

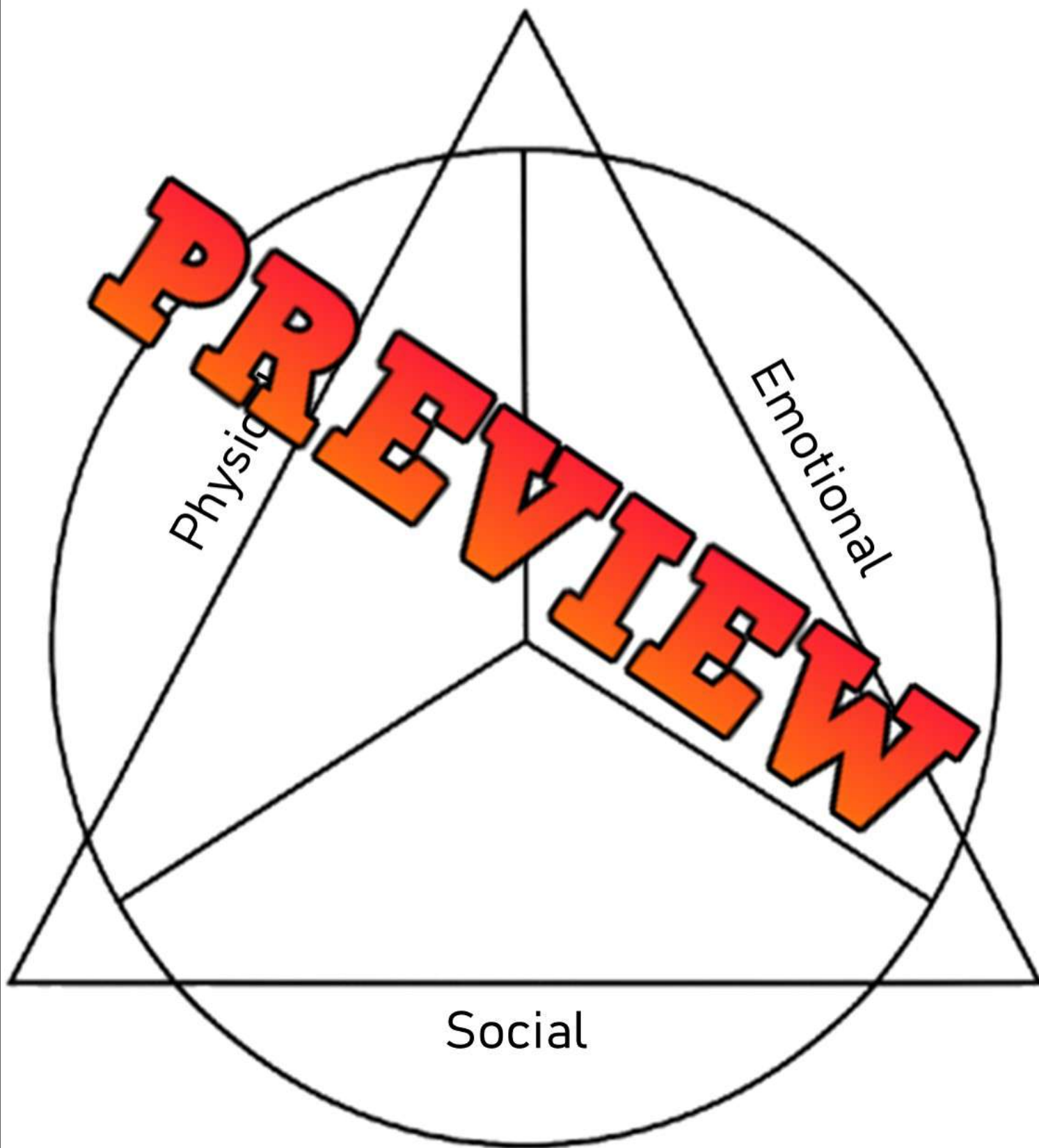
- Blank triangle template
- Pencil or pen
- Coloured pencils or markers (optional)

**Instructions**

How will you complete the activity?

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

Wellness Triangle



Reflection

Answer the questions below.

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

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

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

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

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

Story: Long-Term Effects of Everyday Choices

One Choice at a Time

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

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

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

"Did you sleep at all?"

"Not really," he replied. "Just a few hours."

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

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

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

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

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

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

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

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



True or False

Is the statement true or false?

