



## Preview - Information



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# Workbook Preview



# Grade 6 Health Unit

## Personal Standards and Identity

	Curriculum Expectations	Pages
USC4.1a	Describe values one appreciates in self and in others and explain why.	4, 8, 15, 26-32
USC4.1b	Propose why people behave the way they do.	7-14, 36-38
USC4.1c	Identify sources of, and evaluate information about, personal beliefs and values.	4, 9-14, 23-25
USC4.1d	Communicate an informed personal definition of personal standards.	4-7, 15-21, 26-32, 36-38, 54-55
USC4.1e	Uncover personal standards by exploring questions.	15-21
USC4.1f	<p style="color: red; font-size: 1.5em; font-weight: bold;">Preview of 100 pages from this product that contains 97 pages total.</p>	1-40
USC4.1g		6
USC4.1h		5, 54-55
USC4.1i		1, 47-51, 0
USC4.1j		26-38, 50-51, 59-60
USC4.1k	Explore when personal standards may be reinforced or challenged.	39-46, 54-55, 63-64
USC4.1l	Analyze events or factors that cause people to make decisions that reflect or conflict with their personal standards.	16, 43-46, 63-64
USC4.1m	Discuss factors that affect the identities of people as a result of colonization.	56-60
USC4.1n	Determine how decision making is influenced by personal standards.	17, 39-40, 50-51, 61-64
AP6.10	Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.	65-72

# PERSONAL STANDARDS AND IDENTITY



## Values in Ourselves and Others

### What Are Values?

Values are the beliefs and qualities that guide how people think, act, and treat others. They help people decide what is important and what kind of person they want to be.

### Question

What values do you appreciate in yourself and in others?

Values I Appreciate in Myself	Values I Appreciate in Others
<p>Think about how you try to show every day. Think about honesty, respect, kindness, justice, or self-control. Explain which values you appreciate in yourself and why. For example, you might value honesty because it helps you be fair and earn trust.</p>	<p>Now think about values you respect in other people. These could include fairness, respect, teamwork, empathy, or courage. Explain which values you appreciate in others and why these values are important. For example, you might value respect because it helps people feel safe and included.</p>
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**PREVIEW**

## Norms That Shape Our Behaviour

### What Are Norms?

Norms are unwritten rules or expectations that guide how people behave in different situations. They help people decide what feels right, acceptable, or expected based on their experiences, culture, and society.

### Question

Why do personal, cultural, and societal norms influence how people behave?

Personal Norms	Cultural and Societal Norms
<p>Think about norms that come from yourself. These norms come from your personal beliefs, experiences, and what you see others do. They guide how you behave on your own, even when no one is watching.</p> <p><b>Examples may include:</b></p> <ul style="list-style-type: none"> <li>• Being honest, even when it's difficult</li> <li>• Standing up for yourself</li> <li>• Treating others with kindness</li> <li>• Following your own sense of right and wrong</li> </ul> <p>Explain which personal norms guide your behaviour and why they matter to you. For example, you might follow a personal norm of honesty because it helps you trust yourself and earn trust from others.</p>	<p>Now think about norms that come from your family, culture, community, or society. These norms influence behaviour because they are shared and expected by groups of people.</p> <p><b>Examples may include:</b></p> <ul style="list-style-type: none"> <li>• Showing respect to elders</li> <li>• Celebrating cultural traditions</li> <li>• Following school rules</li> <li>• Following certain ways of speaking in certain ways in different settings</li> </ul> <p>Explain which cultural or societal norms influence your behaviour and how they affect your behaviour. For example, you might follow classroom norms because everyone feels safe and comfortable.</p>
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# Exit Cards

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

Name: _____	Mark
What are values and norms, and how are they different?	
Values	_____
	_____
	_____
Norms	_____
	_____
	_____

Name: _____	Mark
What are values and norms, and how are they different?	
Values	_____
	_____
	_____
Norms	_____
	_____
	_____

Name: _____	Mark
What are values and norms, and how are they different?	
Values	_____
	_____
	_____
Norms	_____
	_____
	_____

Name: _____	Mark
What are values and norms, and how are they different?	
Values	_____
	_____
	_____
Norms	_____
	_____
	_____

**PREVIEW**

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

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## Story: The Day Maya Questioned the Screen

**Draw** Draw pictures to illustrate the story.

Maya believed the internet had answers for almost everything. Videos told her how to eat, how to think, and how to be confident. When a post had thousands of likes, she felt sure it must be true. Popular opinions were hard to follow.

**PREVIEW**

At school one morning, a video spread quickly through group chats. It claimed skipping meals made students stronger and more focused. The comments were full of praise. Maya watched it carefully, feeling nervous but curious, and saved it to watch again later.

That day, Maya skipped lunch. By the afternoon, her head ached and her legs felt weak. In math class, numbers blurred together, and she snapped at her friend Liam without meaning to. Guilt settled in her chest, but she stayed quiet.

**PREVIEW**

After school, Maya walked home slowly. At dinner, she barely touched her food. Her grandmother noticed right away. "You don't look like yourself," she said kindly. Maya hesitated, then explained the video and why she believed it.

Her grandmother didn't scold her. She listened closely. "Who made that video?" she asked. Maya shrugged. "And why should strangers decide what your body needs?" Her grandmother's calm voice made Maya think.

**PREVIEW**

Later that evening, they sat together at the kitchen table. Her grandmother showed her health articles written by doctors. They explained how food gives energy and helps the brain work. Maya felt embarrassed but also relieved.

The next day, Maya apologized to Liam. She told him about the video and how sick she felt. Liam nodded. "My cousin follows stuff online too," he said. "Not all of it's real."

**PREVIEW**

In health class, the teacher talked about personal beliefs and where they come from—family, culture, friends, and media. Maya felt her cheeks warm. The lesson felt personal, like it was speaking directly to her.

Maya realized beliefs should be questioned, not followed blindly. Popular didn't always mean true. Trusted sources and caring people mattered more than likes and views.

**PREVIEW**

That afternoon, Maya ate lunch with confidence. She still watched videos, but now she asked questions first. Her belief had changed—and she felt stronger because of it.

# Green Flag or Red Flag: Personal Standards

**Objective** What are we learning about?

Students will learn to identify strong personal standards (Green Flags) and weak or challenged personal standards (Red Flags) by examining choices, behaviours, and values. Students will practise recognizing how personal standards guide decisions, actions, and identity.

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

- A list of 20 personal-standards statements
- Green and red flags or flashcards for each student
- Interactive whiteboard (optional)



**Instructions** How will you meet the objective?

- 1) Explain that **personal standards** are the values and choices people use to guide their behaviour and choices.
- 2) Review what a **Green Flag** means (a choice or behaviour that shows strong personal standards).
- 3) Review what a **Red Flag** means (a choice or behaviour that weak or challenges personal standards).
- 4) Give each student one green flag and one red flag.
- 5) Read one personal-standards statement aloud at a time.
- 6) Ask students to hold up the **green flag** if the statement shows strong personal standards, or the **red flag** if it shows weak or unhealthy standards.
- 7) After each statement, briefly discuss **why** it is a Green or Red Flag, focusing on values, boundaries, and decision-making.
- 8) Encourage students to connect the statement to real-life choices at school, online, or with friends.
- 9) At the end, ask students to write one personal standard they want to strengthen.

**Green or Red Flag**

Read the statements to the class.

#	Statement	Green Flag	Red Flag
1	A person keeps their values even when friends disagree.	✓	
2	A person changes their behaviour to be accepted.		✓
3	A person refuses to join in when something feels wrong.	✓	
4	A person ignores their beliefs to avoid being left out.		✓
5	A person treats others fairly, even without being treated fairly.	✓	
6	A person is respectful when adults are present.		✓
7	A person tries to help others to fix them.	✓	
8	A person defends others who are being mistreated.		✓
9	A person makes choices that match their values.	✓	
10	A person follows the crowd without thinking.		✓
11	A person sets boundaries and sticks to them.		
12	A person lets others decide what behaviour is acceptable.		✓
13	A person respects themselves and expects respect from others.		
14	A person accepts disrespect to keep friendships.		✓
15	A person speaks honestly, even when it is uncomfortable.	✓	
16	A person lies to protect their image.		✓
17	A person considers how choices match their values.	✓	
18	A person acts first and thinks later.		✓
19	A person stands up for fairness and respect.	✓	
20	A person stays quiet when standards are challenged.		✓

## Identifying Personal Assets

### What Are Personal Assets?

Personal assets are the things that make you unique and valuable.

- **Physical Assets:** These are your tangible strengths. They can be your physical health, your energy levels, or even your ability to play sports or other physical activities well.
- **Intellectual Assets:** These include your knowledge, skills, and talents. Being good at math, knowing how to play a musical instrument, or understanding how to use a computer are all examples of intellectual assets.
- **Emotional Assets:** These are your feelings and how you manage them, such as kindness, empathy, and staying calm in stressful situations.

### How Can You Use Your Assets?

Your assets can help you in many ways. Here are some ways you can leverage your assets:

- 1) **Overcoming Challenges:** If you're struggling with a project, your intellectual assets like problem-solving skills can help you find a solution.
- 2) **Achieving Goals:** If you want to join the school sports team, your physical assets like speed and strength will help you practice and perform better.
- 3) **Helping Others:** Using your emotional assets like empathy and kindness, you can support friends who are having a hard time.

### Identifying Your Assets

Here are some steps to help you identify your assets:

- **Self-Reflection:** Take some time to think about what you are good at and what makes you feel strong and happy.
- **Ask Others:** Sometimes, asking friends, family, or teachers can help you see strengths you might not notice yourself.
- **Try New Things:** Experiment with new activities and hobbies. This can help you discover new talents and interests.



**True or False**

Circle whether the statement is true or false.

1) Intellectual assets are only about knowledge.	True	False
2) Self-reflection helps identify your assets.	True	False
3) Trying new things doesn't help discover assets.	True	False
4) Physical assets are tangible strengths.	True	False
5) Intellectual assets are irrelevant to problem-solving.	True	False

**Identify**

Circle the correct column to show whether each phrase describes a Physical (P), Intellectual (I), or Emotional (E) asset.

	Physical	Intellectual	Emotional
1) Problem-solving			
2) Empathy towards others			
3) Strength and agility			
4) Athletic ability			
5) Patience in stressful situations			
6) Kindness and compassion			
7) Ability to learn new languages			
8) Proficiency in computer use			

**Question**

How can trying new things help identify assets?

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# Exit Cards

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

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

Mark

Write the correct letter (A, B, or C) beside each rule.

	Physical Assets
	Intellectual Assets
	Emotional Assets

A) Using knowledge, problem-solving skills, or learning new information.

B) Staying calm, patient, and kind during stressful situations.

C) Being strong, active, or skilled at sports or physical activities.

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

Mark

Write the correct letter (A, B, or C) beside each rule.

	Physical Assets
	Intellectual Assets
	Emotional Assets

A) Using knowledge, problem-solving skills, or learning new information.

B) Staying calm, patient, and kind during stressful situations.

C) Being strong, active, or skilled at sports or physical activities.

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

Mark

Write the correct letter (A, B, or C) beside each rule.

	Physical Assets
	Intellectual Assets
	Emotional Assets

A) Using knowledge, problem-solving skills, or learning new information.

B) Staying calm, patient, and kind during stressful situations.

C) Being strong, active, or skilled at sports or physical activities.

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

Mark

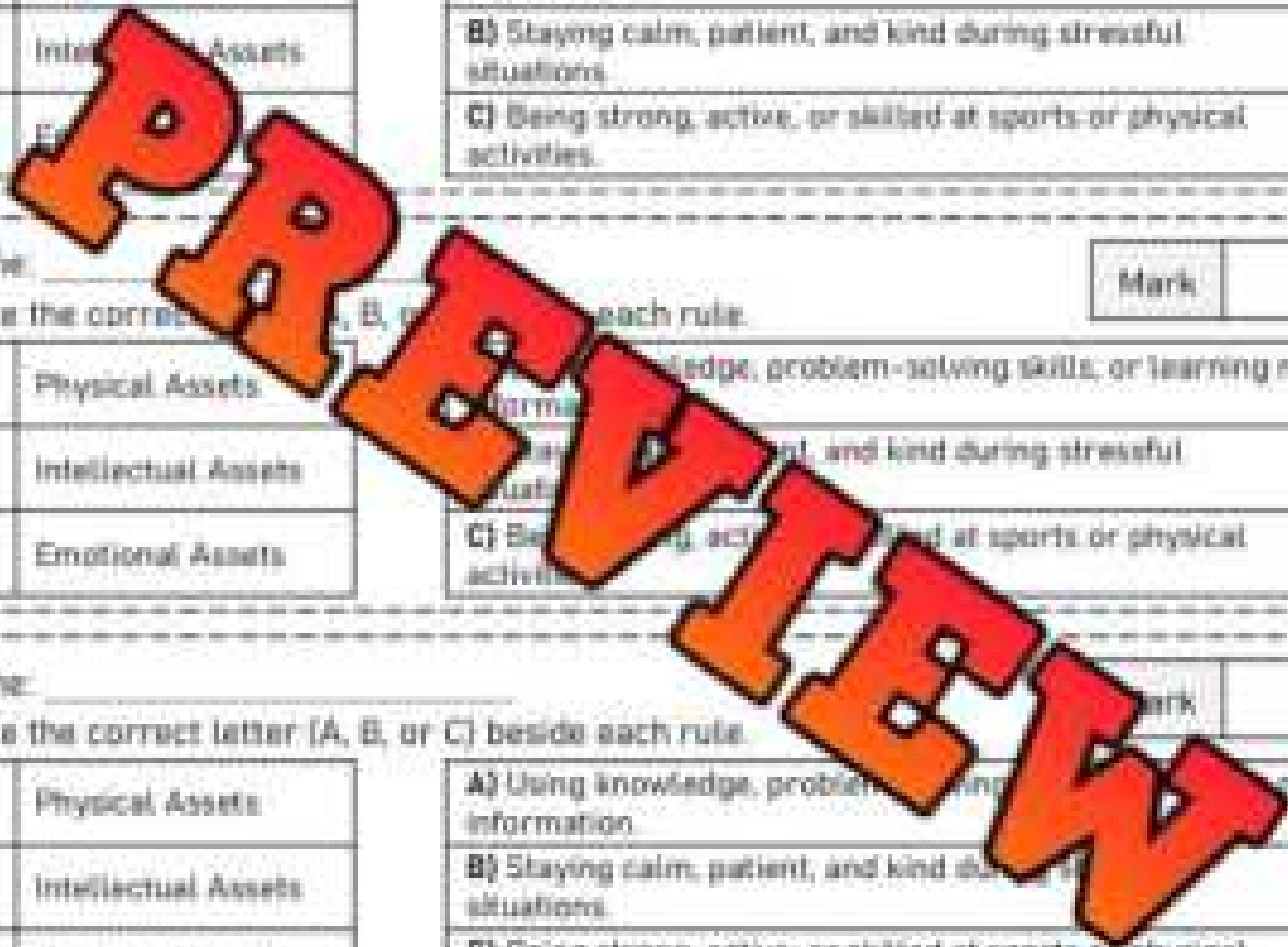
Write the correct letter (A, B, or C) beside each rule.

	Physical Assets
	Intellectual Assets
	Emotional Assets

A) Using knowledge, problem-solving skills, or learning new information.

B) Staying calm, patient, and kind during stressful situations.

C) Being strong, active, or skilled at sports or physical activities.



## Case Study: The Resilience of Malala Yousafzai

### Malala Yousafzai: A Story of Courage and Resilience

In a small town in Pakistan, a girl named Malala Yousafzai loved going to school. She believed every girl should have the chance to learn. But not everyone agreed. Some people tried to stop girls from going to school.

One day when Malala was just 15, she was attacked by those who wanted her to stop going to school. They thought they could silence her, but she survived and became even more determined to fight for girls' education.

Malala's courage inspired people around the world. Despite her fear, she continued to speak up. She said, "We realize the importance of our voices and we are not silenced."

Malala's efforts have made a huge impact. According to UNICEF, 130 million girls around the world are out of school. Malala's advocacy helps these girls get the education they deserve. She has spoken at the United Nations and met with world leaders to discuss the importance of education.

In 2014, at just 17, Malala became the youngest-ever recipient of the Nobel Peace Prize. She used her prize money to build schools for girls in Pakistan.

Malala's story teaches us about resilience and the power of one voice. She shows that even young people can make a difference. As Malala says, "One child, one teacher, one book, one pen can change the world."

Students can learn from Malala's example. She teaches us to be brave, to stand up for what we believe in, and to never give up, no matter how tough things get.



**Questions**

Use information from the text to support your answer.

1) Why is Malala considered a symbol of courage and resilience?

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2) In what ways does Malala's resilience inspire others?

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**Draw**

Draw a picture symbolizing Malala's resilience and courage, then briefly explain.

**True or False**

Circle whether the statement is true or false.

1) Malala Yousafzai displayed resilience after being attacked.	True	False
2) Malala believed education was not important for girls.	True	False
3) Despite fear, Malala continued to speak out.	True	False
4) Malala's resilience led to her receiving the Nobel Prize.	True	False
5) Malala's story teaches us to never give up.	True	False

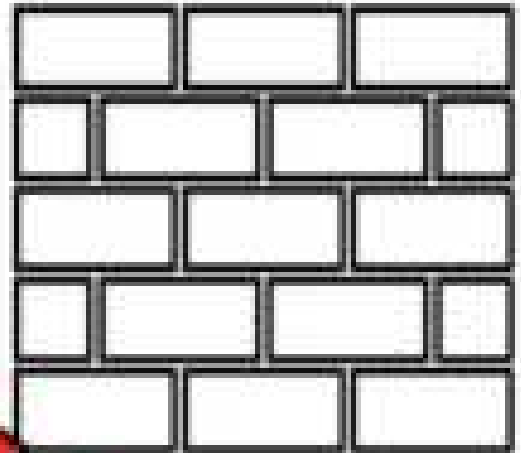
## Activity – Building a Resilience Wall

**Objective** What are we learning about?

Students will create individual "Resilience Walls" to recognize and celebrate their own moments of resilience.

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

- Small pieces of construction paper
- Markers, colored pencils, or crayons
- Blue sticks
- A piece of construction paper for the background



**Instructions** How will you complete the activity?

1. Discuss the concept of resilience and its importance. Share the story of Aisha Yousafza's journey as an example of extraordinary resilience.
2. Encourage students to think quietly about times they felt resilient. Ask them to recall when they tried something new, overcame a fear, or kept going when it was tough.
3. Students will write or draw on their brick cut-outs about times they felt resilient. They might include learning to ride a bike, making a new friend, or standing up for themselves.
4. Students will then glue or tape their bricks onto their foundation paper to build their individual walls.
5. Encourage them to arrange their bricks in a way that represents their personal journey, with each brick supporting the others.
6. Once their walls are built, give students time to reflect on their resilience. They can think about how they felt during those moments and what they learned.

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

**Brick Cut-Outs**

Cut the bricks to write your resilience moments.

**PREVIEW**

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

Blank rectangular box for writing.

Blank rectangular box for writing.

Blank rectangular box for writing.

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**PREVIEW**

**Reflection**

Answer the questions below.

1) How did you feel while creating your resilience wall?

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2) List one [resilience] you are most proud of. How did you feel after surpassing each?

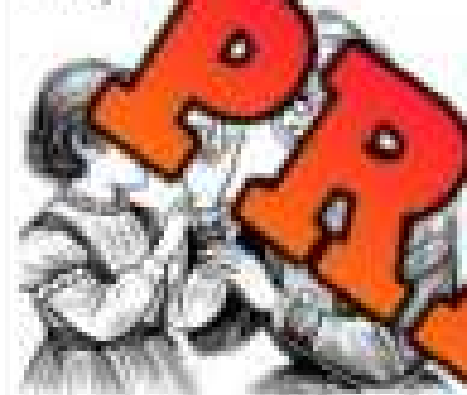
Moment of Resilience	Emotion After the Resilience Moment
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## Case Study: Perseverance of Helen Keller

### Helen Keller: Triumph Over Adversity

Helen Keller was born in 1880 in the United States. When she was just 19 months old, she became very sick and lost her ability to see and hear. Imagine not being able to see the beautiful world around you or hear the voices of your loved ones. That was Helen's reality.



Life was very challenging for Helen. She struggled to communicate with others and often felt frustrated. But Helen was determined to overcome her challenges.

When Helen was six, her parents found a teacher named Anne Sullivan to help her. Anne was very patient and taught Helen how to communicate using her hands.

Helen learned quickly. She used to put words into Anne's hand. Eventually, she learned to read and write using Braille, a system of raised dots that blind people can read with their fingers. By the age of 10, Helen could speak a few words.

Helen's perseverance led her to achieve great things. She went to college, becoming the first deaf-blind person to earn a Bachelor's degree. She also wrote 14 books and travelled the world, giving speeches and advocating for people with disabilities.

Helen Keller's story teaches us that no matter how difficult life gets, we can overcome challenges with determination and hard work. She once said, "The only thing worse than being blind is having sight but no vision."

According to the World Health Organization, about 1.5 billion people live with some form of hearing loss. Helen Keller's life shows that with support and perseverance, individuals can achieve amazing things despite their disabilities.

**Question** How did perseverance help Helen Keller overcome communication challenges?

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**Arrange** Arrange the events in Helen Keller's life chronologically, with 1 being the earliest and 10 being the most recent.

1	Helen learned to read and write using Braille.
2	Helen gave speeches and advocating for people with disabilities.
3	Helen Keller was born in the United States.
4	Helen graduated from college as the first deaf-blind person to earn a Bachelor of Arts degree.
5	Helen became very sick at 19 months old, losing her ability to see and hear.
6	Helen struggled to communicate and was frustrated.
7	Helen's parents found a teacher named Anne Sullivan.
8	Helen learned sign language to spell words on her hand.
9	Helen's perseverance led her to achieve great things.
10	Helen learned to communicate using her hands.

**Letter** Write a short letter to Helen Keller, explaining how she inspired you.

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## Determination of Terry Fox

In 1980, a young man named Terry Fox embarked on an extraordinary journey across Canada, known as the Marathon of Hope, to raise money for cancer research. Despite losing his right leg to cancer when he was only 18, Terry's determination never wavered. With a prosthetic leg, he set out to run an incredible distance equivalent to a marathon a day.

Terry started his marathon in St. John's, Newfoundland, with a dream to collect one dollar for every person in Canada to fund cancer research. This was no small feat, considering Canada had a population of over 24 million people at the time. Every day, through rain and shine, Terry ran for 42 kilometers. His perseverance was nothing short of inspirational.

Halfway through his journey, much like yours, began to take notice and support his cause. This collection of support demonstrated the power of community and how one person's resolve can ignite a nation's spirit. Today, these schools continue to participate in the Terry Fox Run, keeping his dream alive and inspiring new generations about the values of courage and determination.



By the time he reached the coast of Nova Scotia, Terry had run 5,373 kilometres in 143 days. Unfortunately, his cancer spread, and he had to stop. Although he passed away in 1981, his legacy did not end. The entire nation was moved by his courage and resolve. That year, the Terry Fox Run was established, an annual event that has since raised over \$800 million for cancer research worldwide.

Terry Fox taught us that even in the face of immense challenges, hope and determination can lead to extraordinary achievements. His story continues to inspire people around the globe to support a cause that saves lives every day.

## Question

What legacy did Terry Fox leave behind?

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## Arrange

Arrange the events in Terry Fox's life chronologically, with 1 being the earliest event and 10 being the most recent.

	Terry's Mother, Helen, died of cancer in St. John's, Newfoundland.
	Terry aimed to complete the marathon as a Canadian.
	Terry ran close to 42 kilometers each day.
	The Terry Fox Run was established in his honor.
	Terry passed away in 1981.
	Schools across Canada supported Terry's journey.
	Terry's cancer spread, and he had to stop running.
	Terry's journey raised over \$800 million for cancer research.
	Terry ran 5,373 kilometres in 143 days.
	Terry Fox inspired people worldwide with his determination.

## Interview

Write three interview questions you would ask Terry Fox if you had the chance.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

# Exit Cards

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

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Terry Fox believed one person could inspire change.	T	
	F	
2) Physical limits stopped Terry from making an impact.	T	
	F	
3) Terry Fox showed perseverance through daily effort.	T	
	F	
4) Terry Fox's legacy ended when his run stopped.	T	
	F	
5) Courage and hope were central to Terry's actions.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Terry Fox believed one person could inspire change.	T	
	F	
2) Physical limits stopped Terry from making an impact.	T	
	F	
3) Terry Fox showed perseverance through daily effort.	T	
	F	
4) Terry Fox's legacy ended when his run stopped.	T	
	F	
5) Courage and hope were central to Terry's actions.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Terry Fox believed one person could inspire change.	T	
	F	
2) Physical limits stopped Terry from making an impact.	T	
	F	
3) Terry Fox showed perseverance through daily effort.	T	
	F	
4) Terry Fox's legacy ended when his run stopped.	T	
	F	
5) Courage and hope were central to Terry's actions.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Terry Fox believed one person could inspire change.	T	
	F	
2) Physical limits stopped Terry from making an impact.	T	
	F	
3) Terry Fox showed perseverance through daily effort.	T	
	F	
4) Terry Fox's legacy ended when his run stopped.	T	
	F	
5) Courage and hope were central to Terry's actions.	T	
	F	

**PREVIEW**

## Four Corners: Personal Values & Standards

### Objective

What are we learning about?

To help students identify, reflect on, and explain their personal values and standards by making opinion-based choices, discussing real-life situations, and connecting their decisions to identity and behaviour.

### Materials

What do you need for the activity?

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



### Instructions

How will you complete the activity?

- 1) Prepare the classroom by labelling each corner with A, B, C, and D.
- 2) Explain to students that you will read questions about values, standards, and decision making. Each question will have four opinion-based options.
- 3) Read one question at a time. Students move to the corner that matches their own thinking or beliefs.
- 4) Once students are in their chosen corners, have them discuss why they chose that option with others in the same group.
- 5) Bring the class together and invite students from different corners to share their thinking, emphasizing that there may be more than one reasonable viewpoint.
- 6) Repeat with additional questions to help students explore how personal values influence choices, behaviour, and identity.

Question	A	B	C	D
1) Which value matters most when choosing friends?	Loyalty	Kindness	Honesty	Respect
2) What most influences your personal values right now?	Family beliefs	Friends	Media	Experiences
3) When facing a tough problem, what influences your choices?	Personal rules	Emotions	Others' advice	Past mistakes
4) Which behavior shows strong standards?	Spending less	Helping others	Staying calm	Standing up
5) Which decision is hardest to make?	Following a friend	Admitting wrong	Asking for help	
6) When values conflict, what do you trust most?	Inner voice	Family rules	Past experience	
7) Which situation challenges personal standards the most?	Peer pressure	Online spaces	Friends' comments	Parents' opinions
8) What helps your values change in healthy ways?	New experiences	Learning facts	Growing older	Life events
9) When you make a mistake, what matters most afterward?	Learning	Apologizing	Fixing it	Moving on
10) What helps you stay true to yourself?	Clear values	Confidence	Support people	Self-talk

## Interview: Why Personal Values Change Over Time?

**Student:** I hear that people's values can change. Is that really true?

**Historian:** Yes, it is very true. Personal values are shaped by the time and place people live in. As society changes, values often change too.