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

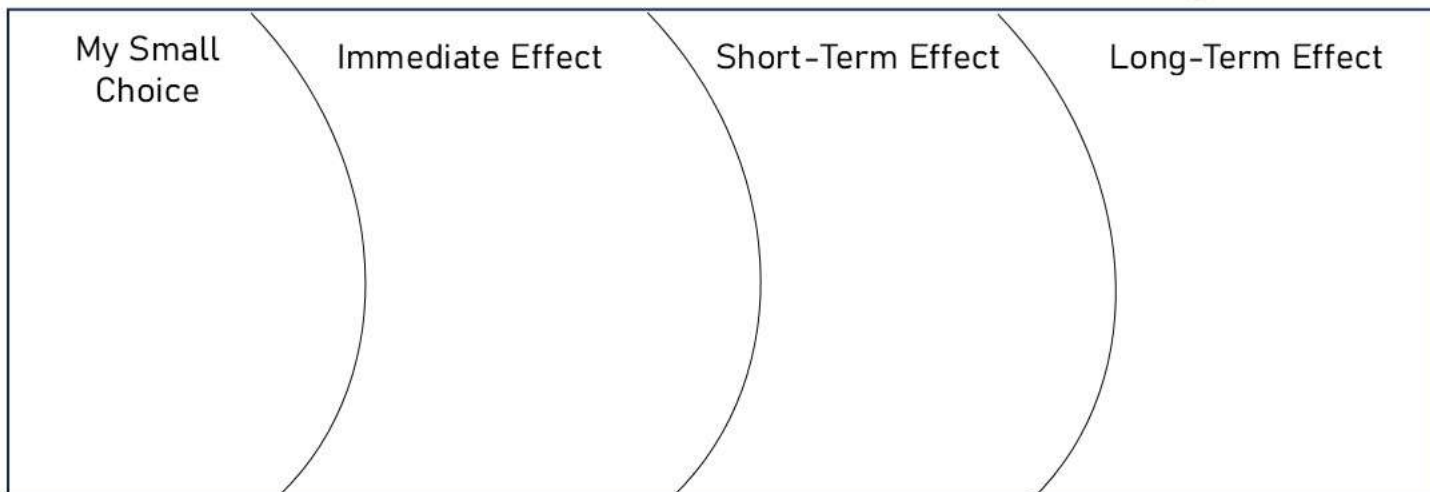
Question _____ Answer _____
Write your answers to the questions below.

1) How can emotions affect physical health?

2) How can healthy habits affect confidence?

Ripple Map

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



Newspaper Article: Consequences of Smoking and Vaping

The Hidden Costs of Smoking and Vaping for Teens

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

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

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

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

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

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

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

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

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

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

Health Canada reminds teens that the amount of smoking or vaping is never safe. Choosing to say no now can protect your health, confidence, and future for years to come.



True or False

Is the statement true or false?

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

Draw

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

Effects of Healthy Habits	Effects Long-Term Smoking/Vaping

Questions

Answer the questions below.

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

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

Sleep, Growth, and Brain Health

The Sleep Needs of Growing Teens

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

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



What Happens When You Don't Get Enough Sleep

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

Here are 5 key effects of sleep deprivation:

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

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

Tips for Better Sleep Habits

To build a healthy sleep routine, try these tips:

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



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

True or False

Is the statement true or false?

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

Draw

Draw a sleep friendly bedroom and label features that support healthy

Questions

Answer the questions below.

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

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

Exit Cards

Cut Out

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

Name: _____

Is the statement true or false?

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

Name: _____

Is the statement true or false?

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Story: Media Pressure & Unrealistic Expectations

The Truth Behind the Screen

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

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

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

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

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

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

"No wonder I always feel behind or not good enough."

Downstairs, she asked her mom, "Did you know most of what I see online is fake?" Her mom nodded.

"And comparing yourself to fake stuff? That's never going to make you feel good."

Mia went back upstairs, snapped a picture of her desk, her tired face, and her cup of cocoa.

She wrote: **"Unfiltered. Homework. Real life. Still growing—and that's okay."**

She posted it without thinking twice.

The next morning, her phone buzzed with comments.

"Same here."

"Thank you for this."

"You're so real—it helps."

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



Fill in the blank

Complete the sentences below.

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

Making
Connections

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

Instruction

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



Hidden Message

Role Play - Behind The Filter

Objective

What are we learning about?

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

Materials

What will you need for the activity?