**Student:** What makes values change the most?

**Historian:** One major factor is social norms. These are the unwritten rules about what is seen as normal in a culture. For example, 100 years ago, many women wore long, heavy coats. Today, education is valued more, and labour laws protect kids.

**Student:** Do big events change values?

**Historian:** Absolutely. Crises like pandemics, or natural disasters, can shift priorities. After World War II, many countries valued peace and cooperation more strongly, leading to groups like the United Nations.

**Student:** What about trends or media?

**Historian:** Trends and mass media have a strong influence on what people value. Social media can change what people value by showing certain behaviours repeatedly. This can affect views on body image, success, and more.

**Student:** Can relationships change values too?

**Historian:** Yes. Friends, family, and role models all influence values. For example, someone might learn the value of kindness after forming a close friendship with someone very different from them.

**Student:** Do values ever change back?

**Historian:** Sometimes. As people grow older or experience new situations, they may rethink their beliefs. This is called **value reflection**, and it helps people make healthier decisions.

**Student:** Why is it important to understand this?

**Historian:** Understanding how values change helps people think critically, respect differences, and make thoughtful choices that fit who they are becoming.



**PREVIEW**

**True or False**

Circle whether the statement is true or false.

1) Personal values stay the same throughout a person's life.	True	False
2) Social norms are written laws everyone must follow.	True	False
3) Education is valued more today than 100 years ago.	True	False
4) Big events can shift what societies care about most.	True	False
5) Values never return once they change.	True	False

**Questions**

Write questions below.

1) What value...

2) Explain why values might change.

3) How can media affect what people think is "normal"?

**Questioning**

Write 2 questions you have about the reading.

1)

2)

1)	_____
2)	_____

## Role Play – What Shapes Our Personal Standards?

**Objective** What are we learning about?

Participants will investigate the main factors that influence personal standards, such as family values, friends, social norms, media, and important life events. Through role-play, students will explore how these influences shape choices, behaviour, and identity.

**Materials** What do we need for our activity?

- Scenario cards and situations (provided)
- Props or costumes (optional)
- Timer or stopwatch



**Instructions** How will we complete this?

- 1) Divide the class into small groups of 3 to 4 students.
- 2) Provide each group with a scenario card that is related to the topic being studied.
- 3) Give out roles to each student in the group, assigning the roles within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Creativity</b>	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
<b>Voice</b>	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
<b>Movement</b>	Use body movements and actions that match what your character is doing in the scene.
<b>Stay in character</b>	Stay in character from start to finish, even when the scene feels boring or funny.
<b>Teamwork</b>	Work cooperatively with your group. Share ideas, listen to others, and support your partners.

### Scenario Cards

Scenario	Description
1 Family Expectations	Jordan lives in a home with very strict rules and expectations every day. One afternoon, Jordan breaks a neighbour's window while playing outside. At home, Jordan's parent notices something is wrong and asks gentle questions. Jordan's older sibling listens quietly and offers support. At school the next day, friends suggest keeping quiet about the incident. Jordan feels torn between family values and peer pressure. When Jordan mentions the broken window in public, Jordan's friends and family standards still matter outside the home. The situation shows how family beliefs guide choices, even when the choice feels uncomfortable or risky.
2 Fitting In at School	Maya starts at a new school where most students follow strong group habits. During lunch, several classmates tease another student quietly, laughing and sharing looks. No one says anything directly cruel, but the message is clear. Maya feels nervous and wants to belong. A new friend explains that staying quiet is how people avoid problems. Later, a teacher praises kindness during an assembly. Maya watches how students react differently in private than in public. By the end of the day, Maya must decide which behaviour matches her personal standards. The situation shows how school norms influence actions, even when students know what feels right inside.

## Scenario Cards

Cut out the scenarios below.

Scenario	Description
1 Online Influence	Noah scrolls through social media after school and notices a popular trend encouraging risky behaviour for attention. Friends comment excitedly and share videos, praising bravery and confidence. At dinner, Noah's family discusses safety and long-term choices. Later that evening, a friend messages Noah, encouraging participation so they can post together. Noah feels pressure to stay relevant and admired. The next day at school, students discuss how social media makes the videos received. Noah begins to question whether popularity is worth the risks. The story highlights how media shapes personal choices, how social media's repeating messages and rewarding certain behaviours, even when those behaviours are ignored or delayed.
4 Team Loyalty	David will play for his school team. He notices a teammate breaking a rule to gain an advantage. He is conflicted but says nothing, worried about losing games. The coach notices the rule break but doesn't say anything. Some teammates are upset, but winning feels more important to some. Teammates start to argue about whether rules matter if no one gets hurt. David is not happy but is blamed unfairly when a problem is discovered. David is conflicted about fairness and responsibility. The tension builds as the team prepares for an important game. This situation explores how group loyalty, peer pressure, and leadership influence personal standards and choices.
5 Cultural Traditions	Aisha grows up in a family that values respect, hard work, and responsibility. At school, friends question why she always comes home instead of staying late to hang out. During a group project, she struggles with school work with family expectations. A classmate suggests she should have more duties to focus only on grades. Later, a family gathering reinforces why these traditions matter. Aisha feels proud but also different. The story shows how cultural values shape personal standards and choices, especially when those values do not match what peers expect or understand.
6 Friendship Pressure	Liam has been close friends with the same group for years. Recently, the group starts skipping homework and mocking students who follow rules. When Liam hesitates, friends joke that Liam has changed. A trusted teacher talks about personal responsibility during class. Later, one friend gets into trouble and asks Liam to lie to help them. Liam remembers past moments when honesty mattered. The group reacts strongly when Liam refuses. This situation shows how friendships influence standards, especially when belonging conflicts with personal values developed over time.

## Scenario Cards

Cut out the scenarios below.

Scenario	Description
7 A Critical Moment	During a school trip, something valuable goes missing. Several students were nearby, including Priya. Rumours spread quickly, and fingers point without proof. Priya feels scared but knows the truth. Teachers ask for information, and students whisper in corners. A close friend advises staying silent to avoid attention. Later, the item is found, but confusion remains. Priya reflects on honesty, courage, and consequences. This situation shows how critical events challenge personal standards and force students to decide whether fear guides their actions.
8 Role Model Impact	Even Arjun's cousin who seems confident and respected. When the cousin struggles with their language and behaviour at school. Friends notice and encourage them. Later, Arjun overhears teachers discussing the cousin's struggles. The cousin later admits they struggle with consequences. Arjun begins to rethink what strength truly means. The story shows how role models influence personal standards, sometimes leading to mistakes, especially when young people copy behaviour without seeing the full story.
9 Changing Priorities	Sofia always values high grades and has been in the school volunteer club. Sofia meets students focused on helping others. During a busy week, Sofia must choose between studying for a test or attending a community event. Friends and family offer different opinions. Sofia reflects on how helping others affects her feelings and goals. This scenario shows how priorities can change with new experiences. This scenario shows how personal standards grow as people encounter new values and think what success means.
10 Speaking Up	During a group chat, students share jokes that slowly cross a line. No one says anything, but discomfort grows. One student leaves quietly. Another student laughs nervously to fit in. When screenshots spread, the group reacts with fear. A discussion at school about digital responsibility adds pressure. One student considers speaking up, knowing it may upset friends. The situation shows how silence, courage, and group behaviour influence personal standards, especially when actions online affect real people in lasting ways.

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

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Character Interview  
1000.org ©2013 LA, 1000.org

**My Role**

Draw a picture of what your character did during the role-play.

**PREVIEW**

**Rubric**

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Creativity</b>	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
<b>Voice</b>	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
<b>Movements</b>	Movements did not match	Some matching movements	Movements matched well	Movements were purposeful and effective
<b>Stay in Role</b>	Often out of character	Sometimes in character	Mostly stayed in character	Stayed in character throughout
<b>Teamwork</b>	Did not work well with group	Worked with group	Worked well with group	Excellent cooperation and support

**Teacher Comments**

	<b>Mark</b>

**Student Comments - What Could You Do Better?**


## Identity and How We Define Ourselves

### What Identity Means

**Identity** includes how you see yourself and what you believe is important about you. This can include your interests, values, culture, language, and roles in your life. For example, a student may see themselves as a friend, a hockey player, a sibling, or a helper. Identity is personal, meaning no two people have the exact same identity, even if they share similar experiences.

### How

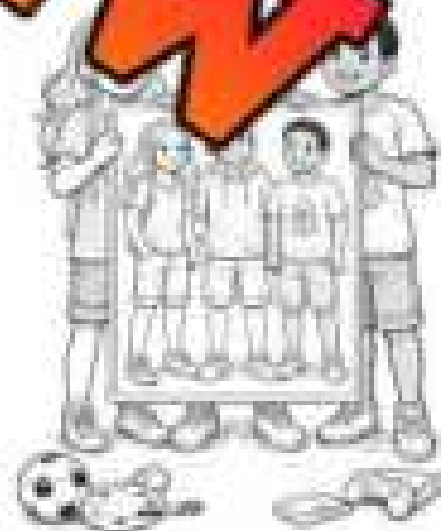
How you feel about yourself has a big role in identity. Feelings like pride, confidence, or belonging help you see yourself. If a student feels accepted at school, they may see themselves as a leader. If they feel excluded, they may struggle with confidence. These feelings come from feedback from family, peers, teachers, and the community.

### Identity and Daily Life

Identity affects everyday choices and behaviours. Influences like how you act in class, the friends you choose, and how you respond to challenges affect how you see yourself. Someone who sees themselves as responsible may complete homework on time. Someone who sees themselves as a leader may speak up when they see someone treated unfairly. Identity also helps guide decisions when facing pressure.

Many factors help shape identity as children grow. These influences can change over time and affect how students define themselves.

- Family traditions often shape values and beliefs
- Friends strongly influence interests and behaviour
- Media exposes students to many ideas and role models
- Culture and language affect how people see themselves
- Studies show most students begin forming a strong sense of identity by ages 10-12



**Summarize**

Explain the main ideas from each section in your own words.

<b>What Identity Means</b>	_____
	_____
	_____
<b>How Feelings Shape Identity</b>	_____
	_____
	_____
<b>Identity and Daily Life</b>	_____
	_____

**True or False**

Circle whether each statement is true or false.

1) Identity is the same for people with similar backgrounds.	True	False
2) Identity is only shaped by personal interests.	True	False
3) Feeling accepted can increase confidence and belonging.	True	False
4) Friends influence identity less than family.	True	False
5) Identity forms fully before age ten.	True	False

**Word Search**

Find the words in the wordsearch.

Identity	Values
Feelings	Confidence
Belonging	Interests
Culture	Language
Behaviour	Decisions
Feedback	Pressure

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

# Exit Cards

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

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
	Family traditions can influence personal values.
	People can share experiences but have different identities.
	Identity stays the same throughout a person's life.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
	Family traditions can influence personal values.
	People can share experiences but have different identities.
	Identity stays the same throughout a person's life.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
	Family traditions can influence personal values.
	People can share experiences but have different identities.
	Identity stays the same throughout a person's life.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
	Family traditions can influence personal values.
	People can share experiences but have different identities.
	Identity stays the same throughout a person's life.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
	Family traditions can influence personal values.
	People can share experiences but have different identities.
	Identity stays the same throughout a person's life.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
	Family traditions can influence personal values.
	People can share experiences but have different identities.
	Identity stays the same throughout a person's life.



## Blog Post: Living Your Personal Standards

### 5 Healthy Attitudes and Behaviours that Affirm Personal Standards

Date: February 1, 2026

Author: Ms. Taylor Nguyen

5-minute read

**Personal standards** are the values you use to guide your choices, actions, and behaviour. They shape how you respond in difficult moments, how you treat others, and how you see yourself. Healthy attitudes and behaviours help you stay true to these standards, even when it feels uncomfortable or when others disagree.

- 1) **Setting and respecting respectful boundaries:** Affirming your standards means clearly defining the behaviour you will not accept. This could include refusing to join in harmful activities. Saying "I'm not okay with that" and removing yourself from the situation shows self-respect and protects your well-being.
- 2) **Pausing to reflect:** A healthy behaviour is slowing down when emotions or peer pressure are high. Taking time to think helps you avoid choices you may regret later. Asking yourself if your action matches your values supports thoughtful and responsible decisions.
- 3) **Communicating honestly:** Expressing your thoughts truthfully while staying calm shows strong personal standards. Listening to others' opinions respectfully and not changing your words just to be accepted shows respect. Clear communication helps others understand your values and builds trust.
- 4) **Taking responsibility for your actions:** Owning up to mistakes is a consistent behaviour that affirms integrity. Admitting errors, apologizing, and making amends shows that honesty matters more than saving face or avoiding consequences.
- 5) **Choosing environments that support your values:** You can't control everything, but you can maintain when you spend time with people and media that respect your standards. Surrounding yourself with supportive friends and positive online spaces helps reinforce your values and a strong sense of identity.

### Comments:



**Jaspreet** - February 1, 2026

Setting boundaries was hard, but it helped when friends started gossiping at lunch. I walked away instead of joining, and I didn't regret it later.

Like Reply 1d ago



**Nathan** - February 2, 2026

I stopped myself before replying in a group chat where people were being rude. Not getting involved saved me from trouble and stress.

Like Reply 5m ago

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

55

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**Questions**

Answer the questions below.

1) What is one example of a personal boundary from the blog?

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2) Why can slowing down help with decision making?

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3) Why do some people struggle to stand their values under pressure?

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**Ranking**

Number the five behaviours below 1 to 5 in order of how helpful they are for living your personal standards. 1 is the most helpful and 5 is the least helpful.

<input type="checkbox"/>	Setting firm but respectful boundaries
<input type="checkbox"/>	Pausing to think before deciding
<input type="checkbox"/>	Communicating honestly without being hurtful
<input type="checkbox"/>	Taking responsibility for your actions
<input type="checkbox"/>	Choosing environments that support your values



**Comment**

What comment would you post to the blog post?

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♥ Like

□ Reply

🕒 Just now

## Residential Schools and Identity

### Background: Residential Schools in Canada

For over 100 years, Indigenous children in Canada were forced to attend **residential schools**. These schools were run by churches and funded by the Canadian government. The goal was to make Indigenous children give up their languages, cultures, and ways of life. More than 150,000 First Nations, Inuit, and Métis children attended these schools, and over 130 were located across the country. The last residential school closed in 1996.

### Daily Life at School

Children were separated from their families and were not allowed to return home for long periods. Many children were not allowed to speak their own language or practise cultural traditions. Daily life was strict and had little freedom or comfort. Many students experienced hunger and poor living conditions at school.

- Speaking Indigenous languages was often forbidden.
- Cultural clothing and ceremonies were discouraged.
- Contact with family was limited or denied.

### Effects on Identity

Residential schools caused deep harm to how children saw themselves. Many survivors felt shame about their culture and identity because they were told it was wrong. This affected confidence, self-worth, and a sense of belonging. When students returned home, some struggled to reconnect with their families and communities.

### Lasting Impacts Across Generations

The effects of residential schools did not end when the schools closed. Many survivors passed on pain and loss to their children and grandchildren. In 2015, the Truth and Reconciliation Commission shared survivor stories and confirmed the long-term damage to identity and community life. Today, many Indigenous people work to reclaim language, culture, and identity despite these lasting impacts.



**True or False** Circle whether the statement is true or false.

1) More than 150,000 Indigenous children attended residential schools.	True	False
2) Speaking Indigenous languages was often allowed at schools.	True	False
3) Residential schools aimed to protect Indigenous identity.	True	False
4) Many students lived far from their families.	True	False
5) Identity harm ended when schools closed.	True	False

**Questions** Answer the questions below.

1) Explain how residential schools affected the identity of Indigenous children.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Explain how identity harm from residential schools can affect future generations.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word Scramble** Unscramble the words from the word bank.

Word Bank				
Residential	Churches	Reconciliation	Culture	Indigenous
Traditions	Language	Identity	Belonging	Community
DCNNTACEIROIL			NITDTYE	
OGGIENBLN			EIRTELSADN	
GLQAJEAN			NIUIDESONG	

## White Privilege in Canada

### What White Privilege Means

**White privilege** refers to advantages some people experience because they are seen as white in society. These advantages are not earned and are not about being a good or bad person. They come from how systems, rules, and expectations were built over time. Many people who benefit from white privilege may not notice it because it often feels normal in everyday life. Learning this concept helps students understand fairness and how identity affects experiences.

### History and Its Impact

In Canada, white privilege is closely linked to **colonization**. European settlers were given land, power, and resources, while Indigenous Peoples and other racialized groups were denied. Policies removed children from families, limited languages, and restricted movement. These actions shaped social norms, attitudes, and laws. Even though many unfair laws are gone, their effects still influence access to education, housing, and leadership roles today.

### Daily Life and Identity

White privilege can affect how people are treated by teachers, peers, and whose opinions are believed. It can shape how safe someone feels in public spaces. When they see people like themselves represented positively, this influences identity. Recognizing how people see themselves and their place in the world. Recognizing privilege helps students understand that experiences are not the same for everyone.

### Personal Standards and Fair Choices

Learning about white privilege supports **personal standards** like fairness, responsibility, and empathy. Students can reflect on how their choices affect others and how to act with **respect** in mixed communities.



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

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Canadian Connections  
100% Canadian Curriculum

Yes or No

Answer each question with Yes or No.

1) Are advantages from white privilege always easy to notice?	Yes	No
2) Does white privilege come from being kind or working hard?	Yes	No
3) Do historical laws still affect opportunities today?	Yes	No
4) Did colonization shape Canada's education and legal systems?	Yes	No
5) Does white privilege only exist in the past?	Yes	No

Questions

Answer the questions below.

1) What does white privilege mean in your own words?

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2) How is colonization connected to white privilege?

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Making  
Connections

Have you noticed a time when white people received an advantage that others did not? Explain what the advantage was and who benefited.

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## Social Media Post – Self-Care and Personal Standards

@EcoJordan CA 

How do your personal standards guide decisions about taking care of yourself, like hygiene, health choices, and daily habits, even when no one else is watching or commenting?

11:30 AM - 02/18/2026 - 1,929 SHARES 4,721 LIKES    

 @Alex12 - For me, personal standards matter because I feel better when I take care of myself. It's annoying or feels unnecessary.

 @Mays77 - I think decisions change when I remember what I believe about self-respect and what I just feel like doing.

 @Liam9 - If I don't take care of myself, I usually regret it later, especially with things like sleep, hygiene, and eating.

 @Jordan45 - Yeah, I think personal standards are a voice in your head reminding you why certain choices actually matter.

 @Alex12 - Choosing to care for yourself is a reminder that you think you're worth, even when nobody notices.

 @Mays77 - Sometimes I skip things, but then I realize how I don't think I am or want to be.

 @Liam9 - When my standards are clear, decisions are easier because I already know what choice fits my values.

 @Jordan45 - it's kind of about being honest with yourself and following through on what you believe, not what's easiest.

 @Alex12 - Taking care of yourself is really a decision about respect, not rules or rewards.

 @Mays77 - I agree, self-care choices show personal standards even when no one else sees them.

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

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True or False

Circle the correct answer.

1) Self-care choices depend on other people watching.	True	False
2) Ignoring personal standards can lead to regret.	True	False
3) Personal standards act like rules for yourself.	True	False
4) Health choices are separate from personal values.	True	False
5) Clear standards help people decide faster.	True	False

Questions \_\_\_\_\_ the questions below.

1) Why \_\_\_\_\_ matter when alone?

2) How do personal standards help decision making?

Opinion

Write a comment that you would add to this conversation.

Username \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions**

Read each scenario. Circle whether the choice **matches** or **conflicts** with your **personal standards**. Then explain why.

1) You speak up for yourself when someone crosses a boundary, even though it feels uncomfortable.

**MATCHES****CONFLICTS**

2) You choose to apologize after saying something hurtful, even though it feels uncomfortable and embarrassing.

**MATCHES****CONFLICTS**

3) You decide to say "I'm sorry" for something you did, but then you pretend it's not your fault because you value your privacy.

**MATCHES****CONFLICTS**

4) You ask for help when you are overwhelmed, but then you pretend everything is fine because you are afraid of being judged.

**MATCHES****CONFLICTS**

5) You choose not to join in teasing someone because kindness is important to you.

**MATCHES****CONFLICTS**

6) You hide a mistake instead of admitting it because you are afraid of consequences.

**MATCHES****CONFLICTS**

**PREVIEW**

**Pressure Scale**

Read each condition below. Rate how strongly it might push a person away from their personal standards.

Use this scale:

1 = Not strong    2 = A little    3 = Strong    4 = Very strong

<b>Stress</b>	Feeling rushed, overwhelmed, or under pressure to finish something.	1	2	3	4
<b>Excitement</b>	Feeling very excited and acting without thinking things through.	1	2	3	4
<b>Upset or Angry</b>	Feeling upset or angry and reacting in an impulsive way.	1	2	3	4
<b>Comfort or Laziness</b>	Feeling comfortable and taking the easy way out instead of pushing through difficulties.	1	2	3	4
<b>Fear of Consequences</b>	Worrying about disappointing someone or being disappointed by someone.	1	2	3	4
<b>Tiredness</b>	Feeling exhausted and lacking energy to make good choices.	1	2	3	4
<b>Disappointment</b>	Feeling let down when something does not go as planned.	1	2	3	4
<b>Overconfidence</b>	Thinking rules or standards do not apply because you feel sure of yourself.	1	2	3	4

**Analysis**

Looking at your results, what did you notice about your personal standards and how they guide your decisions?

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# Personal Standards & Identity Tracker

## Objective

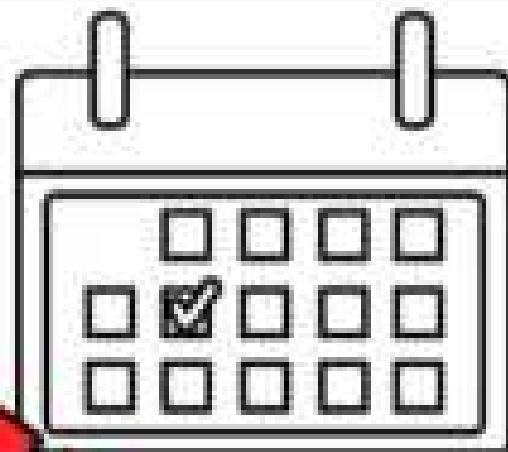
What are we learning about?

To help students understand how personal standards and identity develop by tracking daily influences, reflecting on decisions, and noticing how choices match or conflict with their values.

## Materials

What do you need for the activity?

- Personal Standards & Identity Tracker sheet
- Pencil
- Personal Standards & Identity Tracker



## Instructions

How will you complete the activity?

- 1) At the start of each day, remind yourself to notice influences on your thoughts, feelings, or choices, such as family, friends, media, or societal expectations.
- 2) During the day, pay attention to moments when you were influenced, guided a decision or were challenged.
- 3) Choose one influence each day that had an impact on how you felt about yourself.
- 4) At the end of the day, write a short description of the influence and explain whether it supported or challenged your personal standards.
- 5) Record the decision you made and note whether it reflected your values or conflicted with them.
- 6) Explain how this decision affected how you felt about yourself, your identity, or your sense of self-respect.
- 7) After completing all six days, review your tracker and identify one influence that helped strengthen your personal standards and one that made them harder to follow.
- 8) Reflect on what this activity taught you about who you are and how your personal standards guide your decisions.

# Personal Standards & Identity Tracker: Day 1

Focus Area	My Response	
<b>Influence Check:</b> What influenced you today?	<hr/> <hr/> <hr/>	
<b>Describe the Situation:</b> What happened today that made you think about your personal standards?	<hr/> <hr/> <hr/> <hr/>	
<b>Decision Check:</b> What choice did you make in this situation?	<hr/> <hr/> <hr/>	
Did your choice match your personal standards?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Value Focus:</b> Which value or standard was involved?	<hr/> <hr/>	
<b>Identity Connection:</b> How did this choice affect how you felt about yourself or who you are?	<hr/> <hr/> <hr/>	
<b>Looking Ahead:</b> One thing I want to remember about my personal standards is:	<hr/> <hr/>	
<b>Day 1 Reflection:</b> After today, what did you learn about your personal standards and how they influence the choices you make?		
<hr/> <hr/> <hr/>		

PREVIEW

## Personal Standards & Identity Tracker: Day 3

Focus Area	My Response	
<b>Influence Check:</b> What influenced you today?	<hr/> <hr/> <hr/>	
<b>Describe the Situation:</b> What happened today that made you think about your personal standards?	<hr/> <hr/> <hr/> <hr/>	
<b>Decision Check:</b> What choice did you make in this situation?	<hr/> <hr/> <hr/>	
Did your choice match your personal standards?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Value Focus:</b> Which value or standard was involved?	<hr/> <hr/>	
<b>Identity Connection:</b> How did this choice affect how you felt about yourself or who you are?	<hr/> <hr/> <hr/>	
<b>Looking Ahead:</b> One thing I want to remember about my personal standards is:	<hr/> <hr/>	
<b>Day 3 Reflection:</b> After today, what did you learn about your personal standards and how they influence the choices you make?		
<hr/> <hr/> <hr/>		

PREVIEW

## Personal Standards & Identity Tracker: Day 4

Focus Area	My Response	
<b>Influence Check:</b> What influenced you today?	<hr/> <hr/> <hr/>	
<b>Describe the Situation:</b> What happened today that made you think about your personal standards?	<hr/> <hr/> <hr/> <hr/>	
<b>Decision Check:</b> What choice did you make in this situation?	<hr/> <hr/> <hr/>	
Did your choice match your personal standards?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Value Focus:</b> Which value or standard was involved?	<hr/> <hr/>	
<b>Identity Connection:</b> How did this choice affect how you felt about yourself or who you are?	<hr/> <hr/> <hr/>	
<b>Looking Ahead:</b> One thing I want to remember about my personal standards is:	<hr/> <hr/>	
<b>Day 4 Reflection:</b> After today, what did you learn about your personal standards and how they influence the choices you make?		
<hr/> <hr/> <hr/>		

PREVIEW

## Personal Standards & Identity Tracker: Day 5

Focus Area	My Response	
<b>Influence Check:</b> What influenced you today?	<hr/> <hr/> <hr/>	
<b>Describe the Situation:</b> What happened today that made you think about your personal standards?	<hr/> <hr/> <hr/> <hr/>	
<b>Decision Check:</b> What choice did you make in this situation?	<hr/> <hr/> <hr/>	
Did your choice match your personal standards?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Value Focus:</b> Which value or standard was involved?	<hr/> <hr/>	
<b>Identity Connection:</b> How did this choice affect how you felt about yourself or who you are?	<hr/> <hr/> <hr/>	
<b>Looking Ahead:</b> One thing I want to remember about my personal standards is:	<hr/> <hr/>	
<b>Day 5 Reflection:</b> After today, what did you learn about your personal standards and how they influence the choices you make?		
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PREVIEW

## Personal Standards & Identity Tracker: Day 6

Focus Area	My Response	
<b>Influence Check:</b> What influenced you today?	<hr/> <hr/> <hr/>	
<b>Describe the Situation:</b> What happened today that made you think about your personal standards?	<hr/> <hr/> <hr/> <hr/>	
<b>Decision Check:</b> What choice did you make in this situation?	<hr/> <hr/> <hr/>	
Did your choice match your personal standards?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Value Focus:</b> Which value or standard was involved?	<hr/> <hr/>	
<b>Identity Connection:</b> How did this choice affect how you felt about yourself or who you are?	<hr/> <hr/> <hr/>	
<b>Looking Ahead:</b> One thing I want to remember about my personal standards is:	<hr/> <hr/>	
<b>Day 6 Reflection:</b> After today, what did you learn about your personal standards and how they influence the choices you make?		
<hr/> <hr/> <hr/>		

PREVIEW

**Self-Assessment Checklist**

Answer the questions below.