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



Instructions

How will you complete the activity?

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

Scenario Cards

Cut out the cards below.

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

Scenario Cards

Cut out the cards below.

"Effortless Genius?"	A student claims they didn't study, but they worked hard the night before the examination and still worried.
"Back-to-School Prep"	A haul post shows "new" items that were borrowed or reused.
"Rush Hour"	A calm morning vlog is filmed after skipping breakfast and rushing.
"Crushing Confidence"	A student posts a "confident" selfie with a strong opinion, but they're upset after reading negative comments.
"Group Chat Glam"	A filtered group photo shows all of best friends—but one person in the photo actually feels left out of the group.
"Clean Room Illusion"	A picture shows a spotless desk—but just outside the frame, their room is a total mess.
"Siblings Off Screen"	A cute sibling post gets lots of likes, but seconds before and after the video, they were arguing nonstop.
"Secret Study Struggles"	A teen posts their straight-A report card, but no one knows about the tutoring and late nights full of stress behind it.

My Name _____

Who I Am Assessing _____

Peer Assessment

Mark your group members using the checklist below.

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

Glow and Grow

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

Grow: Suggest one area where the performer can improve.

Glow	_____ _____
Glow	_____ _____
Grow	_____ _____

Building a Positive Body Image

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

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

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

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

Why Body Image Matters

A negative body image can lead to:

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

According to a 2021 Canadian Youth Health Study:

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

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

6 Ways to Build a Positive Body Image

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



True or False

Is the statement true or false?

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

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

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

Explain

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

Activity - Body Image Billboard

Objective

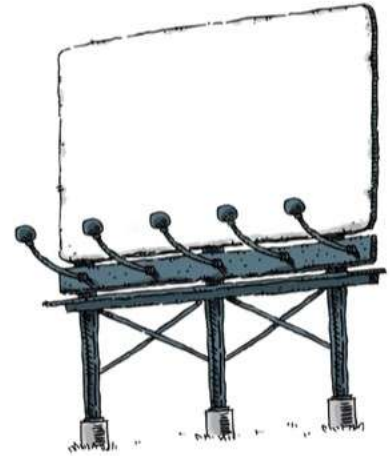
What are we learning about?

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

Materials

What will you need for the activity?

- Billboard template (provided)
- Pens or pencils
- Markers or crayons
- Optional: magazine clippings, stickers



Instructions

How will you complete the activity?

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

Name: _____



Reflection

What message did you try to send with your billboard?

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

Two Stars And A Wish

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

Write two strengths and one wish for your work.

PREVIEW



Making Smart Food Choices While Eating Out

Why Healthy Eating Still Matters on Busy Days

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

What's Hidden in Fast Food?

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

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

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

Reading the Menu Like a Pro

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

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

Tips for Smarter Choices

Try these quick swaps and strategies when eating out:

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

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



Activity – Home-Made Meal Plan

Objective

What are we learning about?

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

Materials

What will you need for the activity?

- Meal plan template (plate included)
- Pencils or pens
- Crayons or coloured pencils (optional)



Instructions

How will you complete the activity?