1) Did I think about my personal standards before making choices this week?	Yes	No
2) Did I notice when outside influences affected my decisions?	Yes	No
3) Did I make choices that matched my values most days?	Yes	No
4) Did I recognize when pressure caused me to act differently?	Yes	No
5) Did I take responsibility when my choices affected others?	Yes	No
6) Did I deal with my feelings instead of ignoring them?	Yes	No
7) Did I try to keep my choices consistent as the week went on?	Yes	No

8) Which influence had your greatest impact most this week?

\_\_\_\_\_

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9) How did your choices this week shape how you see yourself?

\_\_\_\_\_

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\_\_\_\_\_

10) Overall, how well did I act in ways that matched my personal standards this week?

Not very well	Sometimes	Mostly	Very well	Consistently
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**Unit Test****Personal Standards and Identity**

Total	<b>Unit Test</b> <b>Personal Standards and Identity</b>		Mark	/
/	<p>1. Which situation best shows a personal standard?</p> <p>a) Following posted school rules</p> <p>b) Acting honestly without witnesses</p> <p>c) Avoiding punishment</p> <p>d) Copying regulated behaviour</p>	<p>2. What distinguishes personal standards from norms?</p> <p>a) Standards are written</p> <p>b) Standards are internal</p> <p>c) Standards are enforced</p> <p>d) Standards are universal</p>		/
/	<p>3. Which behaviour shows regulated behaviour?</p> <p>a) Reaching right answers</p> <p>b) Hiding all feelings</p> <p>c) Avoiding the situation</p> <p>d) Pausing before responding</p>	<p>4. Which behaviour shows strong boundary-setting?</p> <p>a) Staying silent</p> <p>b) Explaining values calmly</p> <p>c) Laughing it off</p> <p>d) Seeking approval</p>		
/	<p>5. Why is identity considered personal?</p> <p>a) It grows from life experiences</p> <p>b) It is the same for everyone</p> <p>c) It is decided at birth</p> <p>d) It is set by rules</p>	<p>6. Which influence is least visible daily?</p> <p>a) Family relations</p> <p>b) Teachers</p> <p>c) Friends</p> <p>d) School</p>		
/	<p>7. Which response shows meaningful reflection?</p> <p>a) Adjusting future choices</p> <p>b) Accepting consequences</p> <p>c) Feeling embarrassed</p> <p>d) Explaining behaviour</p>	<p>8. Which choice shows personal standards?</p> <p>a) Seeking feedback</p> <p>b) Avoiding discomfort</p> <p>c) Acting for acceptance</p> <p>d) Questioning beliefs</p>		
/	<p>9. Why does acting against values feel uncomfortable?</p> <p>a) Fear of punishment</p> <p>b) Conflict with self-identity</p> <p>c) Disagreement from others</p> <p>d) Consequences follow</p>	<p>10. Which factor best supports self-regulation?</p> <p>a) Emotional control</p> <p>b) Clear personal standards</p> <p>c) External rewards</p> <p>d) Peer support</p>		

**PREVIEW**

**Instruction** Choose two people. Explain how identity guided their actions.

Mark

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Choose TWO people from the list below:

- Malala Yousafzai
- Terry Fox
- Helen Keller

Explain how each person's identity helped them achieve something important. For each person, describe one belief or value they had and explain how it guided their actions.

PREVIEW

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**Define**

What do the terms below mean?

<b>White Privilege</b>	<p>PREVIEW</p> <hr/> <hr/> <hr/> <hr/>
<b>Residential Schools</b>	<hr/> <hr/> <hr/> <hr/>
<b>Social Norms</b>	<hr/> <hr/> <hr/> <hr/>

Long Answer

Answer the questions below

Mark

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1) What are personal standards, and why are they important? Explain how personal standards guide choices and behaviour. Give one example of a personal standard you follow.

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2) How does identity develop over time? Name one agent that shapes identity. Explain how choices or actions can affect identity.

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**PREVIEW**



# Workbook Preview



# Grade 6 Health Unit

## Healthy Relationships

	Curriculum Expectations	Pages
USC6.2a	Conclude the importance of respecting facts, evidence, and views of others when engaging in discussions.	9-10, 76-78
USC6.2b	Ask compelling questions to initiate insights as to how people are the same, how people are different, and how individuals are unique.	11-12, 19-21, 51-59, 65-67
USC6.2c	Shape new thoughts about oneself as an individual who has a unique heritage and particular influences on beliefs, standards, and/or perspectives.	13-18, 22-27
USC6.2d	Identify sources of, and evaluate information about, diversity.	19-21
USC6.2e	<p style="color: red; font-size: 1.2em; font-weight: bold;">Preview of 60 pages from this product that contains 107 pages total.</p>	
USC6.2f		
USC6.2g		
USC6.2h	Investigate what the community would be like if everyone was exactly the same.	41-42, 45-50
USC6.2i	Examine the characteristics of healthy relationships.	6-10, 19-21, 76-78
USC6.2j	Propose how the community would be different if stereotypes and biases did not exist.	28-29, 33-40, 43-44, 65-67
USC6.2k	Explore and articulate an understanding of socio-economic class, gender, and culture as attributes of identity that are ascribed to groups of people and the ways that preconceptions about people based on these designations can be false, limiting, and harmful.	54-64
APA.10	Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.	68-75

# HEALTHY RELATIONSHIPS

**PREVIEW**



## Characteristics of Healthy Relationships

A **healthy relationship** in a diverse group is built on respect, trust, listening, and fairness. People may have different cultures, beliefs, abilities, and family backgrounds.

- **Respect** means treating everyone kindly, even when they are different.
- **Listening** helps people understand others' ideas and feelings without interrupting.
- **Trust** is when people feel safe being themselves.
- **Fairness** means giving everyone equal chances to speak and take part.

Healthy relationships help people feel valued and included, making it easier to work together and build strong relationships.

### Instruction

Which healthy relationship characteristic is shown?  
Read each situation and write the characteristic of listening, or fairness next to each one.

1) A student waits quietly while another student finishes their idea before responding.

2) A group agrees not to share a personal story someone told them in confidence.

3) Two people have different opinions, but they speak calmly and do not make fun of each other.

4) One person believes their group members will keep their promises during a project.

5) A student accepts that someone celebrates different holidays without judging them.

6) Everyone in the group is given the same amount of time to share their thoughts.

7) A group changes turns so everyone gets a chance to speak.

8) A student asks a follow-up question to better understand someone else's point of view.

9) Someone follows the agreed rules even when no one is watching.

**Matching**      **Characteristics of Healthy Relationships**

Healthy relationships are not only about listening, fairness, trust, and respect. There are many other important characteristics.

Match each characteristic to its meaning. Write the matching letter beside each characteristic.

Answer	Characteristic	Meaning
		A) Making sure everyone feels welcomed and accepted
	Empathy	B) Finding a solution everyone can accept
	Compassion	C) Understanding how another person feels
	Kindness	D) Treating people for who they are
	Responsibility	E) Taking care even when it is difficult
	Patience	F) Listening to others and respectfully
	Inclusion	G) Trying to understand another person's view
	Support	H) Showing care through actions
	Self-Control	I) Helping others feel motivated
	Clear Communication	J) Doing what you say you will do
	Understanding	K) Working together to reach a shared goal
	Reliability	L) Managing emotions and reactions
	Compromise	M) Staying calm while waiting or during challenges
	Acceptance	N) Taking responsibility for choices and behaviour
	Encouragement	O) Helping others feel encouraged and confident

# Exit Cards

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

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

Mark

List 10 characteristics of healthy relationships.


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

Mark

List 10 characteristics of healthy relationships.


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

Mark

List 10 characteristics of healthy relationships.


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

Mark

List 10 characteristics of healthy relationships.


**PREVIEW**

## Respecting Different Opinions

### Respecting Other People's Views Without Agreeing With Them

People often have different opinions because of their experiences, culture, or beliefs. Respecting other people's views means listening carefully and responding calmly, even when you disagree. It does not mean changing your own beliefs. It means treating others fairly and focusing on ideas, not attacking people. This skill helps keep relationships healthy and disagreements safe.

#### Case Study 1:

During a group discussion about school rules, one student thinks phones should be allowed at recess, and another thinks they should not. Instead of arguing, both students explain their reasons and listen to each other. The first student stays calm, and no one feels insulted. Even though they do not agree, they respect each other's views.

#### Case Study 2:

Two students have different opinions about a controversial issue they read about in the news. One student says, "I see it differently because..." and the other says, "I understand why you think that way." The other student listens and responds politely. This shows respect and helps them find common ground.

Respectful language helps people share ideas without feeling hurt. Using calm words and tone shows maturity and care for others' feelings. Respectful disagreement builds trust and makes teamwork easier.

#### Helpful respectful phrases include:

- "I understand your point, but I think differently."
- "Can you explain why you feel that way?"
- "I disagree, but I respect your opinion."
- "Let's listen to everyone before deciding."



When people respect views during disagreements, relationships stay strong. Groups can solve problems better, and everyone feels heard and valued.

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

**Yes or No** Answer each question with Yes or No.

1) Can respect exist without changing your opinion?	Yes	No
2) Does respectful disagreement require calm language?	Yes	No
3) Is interrupting a sign of respectful discussion?	Yes	No
4) Can people disagree and still work together?	Yes	No
5) Does respect mean everyone must agree?	Yes	No
6) Can tone affect how opinions are received?	Yes	No
7) Is attacking more than attacking people?	Yes	No
8) Can disagreeing help reach an agreement?	Yes	No

**Questions** Answer the questions.

1) Why do people have different opinions?

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2) What does it mean to respect someone's view?

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**Making Connections**

Have you ever had a different opinion than someone close to you? Explain how respect (or lack of respect) affected that relationship.

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## How People Are the Same, Different, and Unique

People can be **similar**, **different**, and **unique** at the same time. Understanding these three ideas helps people get along, respect differences, and build healthy relationships. When we learn about similarities, differences, and uniqueness, we better understand ourselves and others.

How people are the same	How people are different	How individuals are unique
<p><b>Explanation:</b> All people have feelings and needs. Everyone has feelings and feelings affect their lives. Everyone has needs and needs affect their lives. Lives look different, but everyone has feelings and needs.</p> <ul style="list-style-type: none"> <li>• Everyone has feelings like happiness, anger, and sadness.</li> <li>• Everyone wants to feel safe and included.</li> <li>• Everyone needs friendship and support.</li> </ul>	<p><b>Explanation:</b> People can have differences because of their backgrounds, beliefs, language, and experiences.</p> <ul style="list-style-type: none"> <li>• People may have different backgrounds.</li> <li>• People may have different beliefs and opinions.</li> <li>• People may speak different languages.</li> </ul>	<p><b>Explanation:</b> Each person has their own mix of traits, interests, and life experiences.</p> <ul style="list-style-type: none"> <li>• People have different talents and strengths.</li> <li>• People have different interests and hobbies.</li> <li>• People have different life experiences.</li> </ul>
<p><b>Example:</b></p> <ol style="list-style-type: none"> <li>1) We all need food, clean water, and shelter to live.</li> <li>2) We all need rest and sleep to stay healthy.</li> </ol>	<p><b>Example:</b></p> <ol style="list-style-type: none"> <li>1) One person speaks French at home, another speaks English.</li> <li>2) One person eats certain foods for cultural reasons, another eats different foods.</li> </ol>	<p><b>Example:</b></p> <ol style="list-style-type: none"> <li>1) One person enjoys drawing, another enjoys coding.</li> <li>2) One person learns best by reading, another learns best by doing.</li> </ol>

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

**True or False** Circle the correct answer.

1) People can be similar and different at once.	True	False
2) Similarities, differences, and uniqueness all affect relationships.	True	False
3) Culture affects traditions but never influences beliefs or opinions.	True	False
4) Being unique means a person has no similarities with others.	True	False
5) People may speak different languages and still share basic needs.	True	False

**Questions** Answer the questions below.

1) Explain how people can be similar and different together.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) How can understanding differences help people?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Instructions** Write two examples in each column. Think of things that are true for you!

What makes us the same	What makes us different	What makes us unique
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Diversity in Canada

### What Diversity Means

**Diversity** means that people are different from one another, and those differences are respected and valued. Differences can include language, culture, religion, skin colour, abilities, gender, and family background. In Canada, diversity is a key part of everyday life.

### How Diversity Developed in Canada

Canada's diversity comes from both Indigenous history and immigration. First Nations, Inuit, and Métis people lived on this land long before Canada became a country. Over time, people moved to Canada from many parts of the world to work, study, or find safety. Large waves of immigration after the 1960s increased cultural and language diversity in cities and schools. Today, many Canadians have family roots in more than one country.

### Languages, Cultures, and Traditions

Canada has two official languages: English and French, but many other languages are spoken daily. Culture influences how families celebrate holidays, show respect, and spend time together. Students may celebrate events like Eid, Diwali, Lunar New Year, or National Indigenous Peoples Day. Schools often

include these celebrations to help students learn from each other and feel included.

### Diversity in School Communities

**Inclusion** means everyone belongs at school, even if they learn or live differently. **Identity** includes culture, language, abilities, and personal experiences. **Equity** helps ensure all students get the support they need to succeed.

- Over 23% of people in Canada were born in another country
- More than 200 languages are spoken across Canada
- Canada has supported multiculturalism as official policy since 1971



**Questions**

Use information from the text to support your answer.

1) What does diversity mean in the Canadian context?

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2) Name three differences that can be part of diversity.

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3) Explain why multiculturalism is important in Canada today.

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**Multiple Choice**

Circle the correct answer.

1) Who lived on this land before Canada became a country?  Indigenous  Immigrants2) Large immigration waves increased diversity after the \_\_\_\_\_ 1950s  1960s  1970s3) Canada has \_\_\_\_\_ official languages.  One  Two4) Which is an official language of Canada?  Spanish  French5) Canada has supported multiculturalism since \_\_\_\_\_.  1971  2001**Questioning**

Write 2 questions you have about the reading.

1) \_\_\_\_\_

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2) \_\_\_\_\_

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# Exit Cards

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

Name: _____	Mark
Is the statement true (T) or false (F)?	
1) Diversity means differences are valued, not ignored.	T F
2) Immigration increased Canada's cultural diversity over time.	T F
3) Inclusion means everyone belongs, even if they are different.	T F
4) Equity means treating everyone exactly the same.	T F
5) Multiculturalism became official policy in Canada before 1950.	T F

Name: _____	Mark
Is the statement true (T) or false (F)?	
1) Diversity means differences are valued, not ignored.	T F
2) Immigration increased Canada's cultural diversity over time.	T F
3) Inclusion means everyone belongs, even if they are different.	T F
4) Equity means treating everyone exactly the same.	T F
5) Multiculturalism became official policy in Canada before 1950.	T F

Name: _____	Mark
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3) Inclusion means everyone belongs, even if they are different.	T F
4) Equity means treating everyone exactly the same.	T F
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Name: _____	Mark
Is the statement true (T) or false (F)?	
1) Diversity means differences are valued, not ignored.	T F
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3) Inclusion means everyone belongs, even if they are different.	T F
4) Equity means treating everyone exactly the same.	T F
5) Multiculturalism became official policy in Canada before 1950.	T F

**PREVIEW**

# Stereotype

## What is a Stereotype?

A **stereotype** is an oversimplified belief about a group of people. It treats all members of a group as if they are the same and ignores individual differences. Stereotypes can be based on culture, gender, age, religion, abilities, or family background. These ideas are often repeated so often that they are accepted without question, even when they are not accurate.

## How Stereotypes are Spread

Stereotypes often come from history, media, and repeated images. Movies, television, and social media, and even online content may show people in fixed or unrealistic ways. Over time, these repeated images can shape public opinion. Stereotypes come from past events but are incorrectly applied to people today when the world has changed. When information is incomplete or one-sided, stereotypes become more common.

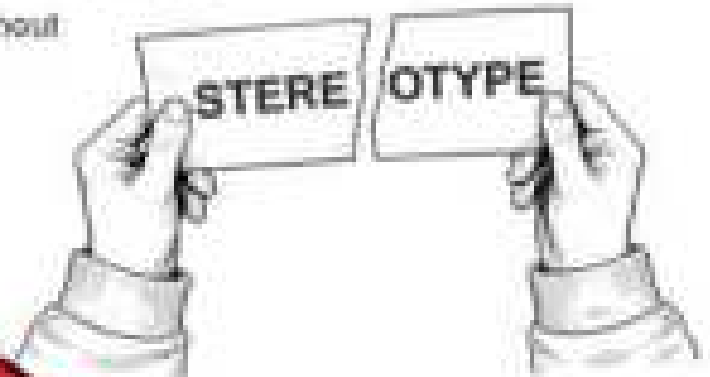
## Examples of Common Stereotypes

Stereotypes can affect many different groups of people. Here are some examples:

- Assuming all immigrants speak poor English
- Believing boys are naturally better at sports than girls
- Thinking older people cannot learn new technology
- Assuming people with disabilities always need help
- Believing certain cultures value education less than others

## Why Stereotypes Are Harmful

Stereotypes can lead to **prejudice** and unfair treatment. When people are judged by group labels, they may be excluded or treated with less respect. Stereotypes can also affect how people see themselves, limiting confidence and choices. In communities, stereotypes weaken trust and make cooperation more difficult.



**True or False**

Circle the correct answer.

1) A stereotype ignores individual differences within a group.	True	False
2) Stereotypes can be based on abilities, culture, or religion.	True	False
3) Stereotypes only exist when people intend to be harmful.	True	False
4) Stereotypes may continue even after society has changed.	True	False
5) Stereotypes affect only opinions, not behaviour or actions.	True	False

**Questions**

Use information from the text to support your answer.

1) Write **two** in your own words?

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2) List three things stereotypes can be based on.

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3) How can stereotypes affect how people see the world?

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**Making  
Connections**Write about a time you noticed a stereotype in your life or around you.  
Explain what happened and how the stereotype affected people involved.

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## Activity: Stereotype or Not a Stereotype

### Objective

What are we learning about?

Students will identify whether statements show a stereotype or not a stereotype. They will explain how stereotypes are formed, why they can be inaccurate, and how they can affect people and relationships.

### Materials

What do you need for the activity?

- Different statements to read
- A "Stereotype" sign and a "Not a Stereotype" sign
- Designated areas in the room to place the signs, allowing space for students to move to either side

Stereotype?



### Instructions

How will you complete the activity?

- 1) Your teacher will read statements aloud. Listen carefully.
- 2) Decide whether the statement shows a stereotype or not a stereotype.
- 3) If you think the statement is a stereotype, move to the "Stereotype" side of the room.
- 4) If you think the statement is not a stereotype, move to the "Not a Stereotype" side of the room.
- 5) Stay on your chosen side and be ready to explain your thinking.
- 6) Listen as the class discusses why the statement does or does not show a stereotype.
- 7) Return to your seat and get ready for the next statement.

## Statements

Read the statements to the class.

#	Statement	Answer
1	Girls are bad at science and technology.	Stereotype
2	A person's job skills depend on training, not where they grew up.	Not a stereotype
3	People from rural areas and cities can both succeed in school.	Not a stereotype
4	Asian students are always good at math without trying.	Stereotype
5	Spoken accent does not show how smart someone is.	Not a stereotype
6	Teenagers are dangerous and criminal.	Stereotype
7	Muslims practice their religion.	Stereotype
8	Immigrants rarely commit more crime.	Stereotype
9	Indigenous people are good at singing.	Stereotype
10	Many refugees work hard to support their families.	Not a stereotype
11	Indian street food is dirty and unsafe to eat.	Stereotype
12	People from Quebec are rude and refuse to learn English.	Stereotype
13	Many immigrants work in health care and construction.	Stereotype
14	Many newcomers to Canada learn English or French after arrival.	Stereotype
15	Teenagers wearing hoodies are usually troublemakers.	Stereotype
16	Many Hindu Canadians celebrate Diwali each year.	Not a stereotype
17	Immigrants take jobs away from Canadians.	Stereotype
18	People from Alberta only care about oil and trucks.	Stereotype
19	Many Indigenous communities lead land protection and environmental projects.	Not a stereotype
20	New immigrants do not want to learn Canadian values.	Stereotype

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the Stereotype or Not a Stereotype activity.

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Someone can believe a stereotype without realizing it.	True	False
2) Judging a person without knowing them can lead to unfair treatment.	True	False
3) All statements about groups of people are stereotypes.	True	False
4) Stereotypes can affect how people are treated at school.	True	False
5) Saying "all" or "always" often shows a stereotype.	True	False
6) Learning about people as individuals helps challenge stereotypes.	True	False

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Someone can believe a stereotype without realizing it.	True	False
2) Judging a person without knowing them can lead to unfair treatment.	True	False
3) All statements about groups of people are stereotypes.	True	False
4) Stereotypes can affect how people are treated at school.	True	False
5) Saying "all" or "always" often shows a stereotype.	True	False
6) Learning about people as individuals helps challenge stereotypes.	True	False

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Someone can believe a stereotype without realizing it.	True	False
2) Judging a person without knowing them can lead to unfair treatment.	True	False
3) All statements about groups of people are stereotypes.	True	False
4) Stereotypes can affect how people are treated at school.	True	False
5) Saying "all" or "always" often shows a stereotype.	True	False
6) Learning about people as individuals helps challenge stereotypes.	True	False

# Prejudice

## What Prejudice Is

**Prejudice** is judging people before knowing them as individuals. It involves forming opinions, attitudes, or feelings about a person or group without facts or personal experience. Prejudice is often negative and can be based on culture, religion, language, appearance, abilities, gender, or family background. Unlike careful thinking, prejudice relies on assumptions rather than evidence and ignores individual differences.

## How Prejudice Develops

Prejudice develops from stereotypes and learned behaviour. It can be passed through family, friends, history, or everyday conversations. When only one viewpoint is shared, fear of unfamiliar things can be strengthening prejudice over time.

## How Prejudice Is Different From Stereotypes

A stereotype is an oversimplified idea of a group. Prejudice adds judgment and emotion to that idea. Stereotypes describe what something is like, but prejudice affects how people feel and act. When stereotypes are questioned, they can turn into prejudice, which can then influence behaviour towards others.

## Examples of Prejudice

- Assuming someone is untrustworthy because of group labels
- Avoiding people because of their culture or religion
- Treating someone unfairly because of their accent
- Excluding people based on appearance or abilities
- Making decisions about others without listening to them



## Why Prejudice Is Harmful

Prejudice leads to unfair treatment and harms relationships. Judging people without understanding them breaks trust and makes cooperation difficult. Prejudice can also lower confidence and limit opportunities, creating division instead of respect and fairness.

**True or False**

Circle the correct answer.

1) Prejudice always comes from careful thinking and strong evidence.	True	False
2) Prejudice ignores individual differences between people.	True	False
3) Stereotypes and prejudice are exactly the same thing.	True	False
4) Prejudice only affects thoughts, not actions or behaviour.	True	False
5) Fear of unfamiliar groups can strengthen prejudice over time.	True	False

**Questions**

Use information from the text to support your answer.

1) Write \_\_\_\_\_ in your own words?

2) How can prejudice develop \_\_\_\_\_?

3) How is prejudice different from a stereotype?

**Making Connections**

Write about a time you noticed prejudice in your life or around you. Explain what happened and how the prejudice affected the people involved.

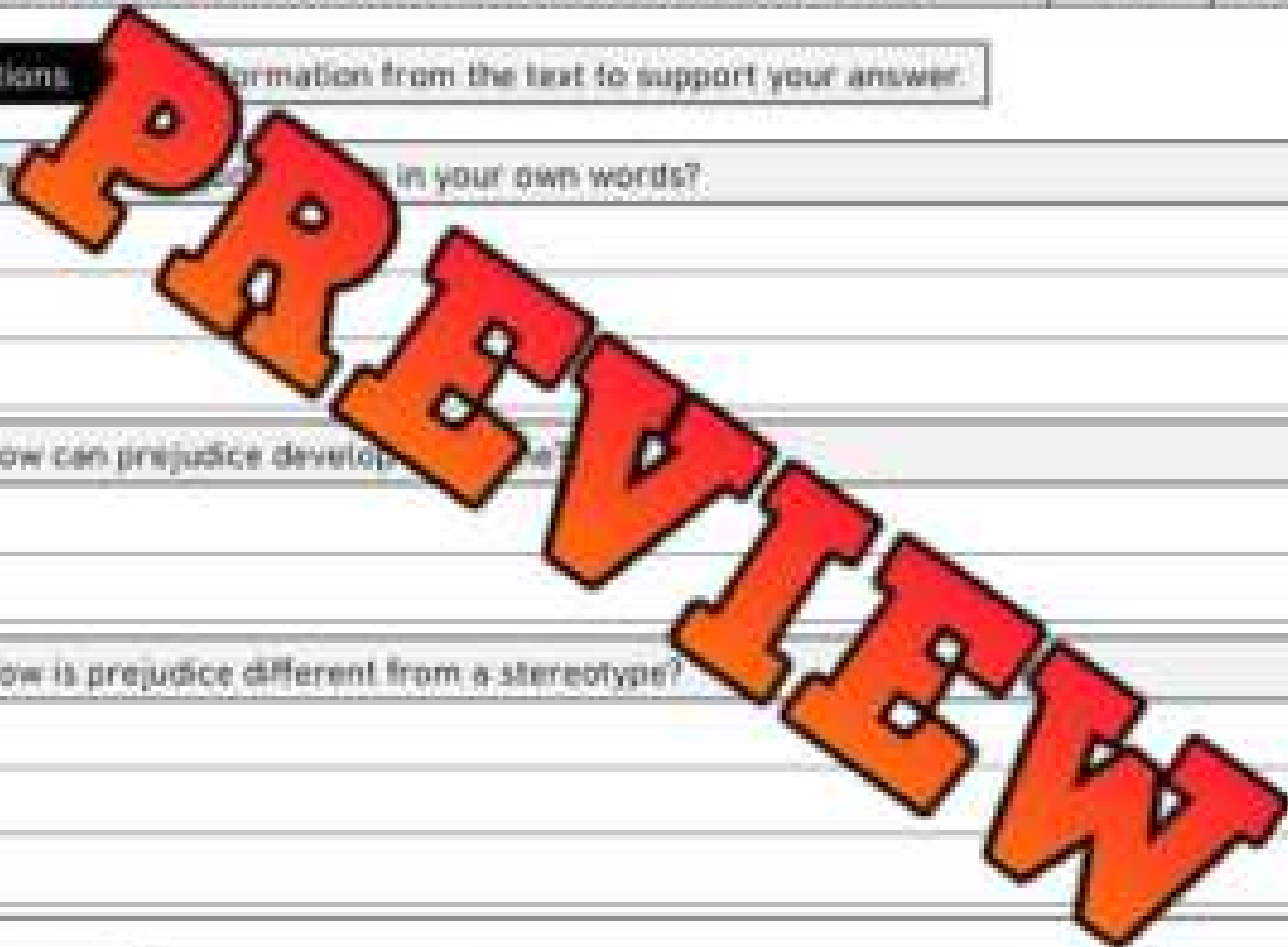
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## Bias

### What Bias Is

**Bias** is unfair thinking that affects how people judge others. It can influence opinions, decisions, and behaviour, even when people believe they are being fair. Bias is often based on limited information or past experiences and can cause unfair outcomes if not questioned.

### How Bias Works

Bias forms through stereotypes and repeated messages in society. Media, family beliefs, and social groups can influence how we think. Over time, quick judgments replace careful thinking, creating unconscious bias.

### Conscious and Unconscious

Bias can be conscious or unconscious. Conscious bias is aware and intentional. Unconscious bias happens without awareness and affects our behaviour automatically. Even people who value fairness can have unconscious bias.

### Examples of Bias

Bias can appear in everyday situations. Examples include

- Assuming someone is less capable based on appearance
- Trusting some people more without clear reasons
- Favouring people who seem familiar
- Making quick decisions without checking facts
- Expecting behaviour from certain groups

### Why Bias Matters

Bias can harm relationships and lead to unfair treatment. It can cause missed opportunities and misunderstandings. Recognizing and questioning bias helps create fairer and more respectful interactions.



**True or False**

Circle the correct answer.

1) Bias can affect decisions even when people believe they are fair.	True	False
2) Bias always comes from intentional and harmful thinking.	True	False
3) Limited information can contribute to biased thinking.	True	False
4) People who value fairness cannot have unconscious bias.	True	False
5) Questioning bias can lead to fairer interactions.	True	False

**Questions**

Use information from the text to support your answer.

1) Write your answer in your own words?

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2) How can bias affect decisions?

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3) What is the difference between conscious and unconscious bias?

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**Making Connections**

Write about a time you noticed bias in your life or around you. Explain what happened and how the bias influenced decisions or behaviour.

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**Recap  
Question**

Explain the difference between a stereotype, prejudice, and bias. Then give one clear example of each from everyday life.

Stereotype	Prejudice	Bias
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Scenario  
Question**

Read each scenario carefully. Determine which situation shows a stereotype, prejudice, or bias. Write the correct word in the blank space and why you chose it.

1) A person believes all people from India are good at math, without knowing them personally.

\_\_\_\_\_

\_\_\_\_\_

2) A student refuses to work with a classmate because they are Indigenous, saying they will not be responsible.

\_\_\_\_\_

\_\_\_\_\_

3) During group work, a teacher often chooses students who speak English without accents to present first, without realizing it.

\_\_\_\_\_

\_\_\_\_\_

**Fix the Thought Bubble**

Rewrite the thought using fair and respectful thinking.

Below is a character's thought. The thought is unfair and based on an assumption. **Your Task:** Rewrite the thought using fair and respectful thinking. Your new thought should be based on facts, not assumptions, and should recognize that people are individuals.



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Colouring

Colour Ayana while thinking about her message.

“GET TO  
KEEP ME  
FIRST.  
NOT THE  
IDEA YOU  
HAVE.”



## What If... Everyone Was Exactly the Same

**What If** Read each What if... question carefully. Think about how a community would change if everyone were exactly the same.

- What if everyone in the community had the same opinions and never disagreed?
- What if everyone dressed the same and was not allowed personal style?
- What if everyone spoke the same way and had the same accent?
- What if everyone had the same job and skills?
- What if everyone listened to the same music, shows, and hobbies?
- What if everyone thought at the same speed?
- What if everyone believed the same things about right and wrong?
- What if everyone celebrated the same culture and traditions?
- What if everyone reacted to things the same way?

**Reflection Question** How would you feel living in a world in which everyone was exactly the same, and why?

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

**Community Mural**

On the paper below, draw two versions of the same community.

In the **top box**, draw a town using **only one colour and one shape style**. Everything should look the same.

In the **bottom box**, draw the same town again, but this time use **many colours and different shapes** to show variety and differences.

**PREVIEW**

**Imagine If... Stereotypes and Biases Did Not Exist****Imagine If**

Read each Imagine If... statement carefully. Think about how a community would change if stereotypes and biases did not exist.

- Imagine if people were not judged by their race, culture, or religion.
- Imagine if students were chosen for leadership based on ideas, not gender.
- Imagine if students were respected and never linked to intelligence.
- Imagine if students were welcomed without blame or suspicion.
- Imagine if family background never affected how students were treated at school.
- Imagine if students were not given lower expectations from others.
- Imagine if age decided who was trusted or listened to.
- Imagine if everyone was treated without fear of labels.
- Imagine if people learned not to make sweeping assumptions.

**Reflection Question**

How would your school or community be different if stereotypes and biases did not exist? Explain how people would get along with one another.

**Community Mural**

On the paper below, draw two versions of the same community.

**In the top box, draw a community where stereotypes and biases still exist.**  
Show people being judged, left out, or treated unfairly based on assumptions.  
You might show limited choices, separation, or unfair treatment in daily life.

**In the bottom box, draw the same community without stereotypes or biases.**  
Show people being included, respected, and treated fairly.  
Use many colours, shapes, and details to show differences being accepted and valued.

**PREVIEW**

## Role Play – Stereotypes and Bias

### Objective

What are we learning about?

Students will explore how stereotypes and biases appear in schools and communities, how they can limit healthy relationships, and how communities could change if stereotypes and biases did not exist. Through role-play, students will question assumptions, explore different perspectives, and imagine fairer ways of living together.

### Materials

What do we need for our activity?

- Scenario cards (with situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch (optional)



### Instructions

How will we complete it?

- 1) Divide the class into small groups of 3 to 4 students.
- 2) Provide each group with a scenario card that is related to the topic being studied.
- 3) Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Creativity</b>	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
<b>Voice</b>	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
<b>Movement</b>	Use body movements and actions that match what your character is doing in the scene.
<b>Stay in Character</b>	Stay in character from start to finish, even when the scene feels boring or funny.
<b>Teamwork</b>	Work cooperatively with your group. Share ideas, listen to others, and help your group members.

### Scenario Cards

Scenario	Description
1 Dangerous by Default	In the hallway, a group of students talk about a fight that happened after school. Someone quickly blames Marcus, a Black student who was nearby, even though no one saw him involved. Marcus says he is always blamed when something goes wrong. He feels uncomfortable but says nothing because they are all friends. As the real cause of the fight becomes clearer, but the blame stays on Marcus, he feels labelled, and others begin to notice how quickly judgments are made based on race alone.
2 Terrorist Jokes	During social studies, a student makes a joke about bombs when Ahmed walks into the room late. A few students laugh, while others look away. Ahmed freezes, unsure whether to respond or ignore it. The teacher continues the lesson without addressing the comment. Later, Ahmed talks to a friend about how comments like this make him feel unsafe and watched. The joke spreads through whispers, and Ahmed notices people avoiding sitting near him. The situation centres on how linking Muslims with violence affects trust, safety, and belonging in school.

## Scenario Cards

Cut out the scenarios below.

Scenario	Description
3 Immigrants Take Jobs	In a classroom debate about community issues, one student says immigrants are taking jobs away from Canadians. Several students nod in agreement, repeating things they heard at home or online. A student whose parents immigrated to Canada becomes quiet and stops participating. During group work, the comment continues to affect how students treat one another. Some students defend the statement strongly, while others struggle to speak up. The discussion becomes tense, showing how economic fears and stereotypes about immigrants can divide classmates and shape opinions without evidence.
4 Poor Means Lazy	While working on a fundraiser poster, students talk about money and neighborhood issues. One student says people who are poor just do not work hard enough. A student who lives in subsidized housing feels embarrassed but says nothing. Later, when group responsibilities are assigned, that student is given the least important tasks. Classmates assume they are less capable. The class atmosphere becomes tense, with poverty sometimes linked with worth. The scenario shows how class bias can affect respect in subtle but harmful ways.
5 Indigenous People Do Not Try	During a history lesson, a student says that Indigenous people get "free stuff" and still complain. The comment causes tension, especially for Indigenous students in the room. Some classmates repeat the comment, having heard it online or from family members. The teacher pauses but does not correct the comment fully. Indigenous students feel judged and less motivated to participate. The moment becomes about how long-standing stereotypes affect Indigenous communities affect how people listen, learn, and interact in classrooms.
6 Girls Cannot Lead	A group must choose a leader for a class project. When a girl suggests she would like to lead, someone laughs and says girls get too emotional to lead. A boy volunteers, and a boy is chosen instead. As the project continues, the girl's ideas are ignored, even when they are strong. The group struggles, but no one admits the mistake. The focus stays on how gender stereotypes limit leadership opportunities and silence capable voices in group settings.
7 Poor Families Don't Care About Education	In a classroom discussion about homework, a student says that kids from poor families do not care about school and are lazy. Others agree, saying those families never help their children succeed. A student who lives in subsidized housing stays quiet, knowing their parent works late nights and cannot always attend school events. Later, during a group project, classmates assume this student will not contribute and give them small, unimportant tasks. The situation focuses on how stereotypes about poverty create shame, lower expectations, and unfair treatment, even when students are trying their best.

## Scenario Cards

Cut out the scenarios below.

Scenario	Description
8  Everyone the Same is Better	Students imagine a community where everyone looks, speaks, and believes the same things. At first, characters enjoy the lack of disagreement. Over time, boredom grows. New ideas disappear, creativity stops, and small problems become bigger because no one thinks differently. Characters begin to feel trapped and frustrated. The situation focuses on how sameness removes growth, problem-solving, and meaningful connection, even when conflict is easier to avoid.
9  Teenagers Troubled	A group of teenagers is followed closely by an employee. Even though they are only browsing, they are watched and spoken to harshly. Adults accuse them of stealing or causing problems. The teens notice and react with anger. Suspicion rises as respect breaks down on both sides. The situation focuses on biased stereotypes and how mistrust creates the very behaviors it accuses.
10  Accent Means Stupid	During a class presentation, a student stays quietly when Lin mispronounces a word. Later, classmates say she is silent because her English is "bad." Lin stops raising her hand even though she understands the content well. Group members begin making decisions without her input. The situation centres on how language bias causes students to be perceived with intelligence, leading to exclusion and isolation.
11  Refugees Are a Burden	During a class discussion about housing, a student remarks that a city has made too much money and should not be allowed in. Several classmates repeat phrases they have heard online or from adults. A student whose family came as refugees becomes quiet and avoids eye contact. Later, during group work, classmates complain about "special treatment" refugees receive. Tension builds as the refugee student struggles with whether to speak up or stay silent. The focus remains on how viewing refugees as a burden affects empathy, fairness, and belonging in school and community spaces.
12  Single Parents Failed	During a class assignment about families, a student says kids from single-parent homes are always poorly behaved. Students glance at someone whose parent left recently. Later, when a conflict happens, blame quickly falls on that student, with comments about "no rules at home." Teachers expect more problems from them without asking questions. The student begins to feel judged and isolated. The focus stays on how stereotypes about family structure shape expectations, discipline, and trust in school communities.

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

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**Rubric** How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Creativity</b>	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
<b>Voice</b>	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
<b>Movements</b>	Movements did not match	Some matching movements	Movements matched well	Movements were purposeful and effective
<b>Stay in Role</b>	Often out of character	Sometimes in character	Mostly stayed in character	Stayed in character throughout
<b>Teamwork</b>	Did not work well with group	Worked with group	Worked well with group	Excellent cooperation and support

**Teacher Comments**

**Mark**

**Student Comments - What Could You Do Better?**

## Case Study: Anne Frank's Diary

Anne Frank was a Jewish girl born in Germany in 1929 who later moved with her family to Amsterdam, Netherlands. When the Nazis took control of the country during World War II, Jewish families were forced to follow strict laws. Anne was no longer allowed to attend public school, go to parks, or live freely because of her identity.

In July 1942, Anne and her family went into hiding to avoid being arrested. They lived in a secret apartment called the Secret Annex, located behind her father's business. Anne was 13 years old when she began writing in her diary, which she received for her birthday. She wrote about her life in hiding.

Anne lived in the Secret Annex with eight other people, including her parents, sister, and two other girls. During the day, they had to remain completely silent to avoid being heard by workers downstairs. Anne wrote about the lack of privacy, limited food, fear of discovery, and the tension caused by living in such close quarters for over two years.

Anne wrote in her diary almost daily between 1942 and 1944. She treated it as a friend named "Kitty." She recorded arguments in the annex, her changing feelings about growing up, and her strong desire to become a writer. Her diary shows how discrimination and persecution affected her thoughts, emotions, and daily life.

Anne Frank's story encourages us to reflect on the importance of understanding different perspectives. Her experiences show how stereotypes, prejudice, and false assumptions can harm individuals and relationships. Learning about her perspective helps us question bias, treat others with respect, and build healthy relationships based on empathy, fairness, and understanding.



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

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**Multiple Choice**

Circle the correct answer. \*

1) Anne Frank was born in which country?	Germany	Netherlands
2) Anne's family went into hiding in what year?	1945	1942
3) The hiding place was called the Secret _____	Annex	Basement
4) The annex was located behind her father's _____	House	Business
5) Anne addressed her diary as "_____"	Margo	Kitty
6) Anne wanted to become a _____	Writer	Teacher
7) Anne lived in the annex with how many people total?	Eight	Five
8) The annex was located in _____	Berlin	Amsterdam

**Questions**

Write an answer to each question using text to support your answer.

1) Why did Anne Frank go into hiding?

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2) How can stereotypes lead to unfair treatment?

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**Word Hunt**

Find 2 important words in the text and explain them.

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# Exit Cards

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

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Anne Frank was born in Germany before moving to Amsterdam.
<input type="checkbox"/>	Anne began writing her diary years after going into hiding.
<input type="checkbox"/>	Anne's story helps people question bias and treat others fairly.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Anne Frank was born in Germany before moving to Amsterdam.
<input type="checkbox"/>	Anne began writing her diary years after going into hiding.
<input type="checkbox"/>	Anne's story helps people question bias and treat others fairly.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Anne Frank was born in Germany before moving to Amsterdam.
<input type="checkbox"/>	Anne began writing her diary years after going into hiding.
<input type="checkbox"/>	Anne's story helps people question bias and treat others fairly.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Anne Frank was born in Germany before moving to Amsterdam.
<input type="checkbox"/>	Anne began writing her diary years after going into hiding.
<input type="checkbox"/>	Anne's story helps people question bias and treat others fairly.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Anne Frank was born in Germany before moving to Amsterdam.
<input type="checkbox"/>	Anne began writing her diary years after going into hiding.
<input type="checkbox"/>	Anne's story helps people question bias and treat others fairly.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Anne Frank was born in Germany before moving to Amsterdam.
<input type="checkbox"/>	Anne began writing her diary years after going into hiding.
<input type="checkbox"/>	Anne's story helps people question bias and treat others fairly.

**PREVIEW**

## Activity: Perspective Taking Stories

### Objective

What are we learning about?

Develop empathy and respect by writing and sharing stories that explore how culture, beliefs, experiences, and identity shape different perspectives and relationships.

### Materials

What you will need for the activity.

- Perspective Taking Cards
- Pens or pencils
- Perspective Taking Prompts (pre-printed cards or sheets)



### Instructions

How you will use the materials.

1. Begin by explaining the importance of understanding and considering different perspectives to the class.
2. Distribute the perspective prompts to each student. Each student should describe a scenario from the viewpoint of someone different from them (e.g., a new student, someone from a different culture).
3. Instruct students to write a short story (1-2 pages) based on the prompt, focusing on the thoughts, feelings, and experiences of the character.
4. Allow students 20-30 minutes to complete their stories.
5. After writing, divide the class into small groups of 3-4 students.
6. Have each student share their story within their group, taking turns to read aloud.
7. Encourage group members to discuss each story, focusing on what they learned about the character's perspective and how it differs from their own.
8. Bring the class back together and lead a discussion on the overall experience, emphasizing the importance of empathy and understanding different viewpoints.

## Scenario Cards

Cut out the topics below.

#	Prompt	Context
1	Write from the perspective of a student new to Canada.	A student adjusting to a new culture, school rules, and social expectations.
2	Write from the perspective of a student who speaks a different first language.	A student trying to communicate and make friends while learning English.
3	Write from the perspective of a student with a physical disability.	A student navigating school spaces and activities that are not always accessible.
4	Write from the perspective of a student who practices a different religion.	A student balancing school life with religious beliefs and practices.
5	Write from the perspective of a student from a low-income family.	A student facing differences in clothing, activities, and travel trips.
6	Write from the perspective of a student living with grandparents or guardians.	A student adjusting to a different family structure to classmates.
7	Write from the perspective of a student from a rural community.	A student adjusting to a different school or city school.
8	Write from the perspective of a student from a large family.	A student balancing responsibilities at home and school expectations.
9	Write from the perspective of a student who wears cultural clothing.	A student responding to questions or comments from others at school.
10	Write from the perspective of a student with a learning difference.	A student working hard while others make assumptions about their abilities.

## Scenario Cards

Cut out the topics below.

#	Prompt	Context
11	Write from the perspective of a student who feels judged by stereotypes.	A student noticing others make assumptions without knowing them.
12	Write from the perspective of a student who feels left out socially.	A student trying to understand why they are excluded from a group.
13	Write from the perspective of a student who is often misunderstood.	A student whose actions or words are often misinterpreted.
14	Write from the perspective of a student facing discrimination.	A student dealing with unfair treatment based on identity or background.
15	Write from the perspective of a student standing up for a friend.	A student challenging stereotypes or unkind actions they witness.
16	Write from the perspective of a student adjusting to a new school mid-year.	A student forming new friendships after groups are shuffled.
17	Write from the perspective of a student who feels pressure to fit in.	A student deciding whether to share their true identity.
18	Write from the perspective of a student whose culture is often misunderstood.	A student explaining traditions others view as "different."
19	Write from the perspective of a student learning to respect differences.	A student realizing their assumptions about others were wrong.
20	Write from the perspective of a student experiencing bullying related to identity.	A student seeking understanding, support, and respectful relationships.

**Planning**

Answer the questions below

1) What is the situation or topic of your story?

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2) Who is the main character, and what is happening to them?

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3) How does the character react to the situation?

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4) What problem or challenge does the character face in the story?

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5) How does the story show the character's perspective or point of view?

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6) What is the main takeaway or message of your story?

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**PREVIEW**

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

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Story

Write and draw your story here from the character's point of view.

**PREVIEW**

**Self-Reflection Checklist:**

Check the box that best fits you.

1) I thought carefully about what life might be like for this person.

Yes, a lot

Yes, somewhat

Not much

No

2) I considered how this person's background or identity affects their experiences.

Yes, a lot

Yes, somewhat

Not much

No

3) I noticed this person's perspective is different from my own.

Yes, a lot

Yes, somewhat

Not much

No

4) This activity helped me think differently about people I may not fully understand.

Yes, totally

Yes, somewhat

Not much

No

5) I thought about how stereotypes and bias could affect this person.

Yes, a lot

Yes, somewhat

Not much

No

**Reflection**

Answer the questions below.

1) What is one new understanding you gained about this person or group?

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2) How could this understanding help you treat others more fairly or respectfully?

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**PREVIEW**

## Socio-Economic Class

### Understanding Socio-Economic Class

**Socio-economic class** describes how people live based on income, education, and access to resources. It helps explain why some families have more choices or support than others. In Canada, socio-economic class can affect daily life, but it does **not** measure a person's work effort, or intelligence. People from all classes contribute to their community in important ways.

### Income

Income is the money a family earns from work or support programs. Families with higher incomes may have more money for housing, food, and activities. Families with lower incomes may have to make choices about spending. This can affect where people live, what food they eat, and how many hours adults must spend working. However, working more hours does not always mean more money.

### Education and Opportunities

Education plays a strong role in socio-economic class. People with access to college or university may have more job options. Students from low-income families may face barriers, such as fewer learning tools or less time for homework due to family responsibilities. These challenges are about access, not ability. Many students succeed when they receive fair support.

### Access to Resources

Resources include safe housing, health care, transportation, and learning tools. In Canada, some resources are shared by everyone, such as public schools and hospitals. Others depend on income or location. Limited access can make life harder, even for hardworking families.

- About 1 in 5 Canadian children live in low-income households
- Food banks are used by over 2 million Canadians each month
- Education support programs help reduce gaps between income groups



**Two Truths and a Lie**

Read each group. Tick ✓ the two true ones. Mark X the one lie.

<input type="checkbox"/>	Socio-economic class measures how valuable a person is to society.
<input type="checkbox"/>	Access to education tools is linked to opportunity, not intelligence.
<input type="checkbox"/>	Socio-economic class includes income, education, and resources.

<input type="checkbox"/>	Socio-economic class does not measure intelligence or worth.
<input type="checkbox"/>	Families with fewer resources still help their communities.
<input type="checkbox"/>	Income alone decides whether students can succeed in school.

**Questions**

Answer the questions below.

1) What do different socio-economic classes describe about how people live?

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2) What challenges might students from different socio-economic class families face at school?

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3) Why does socio-economic class not define a person's intelligence or ability?

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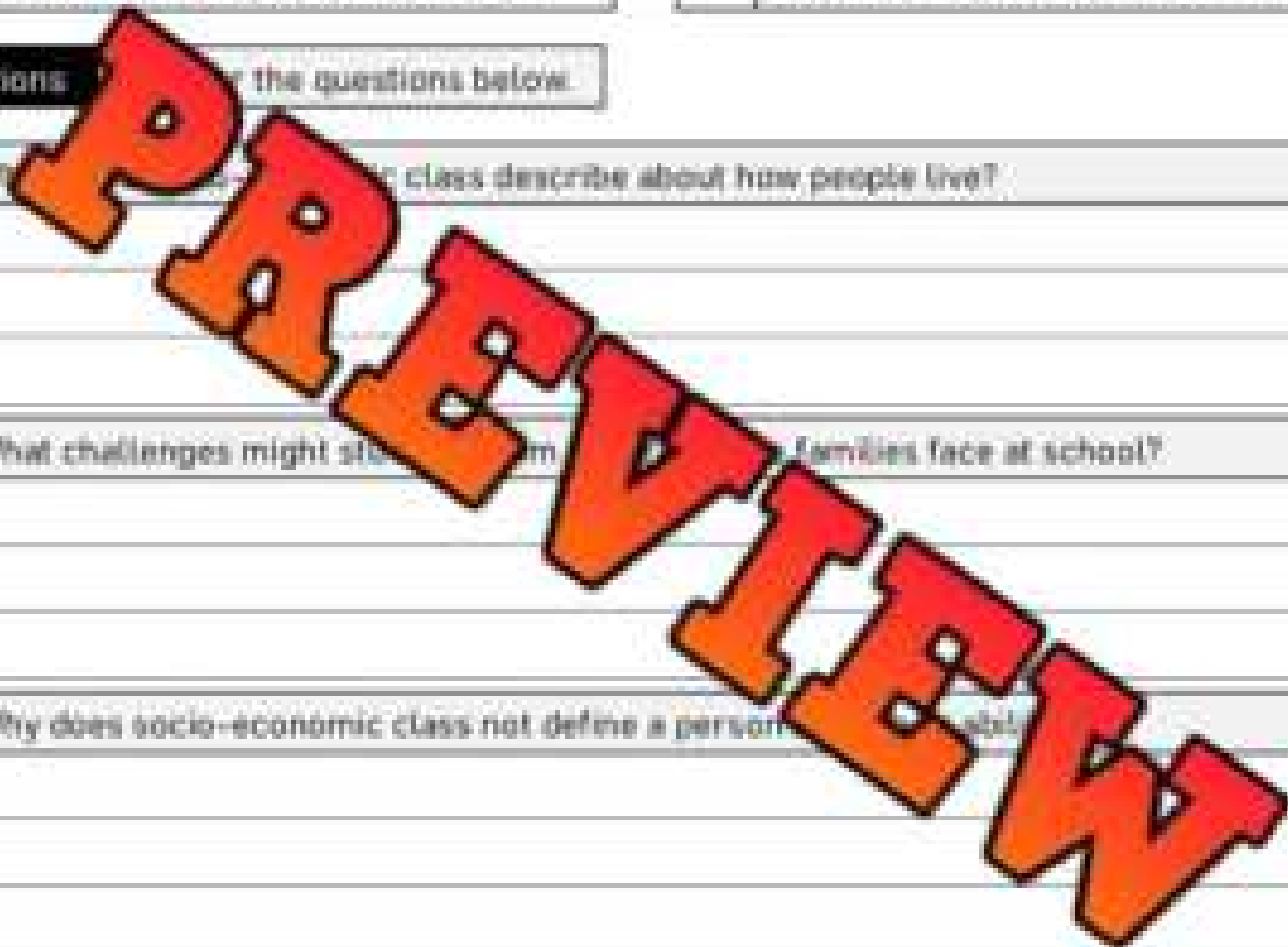
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**Caption This!**

Draw and write a caption showing how socio-economic class affects daily life.

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## Different Socio-Economic Classes Explained

<b>Lower Income (Low Socio-Economic Class)</b>	<p>People in this group often earn less money and may struggle to pay for basic needs. Families might worry about rent, food, or bills each month. Some live in subsidized housing or apartments with limited space. Parents may work long hours, multiple jobs, or unstable jobs. Children in this group may have fewer chances for extra activities like sports, music lessons, or travel, not because of effort, but because of cost.</p>
<b>Working Class</b>	<p>People in the working class usually have steady jobs but still need to budget carefully. Jobs may include trades, retail, food services, or factory work. Incomes are enough to meet basic needs but may not have much extra. Emergencies like car repairs or medical needs can cause stress. There is more stability than in the lower class, but time and money can be barriers.</p>
<b>Middle Class</b>	<p>Middle-class families usually earn a middle income and can meet most needs comfortably. Parents may work in white-collar jobs, health care, or skilled trades. Families often own or rent a home and can plan ahead. Children may take part in sports, clubs, and travel. While stress exists at times, daily needs are usually secure.</p>
<b>Upper Middle Class</b>	<p>This group often has higher-paying jobs that require advanced education or skills. Families usually have strong job security and savings. Children often have access to tutoring, technology, travel, and many activities. Choices are less limited by money, but pressure to succeed can still be high.</p>
<b>Upper Class</b>	<p>People in this group have very high incomes or wealth, sometimes passed down through families. Money is rarely a daily concern. They may own businesses, property, or investments. They often have strong access to education, health care, and influence. This group is small in Canada compared to other classes.</p>

## Scenario Questions

Which socio-economic class best describes each family?

**Liam's family lives in a stable neighbourhood.**

His parents work regular jobs and can pay bills on time. Liam plays sports, attends lessons, and has school supplies when needed. The family saves money but still budgets.

**Alex's family lives in a small apartment.**

Alex's parent works two part-time jobs with changing hours. Money is tight, and sometimes bills are hard to pay. Alex does not join school trips because of the cost and often helps care for younger siblings after school.

**Ethan's family owns several properties.**

Money is no problem. Ethan attends a private school, travels often, and has many hobbies. Family wealth has been built over many years.

**Noor's parents are wealthy.**

Noor has access to expensive travel opportunities. The family owns a large house in a nice area, but Noor feels pressure to succeed at school.

**Jaspreet's family owns a small business.**

Both parents work steady jobs, but they are careful about spending money. Unexpected costs, like car repairs, cause stress. They join one school activity but not many extras.

## Questions

Imagine you are friends with Liam, Alex, Ethan, Noor, and Jaspreet. Answer each question honestly. There are no right or wrong answers.

1) Which friend would you choose to spend the most time with? Why?