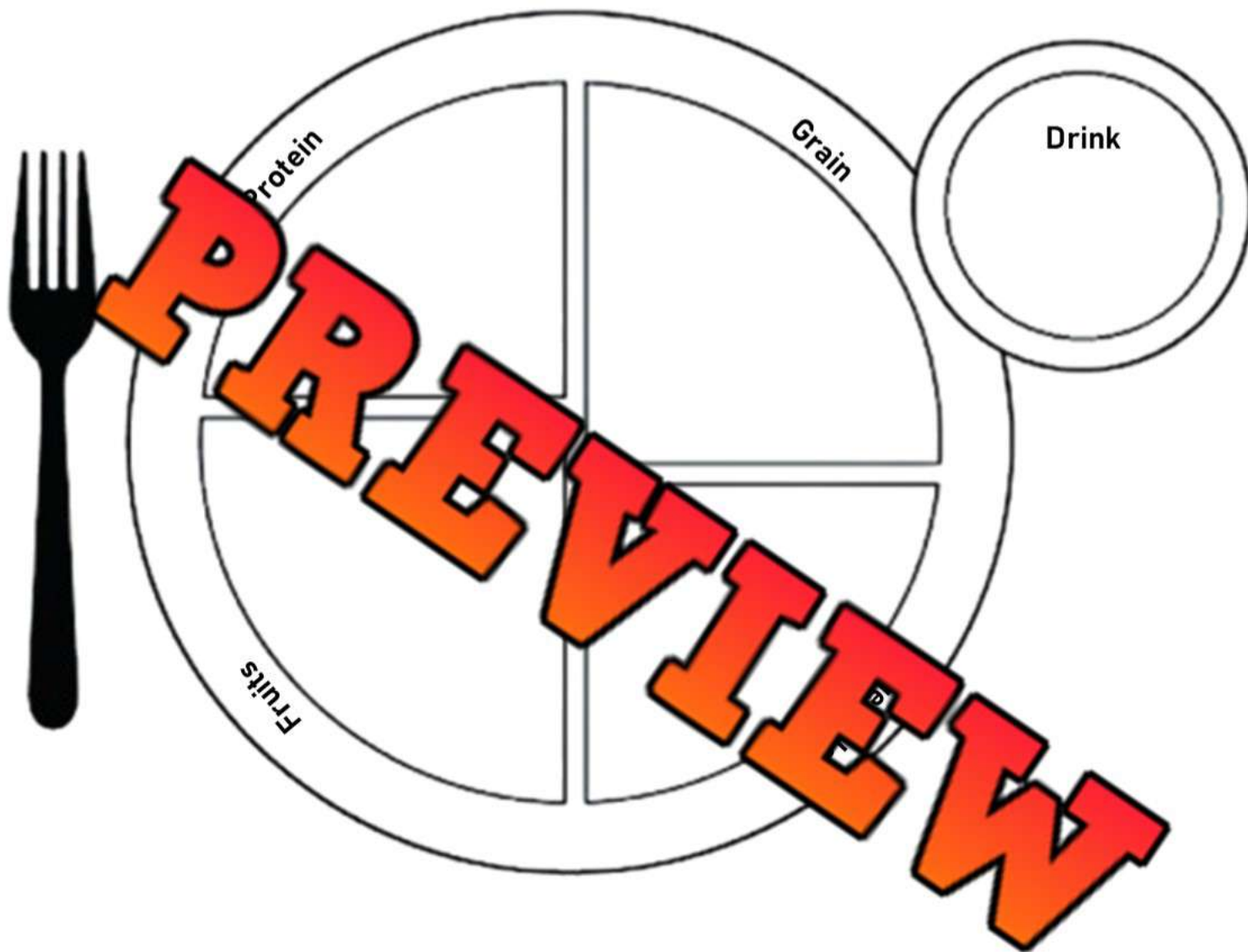
1. Look closely at the four sections of your plate: Fruit, Vegetables, Protein, and Grains.
2. Think of a homemade meal you like or would like to try. It can be a meal you've eaten at home or a meal you create from scratch.
3. In each section of the plate, draw and label one food item that belongs to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

Name: _____

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My Home-Made Meal Plan



Reflection

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

Exit Cards

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

Name: _____

Colour the Smart Eating Choices.

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

Name: _____

Colour the Smart Eating Choices.

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

Name: _____

Colour the Smart Eating Choices.

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

Name: _____

Colour the Smart Eating Choices.

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

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

Finn was always full of energy—until lately.

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

One afternoon, his teacher Mr. Patel pulled him aside. "Finn, you've been tired and distracted this week. Everything okay?"

Finn shrugged. "I'm just feeling off."

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

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

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

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

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

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

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

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

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

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



True or False

Is the statement true or false?

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

Questions Answer the questions below.

1) Why is eating _____ important before school?

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

Draw

Draw four Brain Power foods and four Brain Drain

Brain Power		Brain Drain	

Fact or Fiction – How Food Affects Our Body and Brain

Objective

What are we learning about?

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

Material

What will you need for the activity?

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



Instructions

How will you complete the activity?

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

Fact or Fiction

Read the statements to the class.

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

The Risks of Substance Use on Adolescent Health

What Happens to the Teen Brain

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

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

Short-Term and Long-Term Effects

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

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

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

Long-term effects may include:

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

Real-Life Consequences

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

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

Know the Signs and Stay Informed

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



True or False

Is the statement true or false?

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

Tips List

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

1)

2)

3)

Visualizing

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

Fetal Alcohol Syndrome and Generational Impact

What Is Fetal Alcohol Syndrome?

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

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

How Alcohol Affects Baby's Development

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

Some of the most common effects include:

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

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

Symptoms and Long-Term Consequences

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

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

The Impact on Future Generations

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

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

True or False

Is the statement true or false?