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2) Is there a friend you might feel unsure about becoming close with? Why?

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3) Would money or lifestyle affect who you hang out with? Explain.

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## Activity: Discussion Circle

### Objective

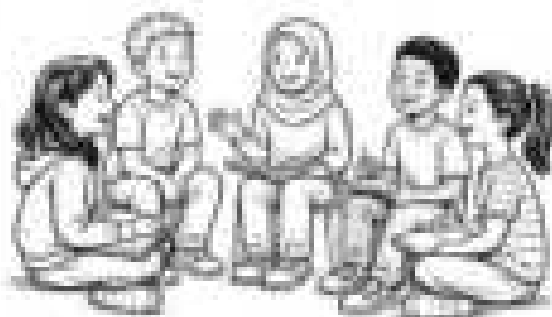
What are we learning about?

Encourage open dialogue and peer learning about diversity, identity, stereotypes, and building healthy relationships in the school and community.

### Materials

What will you need for the activity?

- Diversity cards
- Name tags for students
- Chart paper and markers
- Reflection questions



### Instructions

How do we do this activity?

1. Divide the students into small groups of 4-5 students each.
2. Provide each group with a set of diversity prompts related to stereotypes, bias, and identity.
3. Assign one student in each group to be the facilitator. Their role is to ensure everyone has a chance to speak and that the discussion is respectful and on topic.
4. Ask the facilitators to begin by reading the first prompt and ask all members to share their thoughts, feelings, or experiences.
5. Allow each group 10-15 minutes to discuss each prompt, ensuring that every member at least three prompts during the session.
6. Encourage students to take notes on key ideas, examples, or questions that come up during their discussions.
7. After the group discussions, bring the entire class together and ask each group to share a summary of their main discussion points.
8. Write common ideas, questions, or new understandings on chart paper and display them in the classroom.
9. Conclude the activity by thanking students for their participation and emphasizing the importance of questioning stereotypes, respecting differences, and building healthy relationships.

## Discussion Topics

Cut out the topics below.

Why is it unfair to judge someone based on how much money their family has instead of noticing their kindness, effort, and choices at school?

Why is it important to notice what makes each person unique instead of only focusing on group labels or categories?

How would your community feel different if bias and stereotypes no longer influenced how people related to each other?

How can bold or popular people sometimes push false ideas about diversity and turn them into stereotypes? How are others treated?

Why can prejudice and bias affect ourselves, even when we believe we are being kind or fair?

What stereotypes do you notice in school or camp? How do they affect how people treat each other?

How can old beliefs from the past still affect relationships today? How do you do not realize they are doing it?

How do your own experiences influence the way you react to people who think or live differently than you?

How can small comments or jokes slowly create unfair beliefs about certain groups of people?

What would school and community be like if everyone thought, looked, and acted the same, and how would that affect creativity, learning, and friendships?

**PREVIEW**

**Reflection**

Answer the questions below.

1) In what ways did the discussion help you understand why it is important to see people as individuals instead of judging them by stereotypes or background?

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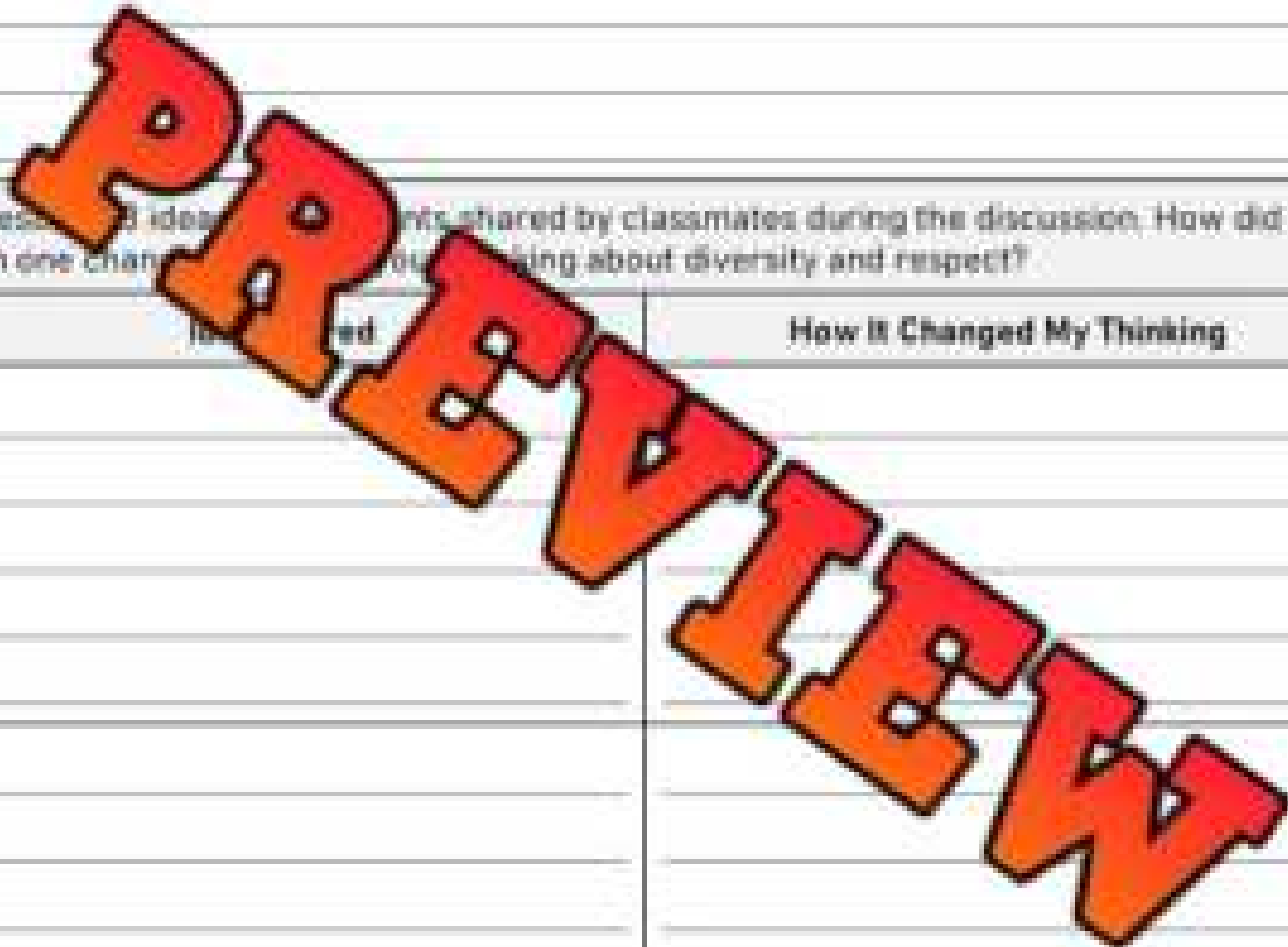
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2) Describe 3 ideas or points shared by classmates during the discussion. How did each one change your thinking about diversity and respect?

Idea or Point Shared	How It Changed My Thinking
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<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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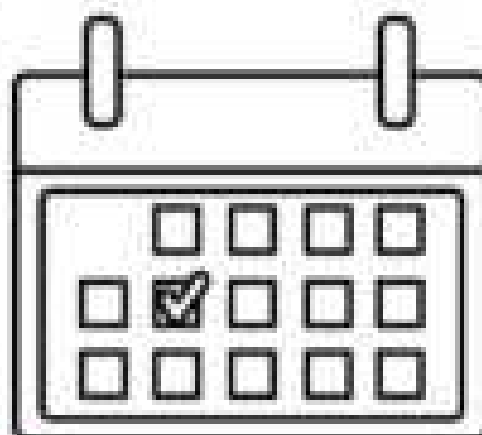
# Challenging Stereotypes & Biases Log

**Objective** What are we learning about?

To help students recognize stereotypes and biases they notice during the week and reflect on how questioning these ideas supports respectful, healthy relationships.

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

- Challenging Stereotypes & Biases Log sheet
- Pencils
- Self-Assessment Checklist



**Instructions** How will you do this?

- 1) At the start of the week, remind yourself to notice stereotypes or biases you hear or see at school, in media, or during conversation.
- 2) When you notice a stereotype or bias, pause and write down what was said or suggested, without naming people.
- 3) Identify what group the stereotype or bias was about and whether it was fair, unfair, untrue, or limiting.
- 4) Reflect on where this stereotype or bias may have come from, such as social media messages, past beliefs, jokes, or social pressure.
- 5) Describe how you questioned the stereotype or bias, either in your thinking or by responding respectfully, if appropriate.
- 6) Record how you responded, such as staying silent, asking a thoughtful question, correcting misinformation, or choosing respectful language.
- 7) Explain whether this moment changed your thinking or helped you better understand another person's perspective.
- 8) At the end of the week, review your log and identify one stereotype or bias you are more aware of now and how this awareness can help you build healthier relationships.

## Challenging Stereotypes & Biases Log: Day 1

Focus Area	My Response
<b>Bias or Stereotype Noticed:</b> What stereotype or bias did you notice today?	<hr/> <hr/> <hr/> <hr/>
<b>Where Did It Occur?</b> (school, neighborhood, conversation)	<hr/> <hr/> <hr/> <hr/>
<b>Describe the Situation:</b> What was said or implied? (Do not name people.)	<hr/> <hr/> <hr/> <hr/>
<b>Group Affected:</b> Who was this bias or stereotype about?	<hr/> <hr/> <hr/> <hr/>
<b>Why Could This Be Unfair, Untrue, or Limiting?</b>	<hr/> <hr/> <hr/> <hr/>
<b>Questioning the Bias or Stereotype:</b> How did you challenge it in your thinking?	<hr/> <hr/> <hr/> <hr/>
<b>Response Check:</b> How did you respond (or choose not to respond)?	<hr/> <hr/> <hr/> <hr/>

**Day 1 Reflection:** What did you learn today about stereotypes, biases, and respect?

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## Challenging Stereotypes & Biases Log: Day 6

Focus Area	My Response
<b>Bias or Stereotype Noticed:</b> What stereotype or bias did you notice today?	<hr/> <hr/> <hr/> <hr/>
<b>Where Did It Occur?</b> (school, neighborhood, conversation)	<hr/> <hr/> <hr/> <hr/>
<b>Describe the Situation:</b> What was said or implied? (Do not name people.)	<hr/> <hr/> <hr/> <hr/>
<b>Group Affected:</b> Who was this bias or stereotype about?	<hr/> <hr/> <hr/> <hr/>
<b>Why Could This Be Unfair, Untrue, or Limiting?</b>	<hr/> <hr/> <hr/> <hr/>
<b>Questioning the Bias or Stereotype:</b> How did you challenge it in your thinking?	<hr/> <hr/> <hr/> <hr/>
<b>Response Check:</b> How did you respond (or choose not to respond)?	<hr/> <hr/> <hr/> <hr/>

**Day & Reflection:** What did you learn today about stereotypes, biases, and respect?

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**Self-Assessment Checklist**

Answer the questions below.

1) Did I notice stereotypes or biases during the week?	Yes	No
2) Did I think about why a stereotype or bias might be unfair or untrue?	Yes	No
3) Did I question stereotypes or biased ideas instead of accepting them right away?	Yes	No
4) Did I notice how stereotypes or biases could affect how people are treated?	Yes	No
5) Did I respond respectfully when I noticed a stereotype or bias?	Yes	No
6) Did I think about where stereotypes or biases might come from (media, jokes, etc.)?	Yes	No
7) Did I become more aware of my own thinking when stereotypes or biases came up?	Yes	No

**PREVIEW**

8) Which stereotype or bias did you notice most often this week?

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9) How did noticing stereotypes or biases change the way you think about \_\_\_\_\_ or relationships?

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10) Overall, how well did I question stereotypes and biases this week?

Not very well	Sometimes	Mostly	Very well	Consistently
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## Activity - Healthy Relationships & Respect Pledge

### Objective

What are we learning about?

To help students create a shared commitment to building and maintaining healthy relationships with people from diverse backgrounds, values, beliefs, and perspectives.

### Materials

What will you need for the activity?

- Pledge templates (provided)
- Pens or pencils
- Poster board or chart paper for displaying pledges



### Instructions

How will you complete this activity?

- 1) Divide the class into pairs and give each pair a pledge template and writing tools.
- 2) Review what healthy relationships look like, including kindness, fairness, and empathy.
- 3) Discuss how people can have different beliefs, values, cultures, and languages, but still treat each other respectfully.
- 4) In pairs, students talk about actions that help maintain healthy relationships with people who think, live, or believe differently.
- 5) Students write clear and specific relationship-building promises on their pledge template.
- 6) Each pair shares one pledge statement with the class.
- 7) Display the completed pledges in the classroom or hallway as a reminder of shared responsibility.
- 8) Encourage students to reflect on and follow their pledges during daily interactions at school.

## Activity - Healthy Relationships & Respect Pledge

### Introduction:

As a student, I promise to help build healthy relationships by showing respect, understanding differences, and treating people fairly, even when their beliefs, values, or experiences are different from mine.

### 1) Respecting Differences

I promise to respect people's backgrounds, cultures, beliefs, and perspectives when they are different from my own.

Write your pledge here:

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### 2) Respectful Words and Actions

I promise to use respectful language and actions and avoid words or behaviours that stereotype, judge, or hurt.

Write your pledge here:

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### 3) Including Others

I promise to include others and make sure people do not feel left out because of who they are or what they believe.

Write your pledge here:

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**PREVIEW**

**4) Questioning Bias and Stereotypes**

I promise to question stereotypes and biases I see or hear and think carefully before making assumptions about others.

Write your pledge here:

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**5) Taking Steps in Relationships**

I promise to listen to others' viewpoints, and make changes if my behavior in my relationship.

Write your pledge here:

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**Signature:**

I understand that healthy relationships are built on empathy, respect, and fairness. I promise to make choices that support positive relationships with people from diverse backgrounds and perspectives.

Sign here: \_\_\_\_\_

Date: \_\_\_\_\_

Partner's Signature: \_\_\_\_\_



**Unit Test****Healthy Relationships**

Total			Mark	/
/				/
<p>1. What term explains income, education, and access to resources?</p> <p>a) Cultural identity</p> <p>b) Personal identity</p> <p>c) Socio-economic class</p> <p>d) Diversity</p>	<p>2. Which word means giving support based on people's needs?</p> <p>a) Equality</p> <p>b) Equity</p> <p>c) Rules</p> <p>d) Sameness</p>			
<p>3. Which actions help build a healthy relationship?</p> <p>a) Listening with respect</p> <p>b) Sharing feelings</p> <p>c) Respecting differences</p> <p>d) All of the above</p>	<p>4. Prejudice is different from stereotypes because it includes:</p> <p>a) Facts</p> <p>b) Curiosity</p> <p>c) Judgement and emotion</p> <p>d) Neutral thinking</p>			
<p>5. Which factor is NOT used to determine socio-economic class?</p> <p>a) Effort</p> <p>b) Education</p> <p>c) Income</p> <p>d) Access to resources</p>	<p>6. Which group is most likely to worry about not having enough food monthly?</p> <p>a) Upper class</p> <p>b) Lower middle class</p> <p>c) Middle class</p> <p>d) Lower class</p>			
<p>7. Which example shows a stereotype?</p> <p>a) Asking someone about their interests</p> <p>b) Believing all group members act the same</p> <p>c) Listening to personal stories</p> <p>d) Questioning assumptions</p>	<p>8. Which behaviour is NOT a stereotype?</p> <p>a) Asking for evidence</p> <p>b) Trusting familiar people more</p> <p>c) Listening carefully</p> <p>d) Checking facts</p>			
<p>9. Understanding perspectives helps people:</p> <p>a) Win arguments</p> <p>b) Agree more often</p> <p>c) Avoid discussions</p> <p>d) Build empathy</p>	<p>10. "I learned this at home, so I see it differently." What does this show?</p> <p>a) Perspective</p> <p>b) Stereotype</p> <p>c) Bias</p> <p>d) Disrespect</p>			

## Stereotype or Prejudice

Is it a stereotype or prejudice?

Mark

/

1	A student says, "All kids from that neighbourhood are lazy."	Stereotype	Prejudice
2	Someone says people from Saskatchewan only eat bread because they grow a lot of wheat.	Stereotype	Prejudice
3	A coach does not choose a player because of their family income.	Stereotype	Prejudice
4	A family tells their child to avoid Black students because they think they cause trouble.	Stereotype	Prejudice
5	A person says Indian street food is dirty because of...	Stereotype	Prejudice
6	A Muslim man says his friend is a pilot because people from his country are a...	Stereotype	Prejudice
7	A manager hires a woman because they believe Asians are good at math.	Stereotype	Prejudice
8	A student says, "People from the Middle East are not smart."	Stereotype	Prejudice
9	A shop owner follows a customer around because they think the person might steal based on their appearance.	Stereotype	Prejudice
10	A friend says, "Jewish people are good with money, so you should always listen to them about it."		Prejudice

## Short Answer

Answer the questions below.

What does diversity mean in Canada, and why is it important?	<hr/> <hr/> <hr/> <hr/>
How does culture shape beliefs or perspectives?	<hr/> <hr/> <hr/> <hr/>

Long Answer

Answer the questions below

Mark

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1) Explain how people can be the **same**, **different**, and **unique**. Give one clear example for each.

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2) List and explain five characteristics of healthy relationships. Explain how each one helps people treat others well.

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**PREVIEW**



# Workbook Preview



# Grade 6 Health Unit

## Infectious Diseases

	Curriculum Expectations	Pages
<b>USC6.3a</b>	Identify sources of, and evaluate information about, noncurable and serious but treatable infections, including HIV and Hepatitis C.	6-26, 39-43, 47-51, 54-57
<b>USC6.3b</b>	Discuss standard precautions/strategies to prevent the transmission of infectious diseases.	19-23, 27-28, 31-38
<b>USC6.3c</b>	Describe ways that non-curable infectious diseases, including Hepatitis C and AIDS, are transmitted and explain ways to avoid and/or reduce the risk of infection/co-infection.	6-41, 47-51, 54-57
<b>USC6.3d</b>	Perceive how beliefs in the myths and assumptions related to the transmission of infectious diseases, including HIV/AIDS,	24-26, 42-46, 54-
<b>USC6.3e</b>		52-53,
<b>USC6.3f</b>		53, 67-
<b>USC6.3g</b>	wellbeing that influence and are influenced by non-curable and serious but treatable infections, including HIV/AIDS and Hepatitis C.	66-68, 52-53, 64-72
<b>USC6.3h</b>	Form a personal response, in ways that affirm own personal standards, to some of the health challenges facing families and communities in regards to AIDS.	58-63, 67-72
<b>USC6.3i</b>	Predict what might happen if only one aspect of health (i.e., only the physical) is addressed when a person/community is infected/affected with a non-curable infection.	58-66
<b>USC6.3j</b>	Investigate and communicate what can happen when a holistic approach (body, mind, heart, and spirit) to management of non-curable infections is/is not adopted.	58-66
<b>AP6.1B</b>	Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.	N/A

Preview of 50 pages from  
this product that contains  
104 pages total.

# INFECTIOUS DISEASES: HIV AND HEPATITIS C



# HIV - Human Immunodeficiency Virus

## What HIV Does Inside the Body

Human Immunodeficiency Virus, or HIV, is a virus that attacks the immune system. The immune system protects the body from germs such as bacteria and viruses. HIV mainly targets **CD4 cells**, which are white blood cells that help control immune responses. These cells act like coordinators by sending signals that tell other immune cells when to fight infection.

When HIV enters the bloodstream, it attaches to a CD4 cell and injects its genetic material inside. The virus then takes over the cell's job and forces it to make new copies of HIV instead of doing its normal job. Although copies are made, the CD4 cell becomes damaged and often dies. The new copies then move on to infect more CD4 cells.

## How Immune Defences Become Weaker

As HIV continues to destroy CD4 cells, the immune system slowly loses its strength. This process happens over many years if HIV is untreated. Even though the immune system may still respond to germs, but the response becomes slower and less effective. Because the damage happens gradually, a person may not notice changes for a long time.

## Key changes happening inside the immune system include:

- CD4 cells being used as virus factories instead of defenders
- Fewer signals sent to activate immune responses
- Slower reaction to infections entering the body
- Less control over germs that are normally harmless

## Increased Vulnerability to Infection

With fewer CD4 cells, the body struggles to fight infections that healthy immune systems control easily. Minor illnesses can become more serious and last longer. The immune system also has trouble fully clearing infections, allowing germs to stay in the body longer and cause repeated illness. Over time, this makes the body less able to protect itself from disease.



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

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**Define**

What do the terms below mean?

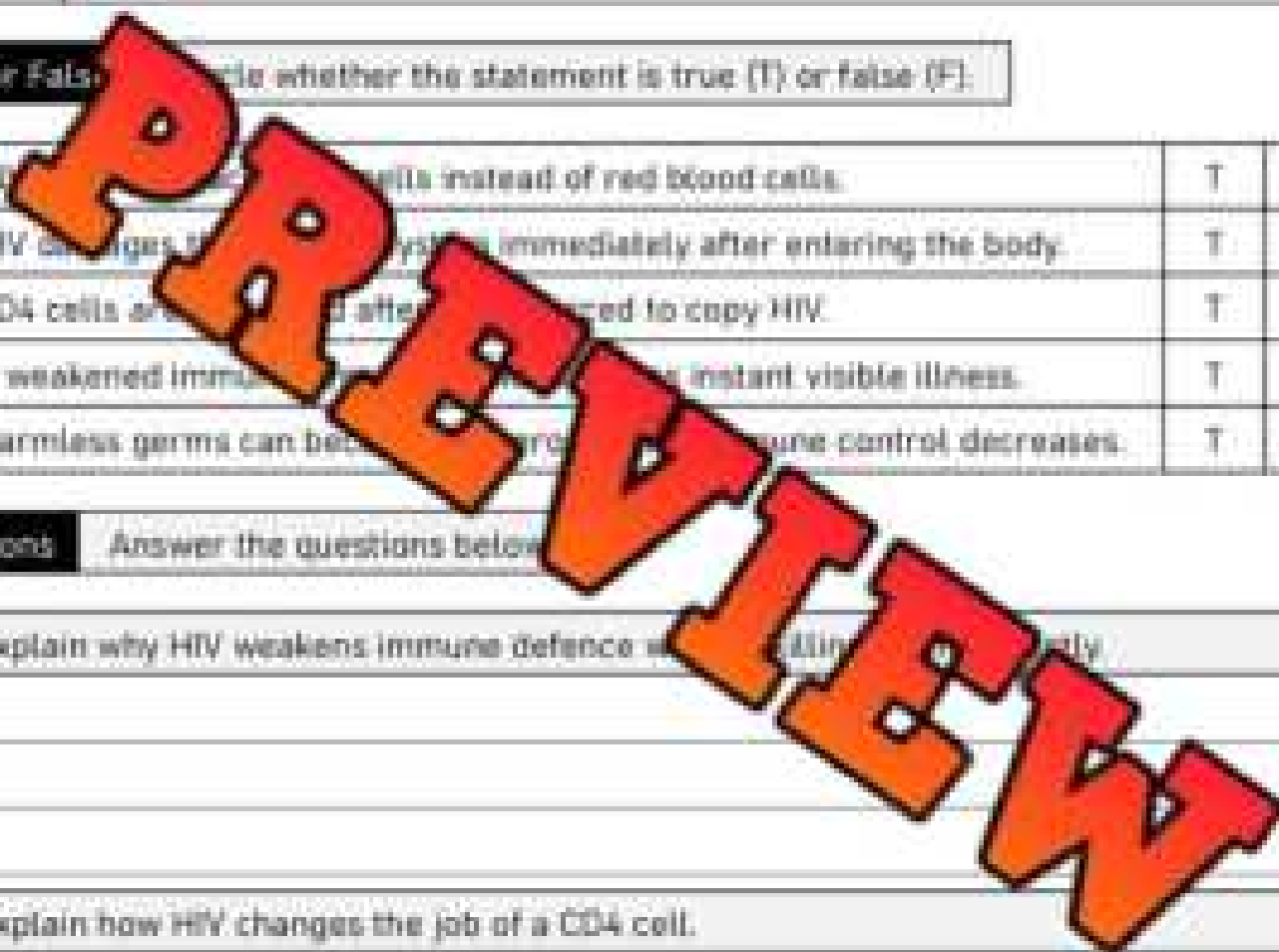
<b>HIV</b>	_____
<b>CD4 Cells</b>	_____

**True or False** Circle whether the statement is true (T) or false (F).

1) HIV changes the immune system into a system that produces white blood cells instead of red blood cells.	T	F
2) HIV changes the immune system immediately after entering the body.	T	F
3) CD4 cells are the cells that are targeted to copy HIV.	T	F
4) A weakened immune system causes instant visible illness.	T	F
5) Harmless germs can become dangerous if immune control decreases.	T	F

**Questions** Answer the questions below.

1) Explain why HIV weakens immune defence.
_____
_____
_____
2) Explain how HIV changes the job of a CD4 cell.
_____
_____
_____
3) Why is a slow immune response dangerous over time?
_____
_____
_____



# Exit Cards

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

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

Mark:

Underline the correct answer for each question.

1	HIV mainly attacks the (immune / digestive) system.
2	HIV targets (CD4 / CD8) cells.
3	HIV makes new (antibodies / copies) inside cells.
4	The immune response becomes (slower / faster) over time.
5	HIV damage usually happens (instantly / gradually).
6	Damaged CD4 cells often (die / multiply).

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

Mark:

Underline the correct answer for each question.

1	HIV mainly attacks the (immune / digestive) system.
2	HIV targets (CD4 / CD8) cells.
3	HIV makes new (antibodies / copies) inside cells.
4	The immune response becomes (slower / faster) over time.
5	HIV damage usually happens (instantly / gradually).
6	Damaged CD4 cells often (die / multiply).

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

Mark:

Underline the correct answer for each question.

1	HIV mainly attacks the (immune / digestive) system.
2	HIV targets (CD4 / CD8) cells.
3	HIV makes new (antibodies / copies) inside cells.
4	The immune response becomes (slower / faster) over time.
5	HIV damage usually happens (instantly / gradually).
6	Damaged CD4 cells often (die / multiply).