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

Writean acrostic using the word **HEALTHY**.

H - _____

E - _____

A - _____

L - _____

T - _____

H - _____

Y - _____

Questions

Answer the questions below.

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

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

Recognizing the Forms and Effects of Abuse

Understanding What Abuse Means

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



The Four Types of Abuse

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

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

Warning Signs of Abuse

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

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



Why Speaking Up Matters

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

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

Question

Why is it important to speak up about abuse?

Text Message

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



My friend says that someone in my family is treating me badly. They yell a lot and I feel scared at home.



Fill in the blanks

Complete the sentences below.

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

Youth Rights and Responsibilities in the Workplace

Knowing Your Rights as a Young Worker

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

What Employers Must Do

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

Here are a few things employers are required to do:

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



What Young Workers Must Know

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

Here are 3 key responsibilities of youth in the workplace:

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

You Have the Right to Refuse Unsafe Work

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

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

Fill in the blanks

Complete the sentences below.

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

Questions

Write your questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

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

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

Activity: Job Ad Remix

Objective

What are we learning about?

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

Material

What will you need for the activity?

- Several job ads (some with unsafe or illegal wording)
- Markers, pencils
- Lined paper for job ad templates
- "Know Your Rights" reference sheet (optional)



Instructions

How will you complete the activity?

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

**URGENT HELP WANTED!**

TEENS NEEDED — QUICK CASH!

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

🤖 Don't have experience? No fear, and don't mind
getting messy in our fast-paced action
with zero fuss.

👷 What You'll Do:

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

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

🚫 No training provided

🚫 No safety gear required

🚫 Uniform not included

🚫 No experience? No problem!

Just watch others and copy what they do

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

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

Name: _____

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Revised Ad

PREVIEW

Story: Liam's Search for Answers

Smart Steps to Stay Healthy

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

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

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

"Are you okay?" she asked.

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

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

Ava raised an eyebrow and said,

"Liam, not everything online is true."

Where did you get that from?"

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

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

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

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

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

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

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

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

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

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

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

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



Questions

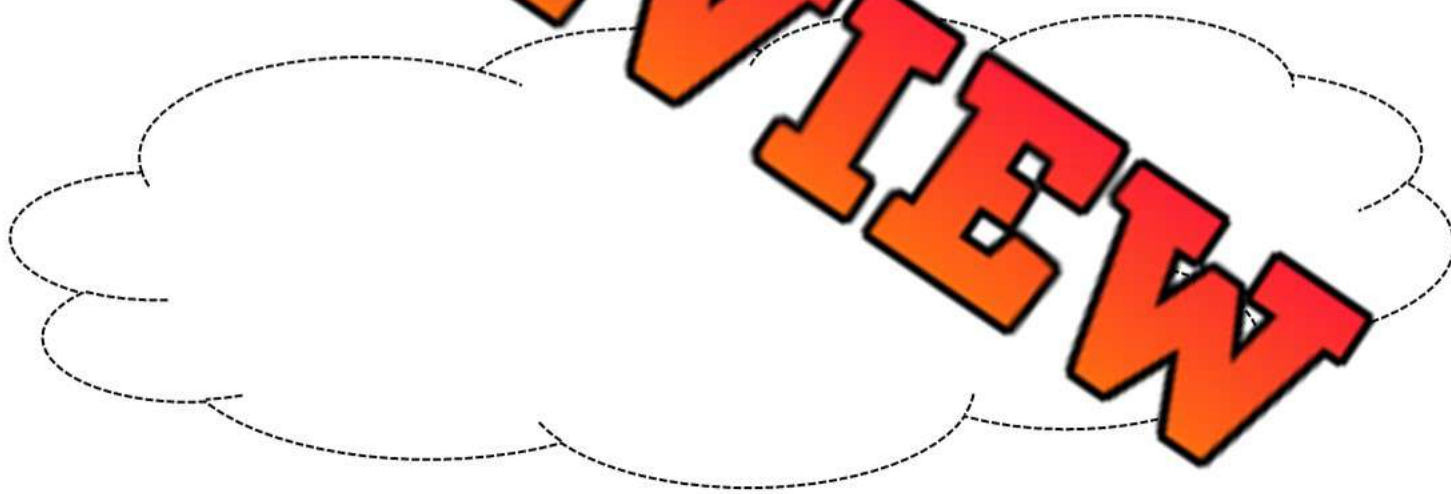
Answer the questions below.

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

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

Word Cloud

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

**True or False**

Is the statement true or false?

1) You can call 811 to talk to a nurse.	True	False
2) Health blogs are always correct.	True	False
3) School counsellors help with mental health.	True	False
4) Doctors check viral health myths.	True	False
5) .gov and .edu sites are trustworthy.	True	False

Activity: Sorting Health Advice

Objective

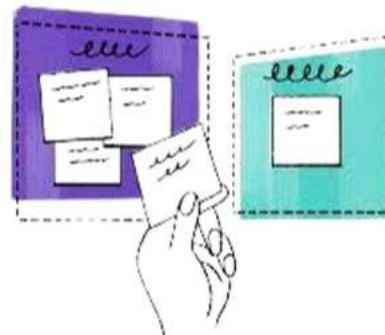
What are we learning about?

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

Material

What will you need for the activity?

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



Instructions

How will you complete the activity?

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

Advice Strips

Cut out the advice strips below.

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

Drink only lemon water for a week to cure stress.

Call 11 to speak to a nurse any time.

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

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

Public health nurses give free advice about vaccines and health.

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

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

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

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

Your friends' opinions are better than medical advice.

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

A random TikTok user said eating raw garlic cures anxiety.

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

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

School-based health centres offer free advice and services.

Use a crystal or magnet to heal emotional pain.

TikTok challenges are a fun way to improve your health.

Name: _____

Trustworthy Advice

Untrustworthy Advice

PREVIEW

Reflection

Answer the questions below.

1) Which health advice was most trustworthy? Why?

2) Which advice was least trustworthy? Why is it not safe?

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

4) How will this help you make safer choices?

PREVIEW

Exit Cards

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

Name: _____

Would you follow this health advice?

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

Name: _____

Would you follow this health advice?

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

Name: _____

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1) Talk to a school counsellor if anxious.	Yes	No
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4) Garlic cures stress, says an influencer.	Yes	No

Name: _____

Would you follow this health advice?

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

Case Study: Clara Hughes: Bouncing Back

Resiliency and Mental Endurance

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

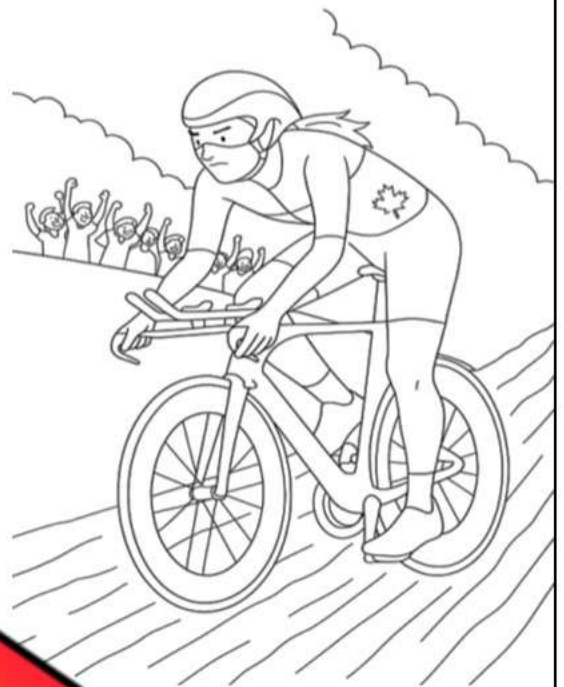
After winning her Olympic medal in cycling in 1996, Clara still felt a darkness that didn't make sense to her. She had reached her goal but still felt empty. She began thinking about hiding her emotions. It took time—a support from her family—before she realized that she was facing a mental health challenge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

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

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

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

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



True or False

Is the statement true or false?

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

Draw

A symbol that represents resilience and explain it.

	_____

Questions

Answer the questions below.

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

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

Activity: Resilience Wheel

Objective

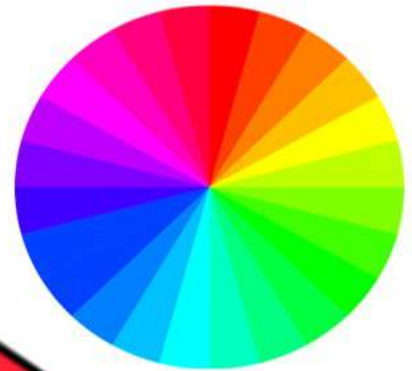
What are we learning about?