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

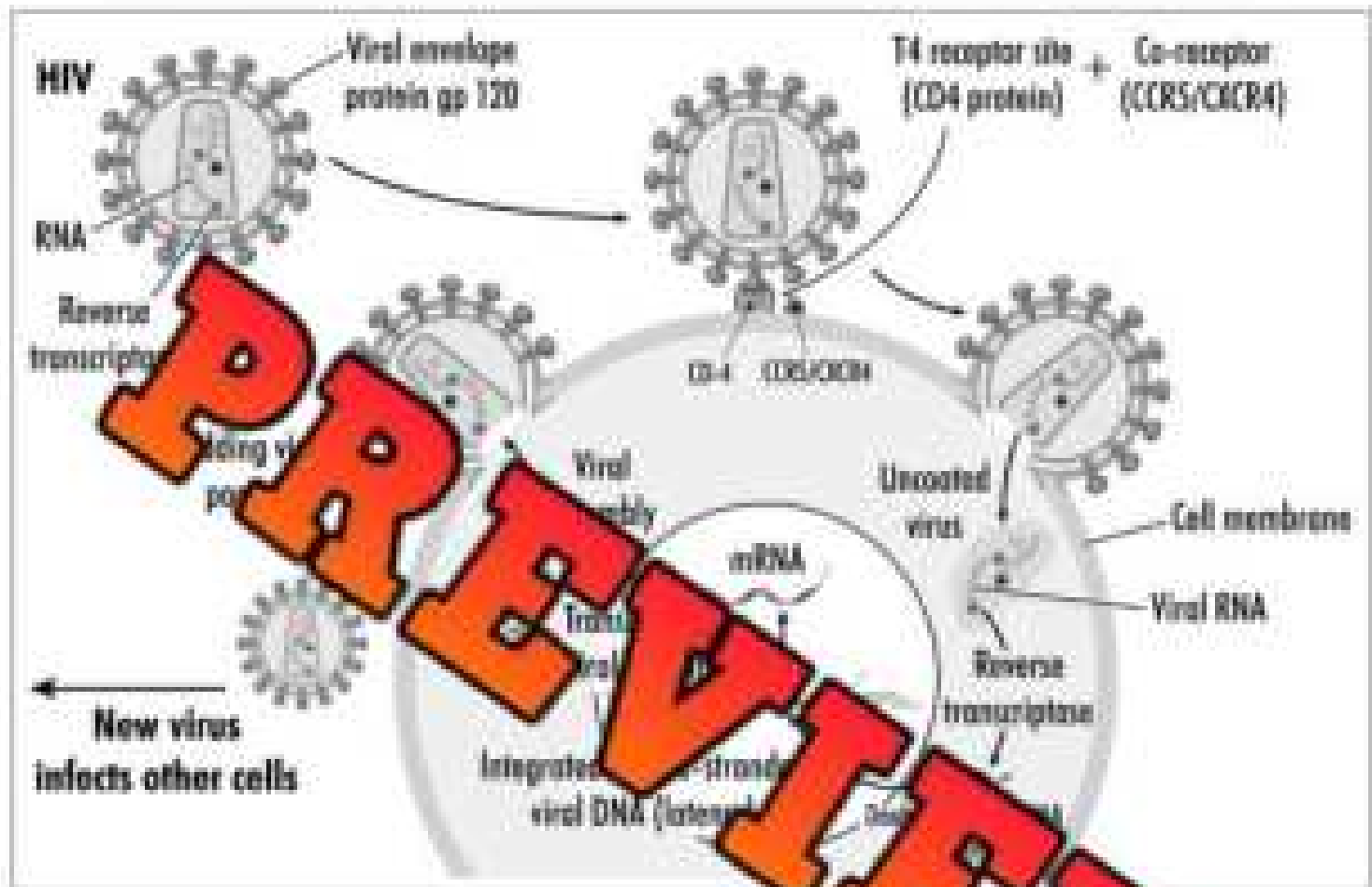
Mark:

Underline the correct answer for each question.

1	HIV mainly attacks the (immune / digestive) system.
2	HIV targets (CD4 / CD8) cells.
3	HIV makes new (antibodies / copies) inside cells.
4	The immune response becomes (slower / faster) over time.
5	HIV damage usually happens (instantly / gradually).
6	Damaged CD4 cells often (die / multiply).

**PREVIEW**

## Diagram: HIV Infection and Replication



### Step-by-Step HIV Infection and Replication

HIV starts infection by attaching to a CD4 cell, a type of white blood cell. It uses its gp120 protein to lock onto the CD4 receptor and a co-receptor called CCR5/CXCR4. Once attached, the viral envelope joins with the cell membrane, and the virus enters the cell. The virus then uncoats, releasing viral RNA and the enzyme reverse transcriptase. Reverse transcriptase changes the viral RNA into double-stranded DNA. This viral DNA moves into the nucleus and becomes joined into the cell's DNA, a stage called latency. The cell cannot easily remove it. When the cell is active, the viral DNA is copied into mRNA. The cell's ribosomes use this mRNA to make viral proteins. New viral RNA and proteins gather at the cell membrane during viral assembly. The virus buds out, taking part of the cell membrane as its envelope. Each new virus can now infect other CD4 cells.

**Ordering**

Number the steps of HIV infection and replication from 1 to 10.

	The virus attaches to a CD4 cell using gp120 protein.
	New virus particles bud out of the cell membrane.
	Viral RNA and proteins gather at the cell membrane.
	Ribosomes use mRNA to make viral proteins.
	The virus uncoats and releases RNA and reverse transcriptase.
	Viral RNA joins into the cell's DNA during latency.
	The virus uses viral DNA into mRNA.
	Reverse transcriptase changes viral RNA into double-stranded DNA.
	The virus enters CD4 cells.
	The virus binds to the cell membrane to enter.

**True or False**

Circle whether each statement is true or false.

1) HIV enters the cell before attaching to the cell membrane.	True	False
2) Reverse transcriptase changes RNA into DNA.	True	False
3) The virus can hide inside the cell during latency.	True	False
4) HIV leaves the cell without using the cell membrane.	True	False
5) New viruses can not infect other CD4 cells.	True	False

**Questions**

Answer the questions below.

1) Describe how HIV enters a CD4 cell.

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2) Explain what latency means in simple terms.

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# AIDS - Acquired Immune Deficiency Syndrome

## How Disease Progression Happens

HIV can exist in the body for many years while slowly damaging the immune system. Over time, repeated loss of CD4 cells weakens the body's ability to organize immune responses. CD4 cells act as coordinators, so when their numbers drop, immune communication becomes ineffective. This damage does not happen suddenly. Instead, immune strength slowly declines as fewer CD4 cells remain to guide defence against infection.

## What is AIDS?

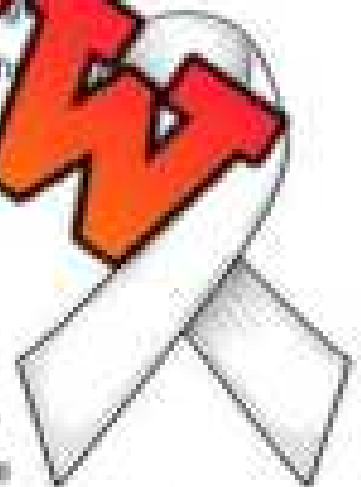
AIDS, which stands for Acquired Immune Deficiency Syndrome, is a medical stage of HIV infection, not a virus. It is diagnosed when immune damage becomes severe and the body can no longer control infections. At this stage, CD4 cell levels are very low, showing that the immune system has lost its ability to respond. The body struggles to recognize threats, or control infections that were once manageable.

## Key medical signs that show progression to AIDS include:

- Very low CD4 cell levels, showing advanced immune damage
- Loss of immune control over infections normally controlled by the immune system
- Increased risk from germs that rarely affect healthy people
- Illnesses that return often or become unusually severe

## Increased Vulnerability to illness

When immune damage reaches this level, the body becomes highly vulnerable to illness. Infections may spread more easily, last longer, and affect more than one body system at the same time. The immune system may respond slowly or fail to respond at all. Germs that are usually harmless can cause serious illness because immune defences are deeply weakened. This increased vulnerability explains why disease progression from HIV to AIDS is dangerous and why immune system damage, not the virus itself, causes the most severe health problems.



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

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**Questions**

Answer the questions below.

1) What is the difference between HIV and AIDS?

HIV	AIDS
_____	_____
_____	_____
_____	_____
_____	_____

2) What are the ways to slow progression from HIV to AIDS?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Yes or No**

Answer the following questions with either "Yes" or "No"

1) Is AIDS considered a separate disease from HIV?	Yes	No
2) Does AIDS mean the immune system has lost strong ability to fight off infections?	Yes	No
3) Can someone look healthy while immune damage is still happening?	Yes	No
4) Can mild germs cause serious illness when immunity is weak?	Yes	No
5) Can low CD4 levels make infections harder to control?	Yes	No
6) Does AIDS happen only after long-term immune damage?	Yes	No

**Questioning**

Write 2 questions you have about the reading.

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

# Hepatitis: How the Types Are Different

## What Is Hepatitis?

**Hepatitis** is inflammation of the liver. The liver filters blood, stores energy, and helps digest food. When the liver becomes inflamed, it cannot work as well. Hepatitis is most often caused by viruses, and each virus affects the liver in different ways.

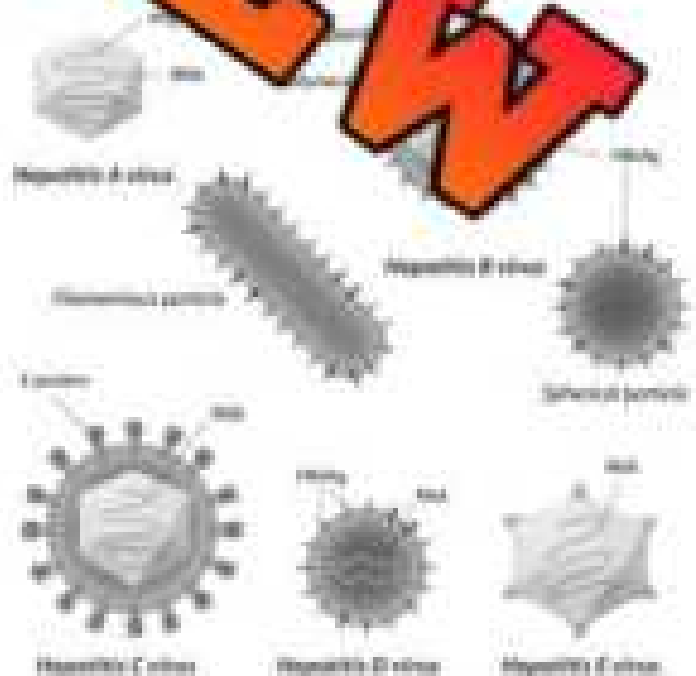
## Main Types of Hepatitis

There are five main types of viral hepatitis. They differ by how they spread, how long they last, and how much damage they cause:

- 1) **Hepatitis A** spreads through contaminated food or water and causes short-term illness. It is not fatal and rarely causes long-term liver damage.
- 2) **Hepatitis B** spreads through blood and body fluids. It can become long-lasting and slowly damage the liver over time.
- 3) **Hepatitis C** spreads through infected blood and has no early symptoms. This allows liver damage to happen quietly for many years.
- 4) **Hepatitis D** only infects people who already have hepatitis B. It causes liver damage and makes illness more severe.
- 5) **Hepatitis E** spreads through unsafe water and is usually short-term but can be dangerous for pregnant people.

## Why Hepatitis C Stands Out

Hepatitis C stands out because it often goes unnoticed while causing long-term liver damage. Many people live with the virus for years without symptoms, which makes it different from other types that cause illness more quickly.



**Questions**

Answer the questions below.

1) Define hepatitis using information from the text.

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2) What makes hepatitis C more significant than the other hepatitis types?

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**Matching**

Match each hepatitis type in Column A with the correct description in Column B.

**Column A****Column B**Hepatitis A  Spreads through contact with stool, usually short-term, but can be dangerous during outbreaks.Hepatitis B  Spreads through contact with blood, causes short-term illness, and rarely causes long-term damage.Hepatitis C  Spreads through infected blood, often without symptoms, and can cause quiet liver damage.Hepatitis D  Spreads through blood and body fluids, can damage the liver over time.Hepatitis E  Only infects people who already have another hepatitis type and makes liver damage more severe.**Pause and Think**

What new idea about hepatitis stayed with you after reading?

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# Exit Cards

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

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) An inflamed liver cannot work as efficiently.	T	
	F	
2) Hepatitis A rarely leads to long-term liver damage.	T	
	F	
3) Hepatitis C may damage the liver silently for years.	T	
	F	
4) Hepatitis D can infect people without Hepatitis B.	T	
	F	
5) Hepatitis E is always long-lasting and chronic.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) An inflamed liver cannot work as efficiently.	T	
	F	
2) Hepatitis A rarely leads to long-term liver damage.	T	
	F	
3) Hepatitis C may damage the liver silently for years.	T	
	F	
4) Hepatitis D can infect people without Hepatitis B.	T	
	F	
5) Hepatitis E is always long-lasting and chronic.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) An inflamed liver cannot work as efficiently.	T	
	F	
2) Hepatitis A rarely leads to long-term liver damage.	T	
	F	
3) Hepatitis C may damage the liver silently for years.	T	
	F	
4) Hepatitis D can infect people without Hepatitis B.	T	
	F	
5) Hepatitis E is always long-lasting and chronic.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) An inflamed liver cannot work as efficiently.	T	
	F	
2) Hepatitis A rarely leads to long-term liver damage.	T	
	F	
3) Hepatitis C may damage the liver silently for years.	T	
	F	
4) Hepatitis D can infect people without Hepatitis B.	T	
	F	
5) Hepatitis E is always long-lasting and chronic.	T	
	F	

## Hepatitis C

### How Hepatitis C Affects the Liver

**Hepatitis C** is a virus that mainly targets liver cells. The liver has many important jobs, including cleaning the blood, storing energy, and helping digest food. When Hepatitis C enters the body, it moves to the liver and infects liver cells. The virus uses these cells to make copies of itself, which damages them. The immune system tries to fight the infection, but this fight causes swelling, called inflammation, inside the liver. This inflammation can last for years without stopping.

### Slow and Steady

Many people with Hepatitis C don't notice anything at first. Even without clear symptoms, the virus continues harming liver cells. As liver cells are damaged and die, the body replaces them with scar tissue instead of healthy ones. This scarring is called **fibrosis**. Scar tissue does not work like normal liver tissue, so the liver loses its ability to do its job properly. Because the damage happens slowly, a person may not realize their liver is being harmed until serious problems appear.

**Key changes that happen inside the liver during long-term infection include:**

- Ongoing inflammation that stresses liver cells even more
- Fibrosis, where scar tissue replaces healthy liver tissue
- Reduced blood flow through the liver due to stiff scar tissue
- Slower removal of toxins from the blood

### Serious Effects of Advanced Liver Damage

If scarring becomes severe, it can lead to **cirrhosis**, which means the liver is badly damaged and hardened. A cirrhotic liver struggles to control chemicals in the blood, manage energy, and fight infection. At this stage, liver damage can affect the whole body, not just digestion. Long-term Hepatitis C infection can also raise the risk of liver failure and liver cancer, showing how ongoing damage can become life-threatening over time.



Hepatitis C virus

**Define**

What do the terms below mean?

**Hepatitis C**


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**Fibrosis**


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**Cirrhosis**


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**True or False**

Circle if the statement is true or false.

1) Hepatitis C makes it harder for the liver to produce blood cells.	True	False
2) Liver inflammation can last for many years.	True	False
3) Hepatitis C always causes liver damage.	True	False
4) The immune system response can damage liver cells over time.	True	False
5) Reduced blood flow can happen when liver scar tissue builds up.	True	False

**Questions**

Answer the questions below.

1) Explain why the liver is important for staying healthy.

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2) Explain how Hepatitis C can slowly harm the liver.

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# Hepatitis C Infographic

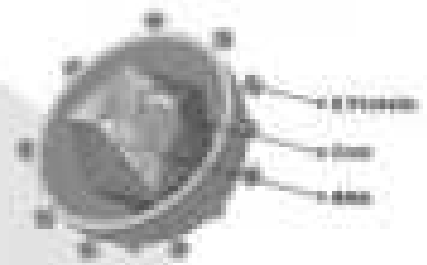
## HEPATITIS C

Hepatitis C is a bloodborne virus that causes liver inflammation, sometimes leading to serious liver damage.

### SYMPTOMS



### HEALTHY LIVER

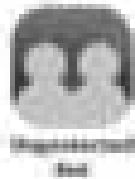


Healthy Liver

Scarred Liver

### SPREAD

The Hepatitis C Virus (HCV) spreads through contaminated blood.



**Two Truths & a Lie** From the infographic, tick ✓ the 2 true statements and mark X the 1 lie.

<input type="checkbox"/>	Hepatitis C mainly spreads through contaminated blood.
<input type="checkbox"/>	Hepatitis C always causes clear symptoms soon after infection.
<input type="checkbox"/>	Yellow skin or eyes can be a symptom.

<input type="checkbox"/>	Hepatitis C can be passed from mother to baby.
<input type="checkbox"/>	Liver scarring can happen with long-term Hepatitis C.
<input type="checkbox"/>	A healthy liver and scarred liver look the same.

## Memory Game – HIV, AIDS, and Hepatitis Key Terms

**Objective** What are we learning about?

Students will strengthen their understanding of key vocabulary related to HIV, AIDS, and Hepatitis by matching important terms with their correct definitions and explaining how these terms connect to infection, transmission, and immune system damage.

**Materials** What will need for the activity?

- Set of Memory Game cards (provided)
- A small table or clear floor space



**Instructions** How you will complete the activity?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on the table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

**HIV**

A virus that attacks the immune system and weakens body defences.

**PREVIEW**

**Immune System**

The body's defence system that fights against germs and infections.

**CD4 Cells**

White blood cells that help control and guide immune responses.

**Latency**

A stage when HIV hides inside cells without making new viruses.

**Hepatitis**

Inflammation of the liver, often caused by a virus.

**PREVIEW**

**Fibrosis**

Scar tissue forming in the liver after long-term inflammation.

**Cirrhosis**

Severe liver scarring that affects how the liver works.

**Unprotected Sex**

Sexual contact without protection that can spread infections.

**Infection**

When harmful germs enter the body and begin multiplying.

**PREVENTION**

Swelling and redness caused by the body fighting infection.

**Hepatitis D**

Hepatitis D is a virus that infects people who already have hepatitis B.

**Jaundice**

Yellowing of skin and eyes due to liver problems.

**Chronic Infection**

Long-term infection that continues for many months or years.

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

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the memory game activity.

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

Mark

Choose two key health terms from the memory game and explain their meanings.

_____	_____
_____	_____
_____	_____
_____	_____

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

Mark

Choose two key health terms from the memory game and explain their meanings.

_____	_____
_____	_____
_____	_____
_____	_____

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

Mark

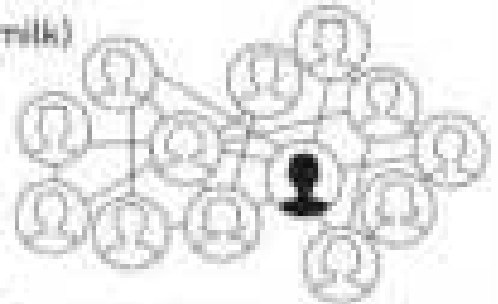
Choose two key health terms from the memory game and explain their meanings.

_____	_____
_____	_____
_____	_____
_____	_____

**PREVIEW**

## Transmission: HIV vs. Hepatitis C

HIV and Hepatitis C are both viruses, but they spread in different ways. HIV needs certain body fluids (mainly blood, semen, vaginal fluids, and breast milk) to reach another person's bloodstream. Hepatitis C spreads most easily when infected blood gets into another person's blood, even a small amount. This is why blood-to-blood contact is the highest risk pathway for Hepatitis C than for HIV.



	Hepatitis C
<b>Primary fluids:</b> blood, semen, vaginal fluids, and breast milk.	Primary fluid involved: blood only.
<b>Blood exposure:</b> transmission occurs through shared needles or blood entering open wounds.	Blood exposure: very high risk; tiny amount of blood can spread the virus.
<b>Sexual contact:</b> higher risk because infected fluids can enter through small tears.	Sexual contact: low risk, but possible if blood is present.
<b>Shared equipment:</b> needles and unclean medical tools can spread infection.	Shared equipment: dirty tools, or razors are major risk.
<b>Early symptoms:</b> fever, swollen glands, rash, or flu-like feelings, or none at all.	Early symptoms: usually none. Some feel tired or unwell without clear cause.
<b>Later symptoms:</b> more frequent infections as the immune system weakens.	Later symptoms: belly pain, tiredness, and yellow skin or eyes (jaundice).

### Clearing Up Common Confusion

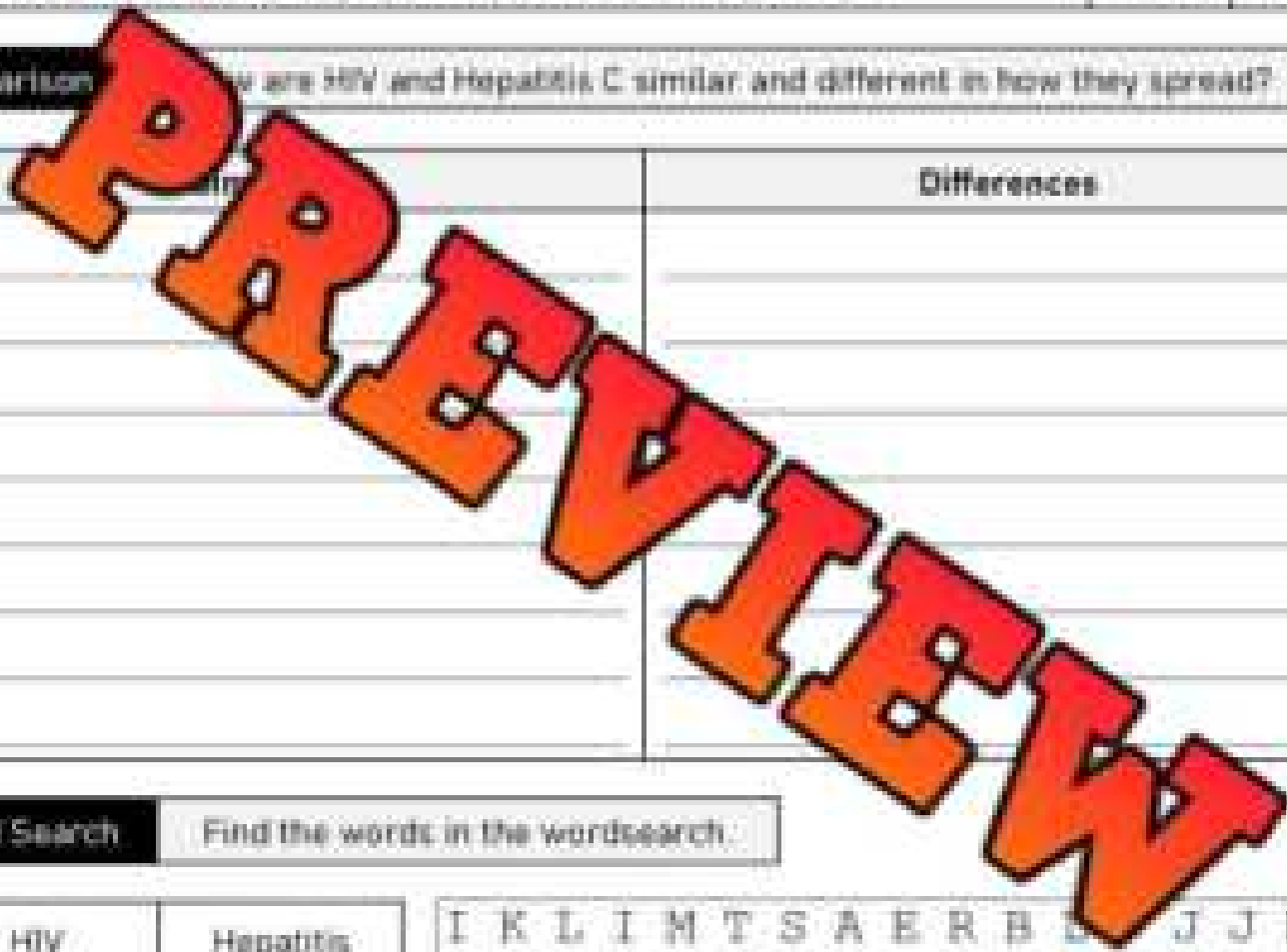
Many people believe these infections spread through casual contact, but this is incorrect. Neither HIV nor Hepatitis C spreads through hugging, sharing food, coughing, or using the same toilet. Understanding the exact transmission pathways helps reduce fear, correct myths, and support safer health choices.

**True or False** Circle the correct answer.

1) Using shared razors can increase Hepatitis C transmission risk.	True	False
2) HIV usually spreads more easily than Hepatitis C through blood alone.	True	False
3) HIV can be transmitted even when no symptoms are present.	True	False
4) Sexual contact carries equal transmission risk for HIV and Hepatitis C.	True	False
5) Casual contact like hugging can spread HIV or Hepatitis C.	True	False

**Comparison** How are HIV and Hepatitis C similar and different in how they spread?

Similarities	Differences



**Word Search** Find the words in the wordsearch.

HIV	Hepatitis
Virus	Transmission
Blood	Semen
Vaginal	Breastmilk
Needles	Contact
Infection	Symptom
Immune	Jaundice

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

# Exit Cards

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

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

Check (✓) only the ways HIV can be transmitted.

<input type="checkbox"/>	Sharing needles
<input type="checkbox"/>	Hugging
<input type="checkbox"/>	Blood entering an open wound
<input type="checkbox"/>	Coughing
<input type="checkbox"/>	Sharing food
<input type="checkbox"/>	Sexual contact with infected fluids
<input type="checkbox"/>	Breast milk from an infected parent
<input type="checkbox"/>	Using the same toilet
<input type="checkbox"/>	Mosquito bites

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

Check (✓) only the ways HIV can be transmitted.

<input type="checkbox"/>	Sharing needles
<input type="checkbox"/>	Hugging
<input type="checkbox"/>	Blood entering an open wound
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<input type="checkbox"/>	Sharing food
<input type="checkbox"/>	Sexual contact with infected fluids
<input type="checkbox"/>	Breast milk from an infected parent
<input type="checkbox"/>	Using the same toilet
<input type="checkbox"/>	Mosquito bites

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

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<input type="checkbox"/>	Breast milk from an infected parent
<input type="checkbox"/>	Using the same toilet
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Name: \_\_\_\_\_ Mark:

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<input type="checkbox"/>	Sharing needles
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<input type="checkbox"/>	Sharing food
<input type="checkbox"/>	Sexual contact with infected fluids
<input type="checkbox"/>	Breast milk from an infected parent
<input type="checkbox"/>	Using the same toilet
<input type="checkbox"/>	Mosquito bites

**PREVIEW**

## Case Study: Needle Sharing and Co-Infection

### Injection Drug Use in Riversdale, Saskatoon

In Riversdale, public health teams documented a real increase in HIV and Hepatitis C linked to injection drug use. Many cases involved crystal meth, a drug that is injected often throughout the day. Because the drug's effects wear off quickly, people injected many times and sometimes shared needles when clean supplies were not available. Even when a needle looks clean, tiny amounts of blood can remain inside. This allowed both viruses to enter the body during use, leading to co-infection in several people.

Health workers found many affected adults were dealing with unstable housing and limited access to health care. Testing showed that infection rates in this neighbourhood were significantly higher than provincial averages, with Hepatitis C cases rising through shared equipment. HIV was also passed through shared equipment. The viruses were often reused between people within short periods.

### Measures Used to Reduce Harm

- Free needle programs provided clean needles and syringes.
- Outreach nurses offered on-site HIV and Hepatitis C testing.
- Education focused on not sharing needles or other injection equipment.
- Treatment referrals helped reduce virus levels and illness spread.

### Needle Sharing and HIV-Hepatitis C in Canada: Key Facts

- About 85% of new Hepatitis C infections in Canada come from shared needles.
- Around 37 out of every 100 people who inject drugs have Hepatitis C.
- About 18 out of every 100 new HIV cases in Canada are linked to injection drug use.
- An estimated 214,000 people in Canada are living with Hepatitis C.
- About 41% of people with Hepatitis C do not know they are infected.
- Around 63,000 people in Canada are living with HIV.

**Directions** Circle "Right" or "Wrong" for each situation. Then explain your reason.

1) Sharing needles increases the risk of HIV and Hepatitis C.

Right

Wrong

2) Reusing needles is safe if they are washed and no blood is visible.

Right

Wrong

**Multiple Choice** Circle the correct answer.

1) The virus that causes more harm through blood is...

HIV

Hepatitis C

2) Having HIV and Hepatitis C together is...

Coinfection

Pandemic

3) How many people who inject drugs have HIV?

63%

37%

4) How many Canadians live with Hepatitis C?

214,000

623,000

5) A measure used to reduce the harm from sharing needles is...

Using new needles

No needles

**Questions** Answer the questions below.

1) Why does co-infection cause more harm to the body?

2) If you were a health officer, what measure would you take to reduce harm from needle sharing?

## Mother-to-Child Transmission of HIV

### How HIV Can Pass From Parent to Baby

Mother-to-child transmission of HIV happens when the virus moves from a parent living with HIV to their baby. This can occur during **pregnancy**, **childbirth**, or **breastfeeding**.

Transmission only happens through direct contact with certain body fluids that contain enough of the virus, such as blood or breast milk.

### Transmission During Pregnancy

During pregnancy, the baby receives nutrients through the placenta. HIV can pass to the baby if the virus crosses the placental barrier and enters the baby's blood. This risk increases when the parent has a high viral load, allowing infected blood to pass through small placental gaps.

### Transmission During Birth

Birth is a high-risk time for transmission. During labor, the baby may contact the parent's blood and vaginal fluids. The virus can enter the baby's body through the mouth, eyes, or tiny breaks in the skin.

### Transmission Through Breastfeeding

Breast milk can contain HIV. The virus may enter the baby's body through the mouth or digestive system, especially if the baby has mouth sores or gum irritation.

### Preventing Mother-to-Child Transmission Today

During pregnancy, antiretroviral therapy (ART) lowers the viral load so HIV cannot cross the placenta. During birth, a low viral load means blood and fluids contain very little virus, reducing exposure. After birth, breastfeeding is carefully managed or avoided because ART keeps HIV levels extremely low, preventing the virus from entering the baby's digestive system and causing infection.



**PREVENTION**

**True or False** Circle whether the statement is true or false.

1) HIV can only pass to babies through infected body fluids.	True	False
2) A low viral load increases HIV movement across the placenta.	True	False
3) The placenta usually blocks viruses unless viral levels are high.	True	False
4) HIV can enter a baby's body through eyes during birth.	True	False
5) ART prevents HIV by stopping the virus from copying itself.	True	False

**Questions** Answer the questions below.

1) List \_\_\_\_\_ ways an HIV-positive parent can transmit HIV to a baby.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Explain the ways modern medicine prevents HIV transmission from parent to baby.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Word Scramble** Unscramble the words from the word bank.

Word Bank				
Transmission	Prevention	Pregnancy	Breastfeeding	Bloodstream
Exposure	Childbirth	Labour	Antiretroviral	Placenta
LATPNEAC			LOEDRSMOADI	
RAIBDFGEESTEN			OSINMRSNTSAI	
HLTCRBHID			TRRAVRLNIETOA	

# Exit Cards

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

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

Mark:	
-------	--

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	HIV can pass to a baby during pregnancy.
<input type="checkbox"/>	ART raises viral load during pregnancy.
<input type="checkbox"/>	Breast milk may contain enough HIV to infect.

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

Mark:	
-------	--

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	HIV can pass to a baby during pregnancy.
<input type="checkbox"/>	ART raises viral load during pregnancy.
<input type="checkbox"/>	Breast milk may contain enough HIV to infect.

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

Mark:	
-------	--

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

Mark:	
-------	--

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<input type="checkbox"/>	HIV can pass to a baby during pregnancy.
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Name: \_\_\_\_\_

Mark:	
-------	--

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

Mark:	
-------	--

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	HIV can pass to a baby during pregnancy.
<input type="checkbox"/>	ART raises viral load during pregnancy.
<input type="checkbox"/>	Breast milk may contain enough HIV to infect.



## Fact or Fiction: HIV and Holistic Well-Being

**Objective** What are we learning about?

Students will use a Fact or Fiction game to show understanding of what HIV is, how it is transmitted, how it affects physical, emotional, social, and spiritual well-being, and how myths and rumors influence personal choices and community attitudes.

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

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign, placed on opposite sides of the room
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing students to move to either side

FACT  
OR  
FICTION



**Instructions** How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each statement is read.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Have fun getting up and moving!

**Fact or Fiction**

Read the statements to the class.

#	Statement	Answer
1	HIV can live in the body for years without symptoms.	Fact
2	HIV can be caught from touching sweat or tears.	Fiction
3	HIV only affects people who make bad choices in life.	Fiction
4	HIV is cured completely with medicine from doctors.	Fiction
5	HIV is not spread through kissing because saliva does not spread it.	Fact
6	If someone has HIV, there is a high probability they have AIDS.	Fiction
7	HIV can spread through toothbrushes with blood present.	Fact
8	HIV can spread through swimming pools.	Fiction
9	Testing is the only way to know if you have HIV.	Fact
10	HIV always causes immediate pain, weakness, or illness.	Fiction
11	Medicine can help people with HIV live longer, healthier lives.	Fact
12	HIV only affects the person who is infected.	Fiction
13	HIV can affect families emotionally, socially, and financially.	Fact
14	Condoms lower the risk of HIV but do not remove all risk.	Fact
15	Abstinence is the only way to fully prevent HIV infection.	Fact
16	HIV can spread through casual contact like sharing pencils.	Fiction
17	HIV treatment can stop the virus from spreading to others.	Fact
18	Only certain groups of people can get HIV.	Fiction
19	After contact, HIV can exist before tests are able to detect it.	Fact
20	You cannot get HIV from coughing or sneezing near someone.	Fact

# HIV Treatment and Viral Load Control

## What HIV Treatment Does

HIV treatment uses daily medicines called **antiretroviral therapy (ART)**. These medicines do not cure HIV, but they stop the virus from making copies of itself inside the body. When HIV cannot copy itself easily, it causes much less damage to the immune system. ART must be taken every day, at the right time, to work properly. Skipping doses can allow the virus to grow stronger and harder to control.

## Understanding Viral Load

**Viral load** is the amount of HIV in a person's blood. Doctors measure viral load using blood tests. A high viral load means the virus is active and multiplying. A low viral load means the treatment is working. If treatment is taken correctly over time, many people reach an **undetectable** viral load. This means the virus is so low it cannot be measured by standard tests.

## Why Viral Load Levels Matter

Viral load affects both health and transmission risk. Keeping viral load low protects the body and reduces the chance of spreading HIV to other people.

- A low viral load helps the immune system stay strong and healthy.
- An undetectable viral load means HIV cannot be passed on to other people.
- Regular testing helps doctors adjust treatment if viral load changes.
- Staying on treatment prevents HIV from becoming resistant to medicine.

## Living With HIV Today

With modern treatment, people living with HIV in Canada can live long, healthy lives. Managing viral load allows people to go to school, work, build families, and take part fully in their communities. HIV treatment is a key tool in controlling the virus and reducing new infections.



**Questions**

Answer the questions below.

1) What does ART stand for?

2) What does viral load measure in the body?

3) How do you check viral load levels?

4) What does "undetectable" mean in viral load testing?

5) List two ways HIV can become undetectable.

**Instructions**

Use the letters to sort each action into the correct category. Write the letter of each action under Helps Treatment or Hurts Treatment.

**A.** Taking HIV medicine every day at the same time**B.** Missing medical appointments**C.** Stopping treatment once you feel healthy**D.** Letting HIV copy itself easily in the body**E.** Allowing doctors to adjust treatment when viral load changes**F.** Skipping doses of HIV medication**G.** Going for regular blood tests to check viral load**H.** Keeping viral load low with proper treatment**Helps Treatment****Hurts Treatment**

# Hepatitis C Treatment and Cure

## How Hepatitis C Treatment Works

Hepatitis C is a virus that affects the liver, but unlike many other viral infections, it can often be cured. Today, doctors treat Hepatitis C using medicines called **direct-acting antivirals (DAAs)**. These medicines target the virus directly and stop it from making copies of itself. When the virus can no longer multiply, it is slowly cleared from the body.

Treatment lasts 8 to 12 weeks and is taken as daily pills. Most people have very few side effects compared to older treatments used in the past.

## What Cure Means for Patients

A person is considered cured if the virus cannot be found in their blood 12 weeks after treatment ends. This is called a **sustained virologic response**. Being cured means the virus is gone from the body, and it cannot be passed to others. However, a person can still get Hepatitis C again if they are exposed to the virus.

## Why Early Detection Improves Outcomes

Finding Hepatitis C early makes treatment safer and more effective. If the virus stays in the body for many years, it can slowly damage the liver.

- Early treatment helps prevent serious liver scarring.
- The liver has more time to heal after the virus is removed.
- Shorter treatment plans are often possible.
- The risk of liver cancer is greatly reduced.

## Living After Treatment

After successful treatment, many people feel more energy and better overall health. Regular checkups may still be needed to monitor liver health. Early testing and modern treatment have made curing Hepatitis C possible for most people in Canada.



**True or False**

Is the statement true or false?

1) Hepatitis C treatments can fully remove the virus from the body.	True	False
2) Direct-acting antivirals stop Hepatitis C from multiplying.	True	False
3) Hepatitis C treatment usually lasts longer than one year.	True	False
4) Being cured means Hepatitis C can never return again.	True	False
5) Cured Hepatitis C can still be passed to others.	True	False

**Questions**

Answer the questions below.

1) Describe how direct-acting antivirals stop Hepatitis C in the body.

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2) Describe what early detection allows doctors to do.

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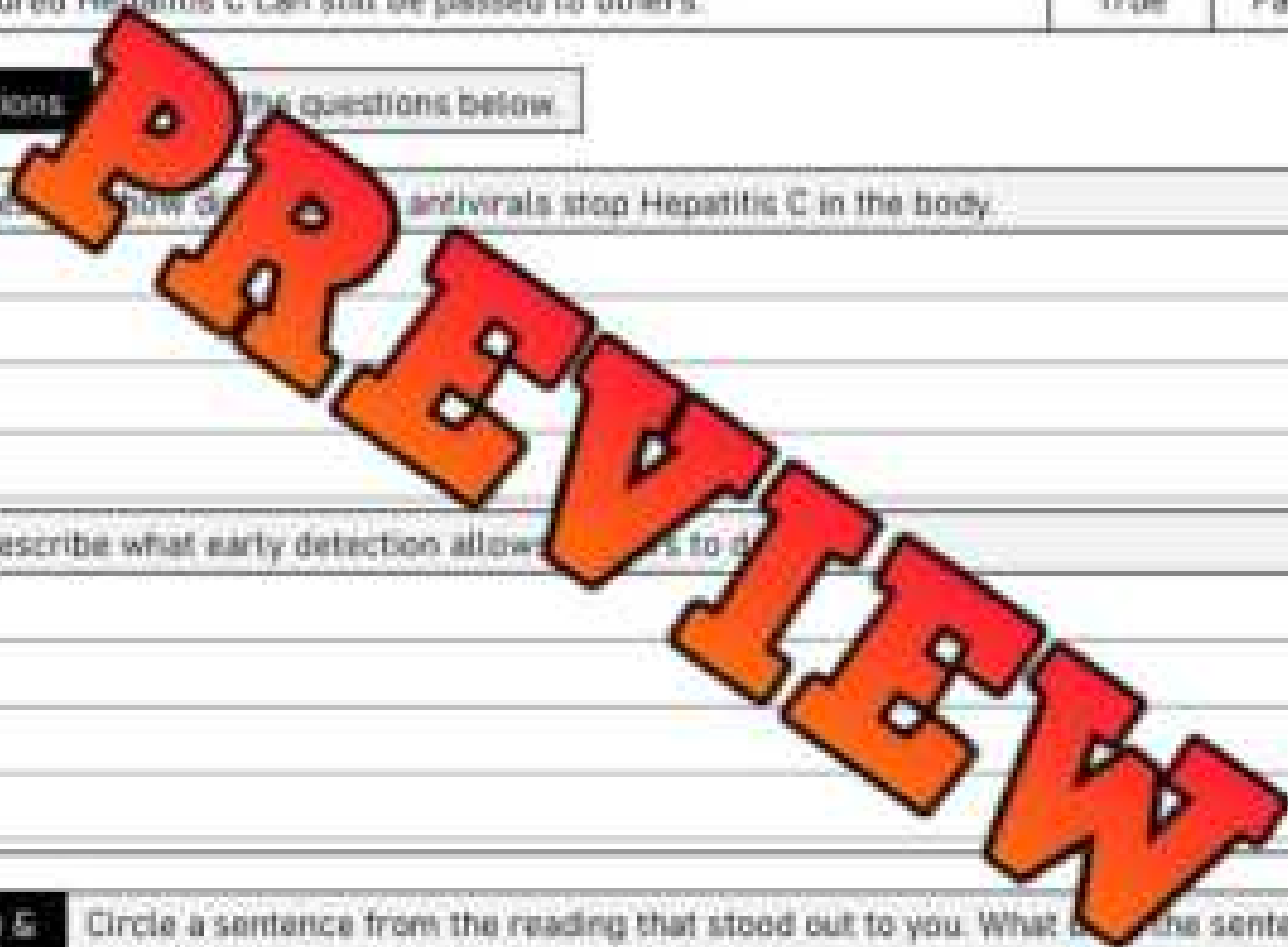
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**Circle & React**

Circle a sentence from the reading that stood out to you. What does the sentence mean? How does it make you feel? Explain.

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# Exit Cards

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

Name: _____	Mark: _____
Explain the following terms:	
Direct-acting antivirals (DAAs)	
_____	
_____	
Sustained virologic response	
_____	
_____	

Name: _____	Mark: _____
Explain the following terms:	
Direct-acting antivirals (DAAs)	
_____	
_____	
Sustained virologic response	
_____	
_____	

Name: _____	Mark: _____
Explain the following terms:	
Direct-acting antivirals (DAAs)	
_____	
_____	
Sustained virologic response	
_____	
_____	

Name: _____	Mark: _____
Explain the following terms:	
Direct-acting antivirals (DAAs)	
_____	
_____	
Sustained virologic response	
_____	
_____	

**PREVIEW**


## Social Media Post – Stigma and Living With HIV

@HealthTalk21ca 

Why do people still judge those living with HIV, even when they aren't sick, can't spread it casually, and are managing their health with treatment?


11:30 AM · 11/17/2025 · 1,929 SHARES · 4,721 LIKES    

 @Ryan87 – Honestly, HIV still scares people. They hear stories from the past and think it's still dangerous.


 @Melissa44 – People are scared from misinformation. HIV doesn't spread through touch, sharing needles, or breastfeeding.

 @Jordan19 – It's not just about health, it's about stigma. They just haven't learned how treatment works today.

 @Ryan87 – But even knowing facts doesn't always help. Stigma affects those with HIV. That affects friendships and self-worth.

 @Melissa44 – Exactly. Stigma can hurt mental health and overall wellness itself. People feel isolated.

 @Jordan19 – I read that people with HIV can live long, healthy lives if they take medication properly.

 @Ryan87 – Yet some families still hide it because they're scared of being judged by others.

 @Melissa44 – That shows how stigma affects families and communities, not just one person.

 @Jordan19 – Schools talking about HIV facts could really help reduce fear and rumours.

 @HealthTalk21 – When we replace fear with facts, people feel included, respected, and supported.

**PREVIEW**

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

53

**True or False**

Is the statement true or false?

1) People with HIV always look sick or unhealthy.	True	False
2) Modern treatment helps people with HIV live long lives.	True	False
3) People sometimes hide HIV status due to fear of judgement.	True	False
4) Stigma only affects individuals, not families or communities.	True	False
5) Stigma can affect friendships and self-worth.	True	False

**Questions**

Answer the questions below.

1) What factor leads to fear about HIV?

2) Name the ways stigma affects people with HIV.

**Opinion**

Write a comment that you would add to this conversation.

Username \_\_\_\_\_

Date \_\_\_\_\_

**PREVIEW**

# Holistic Care for HIV and Hepatitis C

## Introduction

HIV and Hepatitis C are serious infections that cannot always be cured, but they can be managed with proper care. Managing these infections means looking after the whole person, not just the illness. This is called a **holistic approach**.

## Physical Health Support

Physical health is an important part of managing HIV and Hepatitis C. This includes regular medical check-ups and taking medicine as prescribed. These medicines can lower the virus in the blood, strengthen the immune system, and help people stay active. Healthy food, enough sleep, and regular exercise also support the body's healing.

## Emotional and Mental Well-being

Living with a long-term infection can cause stress, anxiety, or sadness. Counselling and mental health support help people take control of their health and learn ways to cope. When emotional health is ignored, people may feel hopeless or stop taking care of themselves, which can make their illness worse.

## Social and Spiritual Support

Support from others plays a major role in overall wellbeing.

Feeling accepted and connected helps people stay positive and motivated.

- **Family support:** Family encouragement helps daily routines and confidence.
- **Community support:** Schools, friends, and groups reduce loneliness and stigma.
- **Spiritual support:** Beliefs or quiet reflection bring comfort and strength.

## Why a Holistic Approach Matters

If only physical health is treated, emotional and social problems may grow. This can lead to isolation, poor mental health, and weaker coping skills. When physical, emotional, social, and spiritual needs are supported together, people are better able to manage their health and live full, meaningful lives.



**True or False** Is the statement true or false?

1) Physical care alone always meets every health need.	True	False
2) Ignoring emotional health can lead to poorer physical health.	True	False
3) Social support has little effect on overall wellbeing.	True	False
4) Spiritual support only applies to religious practices.	True	False
5) Counselling replaces the need for medical treatment completely.	True	False

**Questions** Answer the questions below.

1) Write down the three 'A's which mean when managing infections?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) List and explain the three types of support that include physical and spiritual care.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Summarize** Write the important details from the reading passage.

\_\_\_\_\_

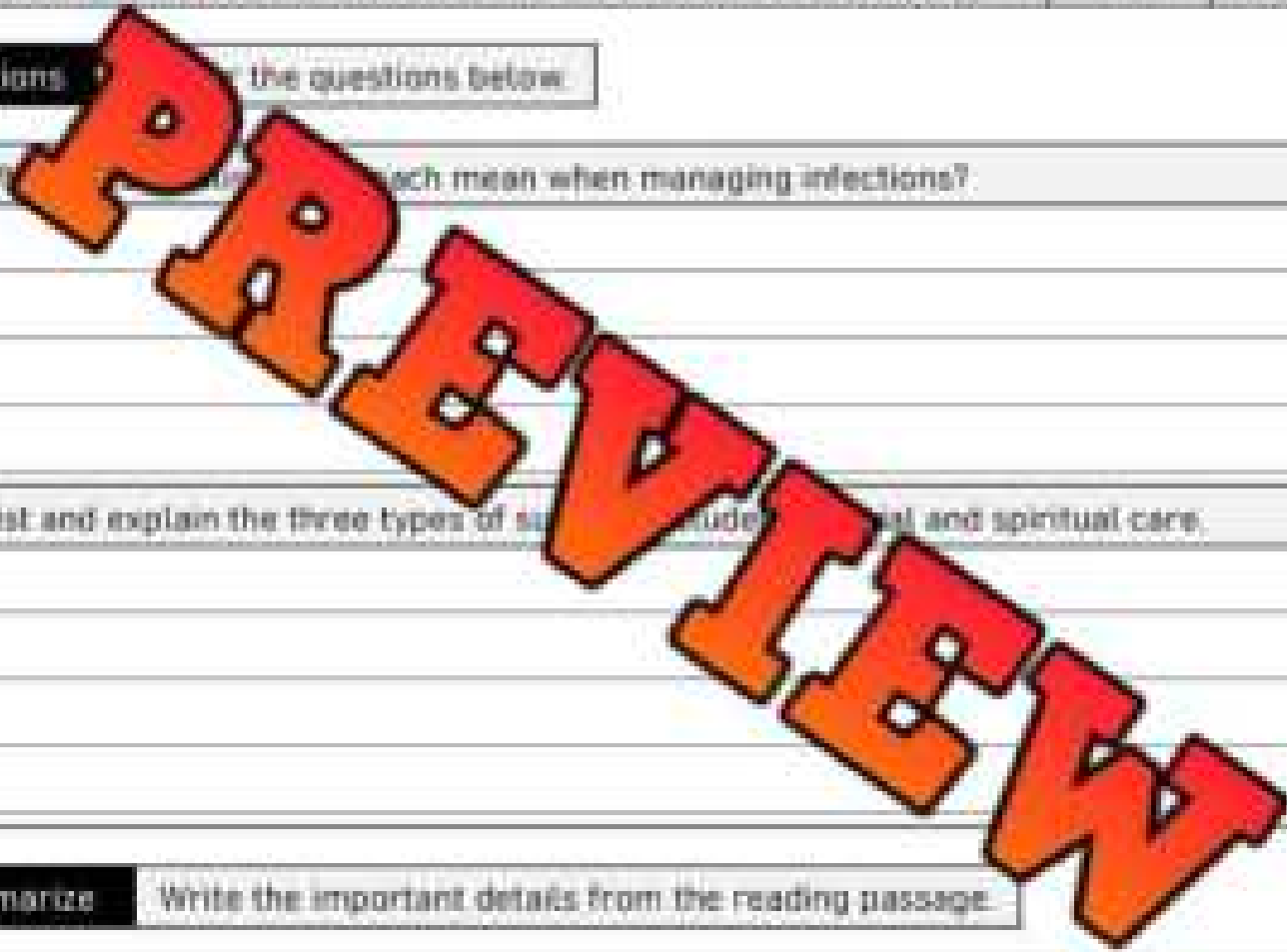
\_\_\_\_\_

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\_\_\_\_\_



# Exit Cards

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

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

Write the correct letter (A, B, or C) beside each type of support for managing HIV and Hepatitis C.

Physical	A) Medical visits, blood tests, medicine, healthy food, and sleep
Emotional	B) Counselling and talking about feelings to reduce stress
Social	C) Support from family, friends, schools, and community groups

Mark:

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

Write the correct letter (A, B, or C) beside each type of support for managing HIV and Hepatitis C.

Physical	A) Medical visits, blood tests, medicine, healthy food, and sleep
Emotional	B) Counselling and talking about feelings to reduce stress
Social	C) Support from family, friends, schools, and community groups

Mark:

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

Write the correct letter (A, B, or C) beside each type of support for managing HIV and Hepatitis C.

Physical	A) Medical visits, blood tests, medicine, healthy food, and sleep
Emotional	B) Counselling and talking about feelings to reduce stress
Social	C) Support from family, friends, schools, and community groups

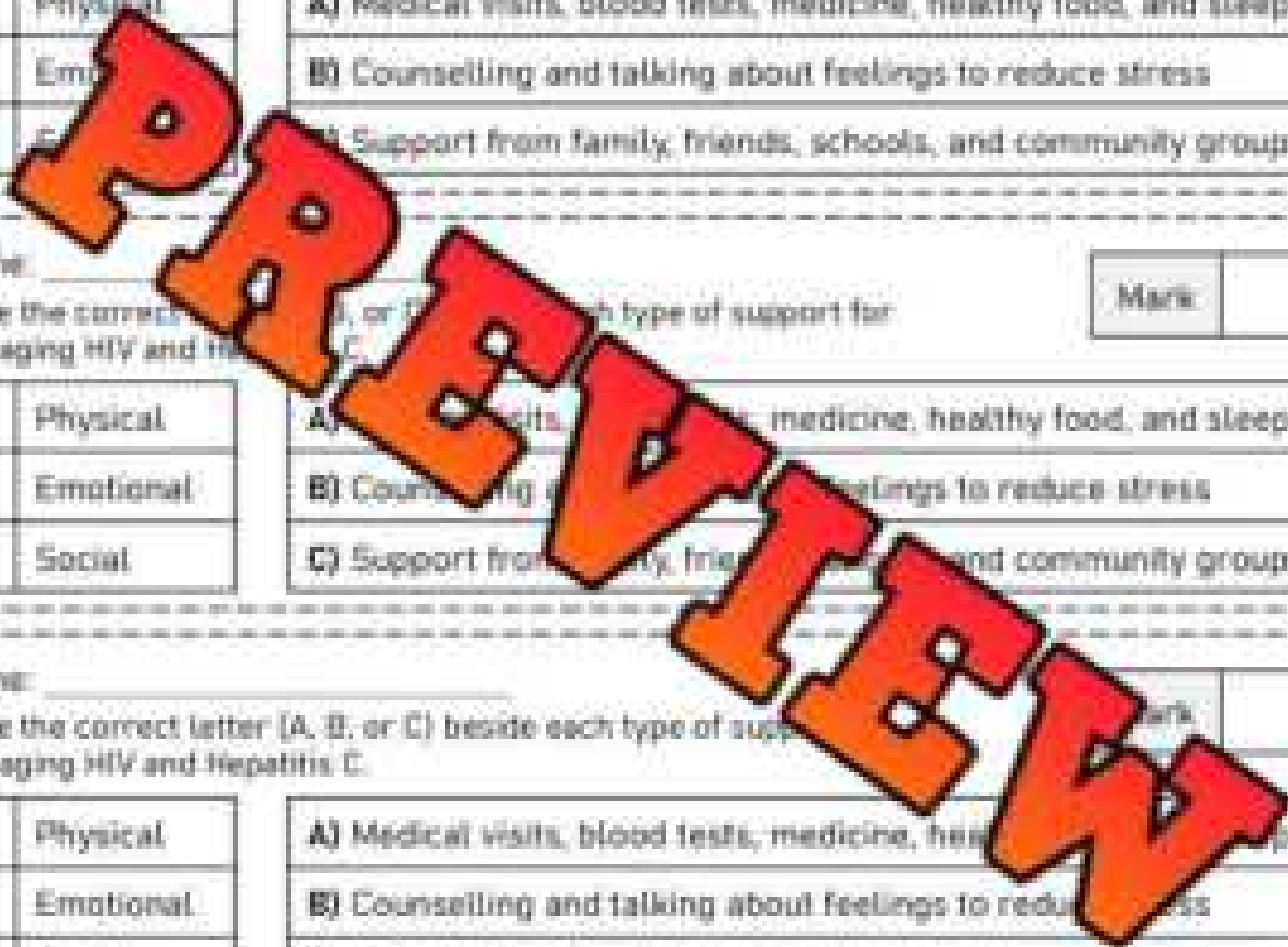
Mark:

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

Write the correct letter (A, B, or C) beside each type of support for managing HIV and Hepatitis C.

Physical	A) Medical visits, blood tests, medicine, healthy food, and sleep
Emotional	B) Counselling and talking about feelings to reduce stress
Social	C) Support from family, friends, schools, and community groups

Mark:



## Role Play – HIV, Hepatitis C, and Community Impact

**Objective** What are we learning about?

Students will explore how HIV and Hepatitis C affect the body, how transmission occurs, how treatment works, and how stigma influences individuals and families. Through structured role-play, students will apply scientific knowledge, challenge myths, examine emotional and social impacts, and demonstrate informed and respectful responses to health challenges.