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

Materials

What do you need for the activity?

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



Instructions

How will you complete the activity?

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

Resilience Wheel



Name: _____

96

Curriculum Connection
P8.11

My Name _____

Who I Am Assessing _____

Peer Assessment

Mark your classmate's wheel using the checklist below.

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

Glow and Grow**Glow:** Write two things that your classmate did well on.**Grow:** Suggest one area of improvement.

Glow	_____ _____
Glow	_____ _____
Grow	_____ _____

Understanding STIs and How to Prevent Them

What Are STIs and Why They Matter

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

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

Here are some common STIs:

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

How to Prevent STIs

Making informed choices can reduce your risk of infection:

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

STI Testing is Free and Private

You can get tested at:

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

The Role of Vaccines

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

Key facts:

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

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

True or False

Is the statement true or false?

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

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

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

Question

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

Understanding Contraceptive Options

What Are Contraceptives?

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



Types of Contraception

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

- **Abstinence** – Refraining from having sex. It is the only method that is 100% effective in preventing both pregnancy and sexually transmitted infections (STIs).
- **Condoms** – A barrier method that prevents sex. Condoms are about 87% effective with typical use and also help protect against STIs.
- **Birth Control Pills** – Pills taken daily to prevent ovulation. With typical use, they are around 91% effective. These require a prescription.
- **Foams and Spermicides** – Chemicals that kill sperm. These are around 72% effective when used alone but work better when combined with other methods like condoms.

Respect and Personal Values

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

Getting the Right Information

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

Where to Go for Help

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



Connecting

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

1)	
2)	
3)	

True or False

Is the statement true or false?

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

Matching Type

Match each type of contraceptive with its correct description.

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

Four Corners Activity: Making Informed Health Choices

Objective

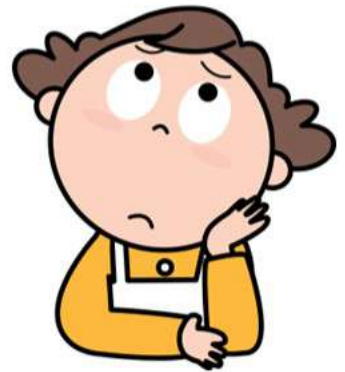
What are we learning about?

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

Materials

What do you need for the activity?

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



Instructions

How will you complete the activity?

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

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

Story: Saying No with Confidence and Respect

“No Doesn’t Mean Never Again”

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

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

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



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

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

Jordan shrugged. “Alright, you’re outta here.”

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

Zoey replied, “That’s awesome! You were assertive. Saying no can be powerful.”

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

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

True or False

Is the statement true or false?

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

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

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

Making Connections

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

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

Role Play - Practising Confident Choices

Objective

What are we learning about?

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

Materials

What will you need for the activity?

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



Instructions

How will you complete the activity?

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

Scenario Cards

Cut out the topics below.

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

Scenario Cards

Cut out the topics below.

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

Scenario Cards

Cut out the topics below.

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

**Two Stars
and a Wish**

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

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

PREVIEW



Activity - Consequence Compass

Objective

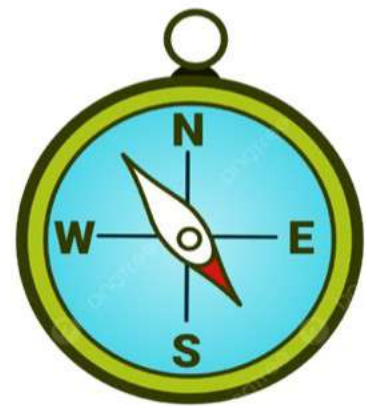
What are we learning about?

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

Materials

What will you need for the activity?

- Scenario cards (prepared by teacher)
- Consequence cards (prepared by teacher)
- Pencil or Marker



Instructions

How will you complete the activity?

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

Scenario Cards


Cut out the topics below.

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

Scenario Cards

Cut out the topics below.

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

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

Reflection

Answer the questions below.

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

Analysis of Emotions and Consequences



Development of Safer Choices & Strategies



Teamwork and Collaboration



Understanding of Process



Overall Understanding of the Process



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

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

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

Unit Test – Personal Health

Multiple Choice

/10

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

Answer

Answer the following questions below.

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

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

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

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

PREVIEW

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