**Materials** What do we need for our activity?

- Scenario cards and role situations (provided)
- Props or costumes (optional)
- Timer or stopwatch



**Instructions** How will we complete our activity?

- 1) Divide the class into small groups of 3 to 4 students.
- 2) Provide each group with a scenario card that is related to the topic being studied.
- 3) Give out roles to each student in the group, assigning the roles within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Creativity</b>	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
<b>Voice</b>	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
<b>Movement</b>	Use body movements and actions that match what your character is doing in the scene.
<b>Stay in Character</b>	Stay in character from start to finish, even when the scene feels boring or funny.
<b>Teamwork</b>	Work cooperatively with your group. Share ideas, listen to others, and help support each other.

**Scenario Cards**

Scenario	Description
1 <b>The Diagnosis</b>	Mr. Ahmed sits in a clinic waiting room. A doctor tells him that he has HIV. The doctor calmly explains that HIV is manageable with medication and that people can live long, healthy lives. Mr. Ahmed asks, "Can I still go to work?" and "Can I hug my family?" The doctor explains that HIV is not spread through everyday contact like hugging, shaking hands, or being in the same room. A family member listens and reacts with surprise. Mr. Ahmed tries to understand as the doctor explains the facts. The scene should show Mr. Ahmed moving from fear to understanding.
2 <b>The Hallway Rumor</b>	At school, students are talking about Maya's brother having HIV. One student says, "You can catch it from touching lockers or desks." Another student is unsure, while Maya overhears and feels upset. A teacher joins the conversation and explains that HIV is not spread through surfaces, casual contact, or being near someone, and encourages students to think about how rumours can hurt others. Maya may choose to speak up or stay quiet, while others decide how to respond respectfully.

## Scenario Cards

Cut out the scenarios below.

Scenario	Description
3 Family Tension	A family has just learned that their child has Hepatitis C. At dinner, one family member worries about sharing food, while another asks, "Is it safe to sit together or use the same dishes?" A parent explains that Hepatitis C is spread through blood, not through casual contact like eating together or hugging. The child feels worried about being treated differently. The family begins to ask questions, learn accurate information, and shift from fear to support.
4 Expecting a Baby	Kamna is pregnant with HIV, attends a prenatal appointment with her partner. The healthcare worker explains that with proper medication and medical care, the risk of passing the virus to the baby is greatly reduced. Karina asks questions about medication and safety. Her partner listens and supports her. A family member expresses concern, but the healthcare worker reassures them with facts. The family's knowledge and planning replace fear.
5 Talking to a Friend	Daniel tells a close friend that he has HIV. The friend is surprised and asks questions like, "Can I share things with you?" Daniel explains that it is not safe to share things at school. Daniel explains that his medication helps him live a normal life. The friend listens, learns, and chooses how to respond in a supportive and respectful way.
6 Speaking Up	Elena hears a co-worker say something incorrect about Hepatitis C, such as "You can get it from food or being around someone." Elena speaks up and explains that this is not true. She explains that Hepatitis C is not spread through casual contact, but through specific situations involving blood. Her person may support her or ask questions. The scene should show how correcting misinformation respectfully can help others learn and reduce stigma.
7 The Missed Medication	Priya has been skipping her medication because she feels embarrassed taking it in front of others. At a doctor's appointment, the doctor explains that missing medication can make treatment less effective and affect her health. A friend later notices something is wrong and encourages her to take care of herself. Priya must decide whether to continue hiding it or make a healthier choice. The scene should show how support and understanding can help someone make responsible decisions.

## Scenario Cards

Cut out the scenarios below.

Scenario	Description
6 Beyond the Body	<p>Carlos begins HIV treatment and focuses only on taking his medication. Physically, he improves. Emotionally, he becomes withdrawn and stops attending social gatherings. His friends assume he is fine because his health numbers look good. At a counselling session, Carlos admits he feels isolated and spiritually lost. The counsellor explains that healing includes mental and emotional well-being, not just physical treatment. Carlos must decide whether to seek support from community groups and reconnect with activities that once gave him strength.</p>
7 The Missed Medication	<p>Priya has been on HIV treatment for several years and usually keeps her medication routine strict. Recently, she has been missing doses because she feels embarrassed taking pills during work hours. At her next appointment, the doctor explains how missing medication can increase viral load and raise transmission risk. Priya feels ashamed to work. A friend notices she has been distant and asks what is wrong. Priya must decide whether protecting her privacy is more important than staying on her medication and whether honesty might strengthen rather than weaken her relationships.</p>
8 The Workplace Secret	<p>Elena works at a local café and has recently started treatment for Hepatitis C. She worries that if her manager finds out, she might lose shifts. When a co-worker casually makes a negative comment about people with infectious diseases, Elena freezes. She knows Hepatitis C is not spread through preparing food, but fear still creeps in. Later, she researches workplace rights and reliable medical sources. Elena must decide whether to disclose her condition, correct the misinformation, or quietly continue working while carrying the emotional weight alone.</p>

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

**My Role**

Draw a picture of what your character did during the role-play.

**PREVIEW**

**Rubric** How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Creativity</b>	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
<b>Voice</b>	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
<b>Movements</b>	Movements did not match	Some matching movements	Movements matched well	Movements were purposeful and effective
<b>Stay in Role</b>	Often out of character	Sometimes in character	Mostly stayed in character	Stayed in character throughout
<b>Teamwork</b>	Did not work well with group	Worked with group	Worked well with group	Excellent cooperation and support

**Teacher Comments**

	<b>Mark</b>

**Student Comments - What Could You Do Better?**


**Unit Test****Infectious Diseases**

Total			Mark	/
/				/
<p>1. Which cell type does HIV primarily attack?</p> <p>a) Red blood cells</p> <p>b) CD4 cells</p> <p>c) Platelets</p> <p>d) Liver cells</p>	<p>2. AIDS is diagnosed when:</p> <p>a) A person first gets HIV</p> <p>b) Viral load disappears</p> <p>c) CD4 levels become very low</p> <p>d) The liver fails</p>			
<p>3. What happens immediately after HIV attaches to a cell?</p> <p>a) It enters the cell</p> <p>b) It multiplies</p> <p>c) It injects genetic material</p> <p>d) It destroys the nucleus</p>	<p>4. What does "latency" mean in HIV infection?</p> <p>a) Viral DNA joins the cell's DNA</p> <p>b) The virus leaves the body</p> <p>c) The immune system wins</p> <p>d) CD4 cells increase</p>			
<p>5. Which infection spreads most commonly through blood-to-blood contact?</p> <p>a) HIV</p> <p>b) Hepatitis A</p> <p>c) Hepatitis C</p> <p>d) Hepatitis E</p>	<p>6. Why is viral load important in HIV infection?</p> <p>a) It indicates overall health</p> <p>b) It measures immune system strength directly</p> <p>c) It shows how many viruses are in the blood</p> <p>d) It measures how much blood is in the body</p>			
<p>7. What is fibrosis?</p> <p>a) Scar tissue replacing healthy liver tissue</p> <p>b) Viral mutation</p> <p>c) Liver inflammation</p> <p>d) Blood infection</p>	<p>8. What is most important for HIV prevention?</p> <p>a) Using medication</p> <p>b) Having one mutually exclusive partner</p> <p>c) Avoiding all relationships</p> <p>d) Testing once per year</p>			
<p>9. Which hepatitis type only infects people who already have Hepatitis B?</p> <p>a) A</p> <p>b) C</p> <p>c) D</p> <p>d) E</p>	<p>10. Which action increases condom effectiveness?</p> <p>a) Putting it on after contact</p> <p>b) Reusing it once</p> <p>c) Opening with scissors</p> <p>d) Pinching the tip before rolling</p>			

## True or False

Is the statement true or false?

	Mark	/
1) A person can look healthy and still have HIV.	True	False
2) If someone feels fine, they cannot spread HIV.	True	False
3) AIDS happens the moment someone gets HIV.	True	False
4) You can get HIV from sharing food or drinks.	True	False
5) Hepatitis C can damage the liver without warning signs.	True	False
6) Someone with Hepatitis C cannot catch it again.	True	False
7) Skipping doses can make treatment less effective.	True	False
8) HIV can affect the lungs and heart.	True	False
9) HIV treatment can remove it completely from the body.	True	False
10) You can always tell someone has HIV by looking.	True	False

## Short Answer

Answer the questions below

	Mark	/
1) Explain the difference between HIV and AIDS.		
2) Explain how stigma and myths about HIV and Hepatitis C affect the community.		
3) Explain why early testing improves outcomes for both HIV and Hepatitis C.		





# Workbook Preview



# Grade 6 Health Unit

## Effects of Advertising on Our Health

	Curriculum Expectations	Pages
USC6.7a	Identify and evaluate local, provincial, and national health promotions.	9-14, 18-20, 51-53
USC6.7b	Identify sources of, and evaluate information related to, the marketing strategies used by a variety of industries and agencies to target youth.	4-20, 34-37, 61-68, 67-72
USC6.7c	Examine and categorize the advertising and related promotions in the school and community.	9-14, 44-48
USC6.7d	Analyze the marketing and promotional vehicles/strategies	6-8, 15-31, 49-53, 76-78
USC6.7e		76-78
USC6.7f	advertising on youth attitudes and behaviours.	8-50, 65-78
USC6.7g	Determine why young people are a valuable market for numerous industries and manufacturers.	4-8, 51-53
USC6.7h	Analyze the perceived and the "hidden" purposes as to why manufacturers and industries advertise.	18-27, 36-40, 49-50, 62-66, 73-75
USC6.7i	Analyze the impact of tobacco control legislation on tobacco industry messaging.	21-27, 62-64
USC6.7j	Propose and investigate other legislation that would target health-compromising messaging.	62-64, 73-75
AP6.10	Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.	54-61

Preview of 60 pages from  
this product that contains  
106 pages total.

# EFFECTS OF ADVERTISING ON OUR HEALTH



# Advertising and Youth Choices

## What Is Advertising?

**Advertising** is a paid message used to promote a product, service, or idea. Companies, organizations, and governments create ads to persuade people to think or act in certain ways. Advertisements appear on television, social media, websites, billboards, and in apps and games. Their main goal is to influence behaviour, such as buying something, supporting a cause, or changing a habit. Ads are carefully planned to reach a specific audience.

## How Advertising Affects Youth Choices

Advertising does more than just sell products; it can shape personal standards about success, beauty, and lifestyle. For example, ads may promote certain clothing brands, or gadgets as symbols of success.

When young people see these images often, they may begin to compare themselves to unrealistic standards. This can affect self-esteem. Youth may choose products not because they need them, but because they see them in ads and feel it is accepted.

## Persuasive Techniques in Media

Advertisers use specific techniques to influence attitudes and behaviour.

- **Emotional appeal** – links products to happiness or success.
- **Celebrity endorsement** – uses famous people to build trust.
- **Bandwagon effect** – suggests “everyone is using it,” creating pressure to join in.
- **Bright visuals and music** – grabs attention and makes messages memorable.

## Advertising and Youth Decision-Making

Understanding these strategies helps students make informed choices. When youth think critically about advertising, they are more likely to question messages, compare options, and make decisions based on values rather than pressure.



**PREVIEW**

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

7

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**Questions**

Use information from the text to support your answer.

1) What is advertising?

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2) What is the bandwagon effect?

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3) How can social media standards?

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**True or False**

Circle whether the statement is true or false.

1) Ads can promote ideas, not just products.	<input type="checkbox"/>	False	
2) Advertising never affects youth decision-making.	<input type="checkbox"/>	False	
3) Companies research audiences before creating advertisements.	<input type="checkbox"/>	False	
4) Emotional appeal connects products to strong feelings.	<input type="checkbox"/>	False	
5) Celebrity endorsements reduce audience trust in products.	<input type="checkbox"/>	False	
6) Critical thinking can reduce advertising pressure.	<input type="checkbox"/>	True	False

**Questioning**

Write 2 questions you have about the reading.

1)

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2)

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## Newspaper Article: Influence of Media on Decisions

### The Daily Student Times How Media Influences Our Choices

Publish Date: May 26, 2026

In today's world, every time you watch TV, scroll through the internet, or listen to the radio, you're not just being entertained—you're also receiving messages. Many of these messages tell us what to buy, do, or think. These messages can have a big influence, especially on young minds.

According to Dr. Emily Roberts, a child psychologist, "Children are particularly vulnerable to advertisements because they aren't always able to tell the difference between an ad and a show." This can be particularly concerning when the media shows images or commercials that make unhealthy products, like sugary drinks or junk food, look appealing.

For example, a recent study found that after seeing ads for sugary cereals, those cereals were chosen over

healthier options. Dr. Roberts notes, "These ads use bright colours and fun characters to attract children's attention. It's not just about food; it's about creating lifelong habits and preferences."

Kevin, a six-grader, shared his

experience: "One

time I saw a commercial

for a sugary drink that looked so fun and tasty, I bought it and started eating it. I wanted to share it with my friends, though I knew it wasn't the healthiest choice.

Media influence isn't just about buying things; it's also about shaping how we think and act. Being aware of the influence can help us make better decisions for ourselves. As Dr. Roberts advises, "It's important to talk about what we see and learn how to make healthy choices, even when the message is tempting."



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

**True or False** Is the statement true or false?

1) All ads promote healthy choices.	True	False
2) Media only affects what we buy.	True	False
3) Media influences thoughts and actions.	True	False
4) Unhealthy products are never advertised.	True	False
5) Sugary cereals always look appealing.	True	False



**Visualizing** Follow the description of the ad then draw it.

Imagine an advertisement for a new snack called "Fruit Fizzies," a colourful and fun-looking snack. The snack comes in little stars and moons. The ad features bright and vibrant colours and illustrations of characters having a party. The background is a fantastical fruit landscape with rivers of juice and candy trees. The slogan says, "Blast off to fun with Fruit Fizzies and enjoy every day a party!"

**PREVIEW**

# Exit Cards

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

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

Mark

Explain how media messages can influence people's thinking and actions.

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

Mark

Explain how media messages can influence people's thinking and actions.

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

Mark

Explain how media messages can influence people's thinking and actions.

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

Mark

Explain how media messages can influence people's thinking and actions.

**PREVIEW**

## Activity: Contrast Ad vs. Reality

**Objective** What are we learning about?

Students will understand the difference between how products are advertised and their actual experience. This can develop critical thinking and media literacy skills.

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

- Paper and pencils for sketching.
- Coloured markers for the advertisement.



**Instructions** How will you complete the activity?

1. **Select a Product:** Each student chooses a product that is often shown in advertisements.
2. **Sketch the Advertisement:** Draw the product as it is advertised using vibrant colours and attractive graphics.
3. **Sketch the Reality:** Draw the product as it truly appears, without the exaggerated features, depicting a more realistic representation.
4. **Share and Discuss:** Present your drawings to the class. Discuss why these differences might exist and how they could affect a consumer's expectations and decisions.
5. **Reflective Writing:** On the back of the drawing, students write a paragraph about how this activity has changed their view of advertisements.
6. **Class Discussion:** As a wrap-up, discuss as a class how realistic advertising could benefit consumers and what responsibilities advertisers might have.

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

Advertisement

Reality

**PREVIEW**

**Reflection**

Answer the questions below.

1) Which product did you choose?

2) What did you notice about the way products look in ads compared to in real life?

3) Why do companies make their products look better in ads?

4) How would you feel if you bought something that looked different from its ad?

5) Is it okay for ads to show products looking better than they really are, or why not?

**PREVIEW****Reflection Questionnaire**

Answer the reflection questionnaire below.

1) Have you ever noticed ads leaving out important details?	Yes	No
2) Do bright colours and fun characters influence your choices?	Yes	No
3) Have you ever felt disappointed after buying an advertised product?	Yes	No
4) Do you usually question the message shown in advertisements?	Yes	No
5) Do you think advertisers understand what interests you?	Yes	No

## Case Study: How Tobacco Ads Changed

### Introduction

Tobacco control legislation in Canada has greatly changed how tobacco companies advertise and communicate with the public. Over the past several decades, federal and provincial governments have passed strict laws to reduce smoking rates, especially among youth. These laws limit where and how tobacco products can be promoted. As a result, tobacco industry messaging has shifted from bold advertising to more subtle brand messaging.

### Major Legislation

The Tobacco and Alcohol Products Tax Act (2018) builds on earlier laws such as the Tobacco Act (1997). These laws restrict tobacco advertising, sponsorships, and promotions. Tobacco companies are prohibited from advertising on television, radio, billboards, or in youth-focused spaces. Packages must include graphic health warnings that cover at least 75% of the front and back surfaces. Other restrictions also limit products that may appeal to youth.

- **Graphic Health Warnings:** Large images show the health effects such as lung disease and cancer, reducing the package's appeal.
- **Plain Packaging Rules:** Standardized colours and fonts remove bright logos and attractive designs.
- **Advertising Restrictions:** No lifestyle ads that link smoking with success, freedom, or popularity.

### Changes in Industry Messaging

Because traditional advertising is restricted, tobacco companies rely more on packaging design, product placement in adult-only spaces, and indirect messaging. Some companies shifted focus to vaping products, marketing them as alternatives to smoking. However, these products are also regulated to prevent youth targeting.

**PREVIEW**



**Two Truths and a Lie** Read each group. Tick ✓ the two true statements. Mark ✗ the one lie.

<input type="checkbox"/>	Tobacco companies can advertise freely on Canadian television today.
<input type="checkbox"/>	The 2018 law expanded earlier tobacco advertising restrictions.
<input type="checkbox"/>	Tobacco industry messaging shifted toward subtle branding methods.

<input type="checkbox"/>	Flavour limits reduce youth appeal of tobacco products.
<input type="checkbox"/>	Youth-focused spaces cannot display tobacco advertisements.
<input type="checkbox"/>	Graphic health warnings cover less than half the package.

**Questions** Use information from the text to support your answer.

1) What percentage of tobacco packaging must show health warnings?	
2) Name one type of tobacco that is banned.	
3) What federal law controls tobacco advertising?	
4) What earlier tobacco law was replaced?	
5) What type of images appear on the plain packaging?	
6) Describe how plain packaging rules change over time.	
7) List two examples of health effects shown on warnings.	
8) List two ways tobacco companies adjusted their messaging.	

**PREVIEW**

# Exit Cards

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

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Tobacco ads are still allowed on television in Canada.	T	
	F	
2) Health warnings cover most of the tobacco package.	T	
	F	
3) Graphic warnings show health risks like lung disease.	T	
	F	
4) Tobacco companies can advertise on billboards in Canada.	T	
	F	
5) Flavour rules try to reduce products appealing to youth.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Tobacco ads are still allowed on television in Canada.	T	
	F	
2) Health warnings cover most of the tobacco package.	T	
	F	
3) Graphic warnings show health risks like lung disease.	T	
	F	
4) Tobacco companies can advertise on billboards in Canada.	T	
	F	
5) Flavour rules try to reduce products appealing to youth.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Tobacco ads are still allowed on television in Canada.	T	
	F	
2) Health warnings cover most of the tobacco package.	T	
	F	
3) Graphic warnings show health risks like lung disease.	T	
	F	
4) Tobacco companies can advertise on billboards in Canada.	T	
	F	
5) Flavour rules try to reduce products appealing to youth.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Tobacco ads are still allowed on television in Canada.	T	
	F	
2) Health warnings cover most of the tobacco package.	T	
	F	
3) Graphic warnings show health risks like lung disease.	T	
	F	
4) Tobacco companies can advertise on billboards in Canada.	T	
	F	
5) Flavour rules try to reduce products appealing to youth.	T	
	F	

**PREVIEW**

## Packaging Under the Microscope



**Questions**

Analyze the cigarette packaging on the previous page and answer the questions below.

1) What message is the large warning clearly communicating?

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2) Approximately how much of the package is covered by warnings?

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3) What health image create for viewers?

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4) Why is a quit phone number included on the pack?

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5) How does the plain colour scheme affect branding?

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6) What visual element draws your attention first? Explain.

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7) Who is the intended audience for this packaging?

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8) How does this packaging reflect Canadian tobacco control laws?

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**PREVIEW**

# Designing Responsible Packaging

**Planning Page**

Use this page to plan your cigarette package design before completing the final design on the next page.

1) What main health warning message will you include?

2) What percentage of the package will be covered by the warning?  
(Must be at least \_\_\_\_\_)

3) What image will you use to show health risk?

4) What plain colour will you choose for the background?

5) What is your created brand name, and how large will it be?

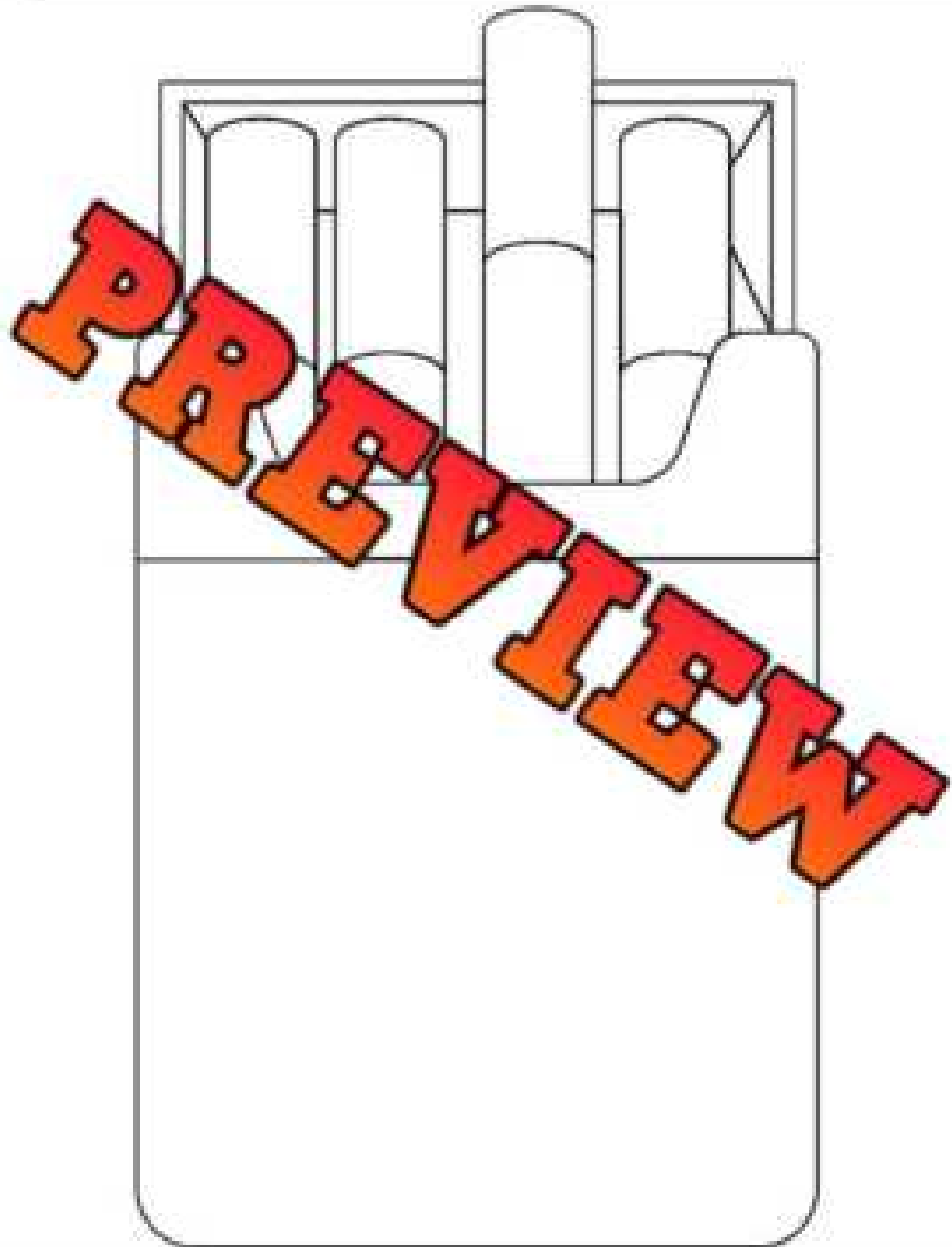
6) How does your design follow Canadian tobacco control rules?



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

**Design**

Design your own cigarette package on this page, including a health warning, image, plain colour scheme, and brand name that follow Canadian tobacco control rules.



## Activity: Marketing Role Play

### Objective

What are we learning about?

To analyze how marketing strategies influence youth attitudes and behaviours by comparing health-enhancing promotions with health-compromising product advertising.



### Materials

What will you need for the activity?

- Small groups to design a health-promotion campaign and health-compromising product marketing
- Props and materials to create advertisements (paper, markers, digital tools)
- Criteria checklist to evaluate marketing pitches (clarity, appeal, effectiveness)

### Instructions

How do we do this activity?

- 1) Divide the class into small groups to design a health-promotion campaign or a health-compromising product to market.
- 2) Within each group, assign roles such as moderator, designer, and presenter.
- 3) Briefly discuss what makes an ad informative (focuses on facts and benefits) versus persuasive (aims to influence emotions and preferences).
- 4) Develop Marketing Campaigns:
  - Health Promotion Group: Create a campaign that encourages behaviours using facts, positive messaging, and clear benefits.
  - Product Marketing Group: Create a campaign that promotes a product using persuasive techniques such as emotional appeal, trends, visuals, endorsements, or peer influence.
- 5) Identify the target audience and explain why that group is being targeted.
- 6) Each group prepares a short presentation to pitch their campaign to the class.
- 7) Groups take turns presenting their marketing pitch to the class.
- 8) After each presentation, allow classmates to provide feedback based on the checklist and their personal reactions to the pitch.

List of Products

Cut out the list below.

Health-Enhancing Promotions	Health-Compromising Product Marketing (For Analysis)
Physical Activity Program for Youth	Energy Drinks Targeting Teens
School Lunch	Fast Food Combo Deals
Mental Health Week	Flavoured Vaping Products
Vape-Free School Initiative	Alcohol Advertising at Sports
Sun Safety Campaign	Diet Product Promotion on Social Media
Online Safety Awareness	Sugary Snack Promotions
Sleep Health for Teens	Smartphone Upgrade Campaigns

**PREVIEW**

**Planning Page –  
Marketing Strategy**

Use this page to plan your campaign before creating and presenting it.

1) What is your campaign or product? (Write the name and briefly describe it.)

2) Is your campaign health-promoting or health-compromising?

3) Who is your target audience? (Age group, interests, lifestyle, peer group, etc.)

4) What persuasive techniques will you use? State all that apply and explain how you will use them. Explain how each technique will appear in your campaign.

5) What emotions will your campaign appeal to? (e.g., happiness, belonging, success, safety, confidence)

6) How could this campaign influence youth attitudes or behaviours? (Use your imagination about possible effects.)

7) Why might young people be a valuable target for this campaign?

**PREVIEW**

**Success Criteria**

Use the criteria below to get a good mark on your activity.

Criteria	Description	Evaluation Points
<b>Clarity</b>	Is the campaign message clear and easy to understand?	<ul style="list-style-type: none"> <li>➤ Clear explanation of the campaign's purpose and message.</li> <li>➤ Information presented in a straightforward and organized manner.</li> </ul>
<b>Appeal</b>	Does the pitch grab attention and interest the audience?	<ul style="list-style-type: none"> <li>➤ Engaging visuals or demonstrations.</li> <li>➤ Catchy slogans or phrases.</li> <li>➤ Makes the message, behaviour, or product seem important or desirable.</li> </ul>
<b>Information Content</b>	Does the pitch provide relevant facts and information to support the message?	<ul style="list-style-type: none"> <li>➤ Lists key facts, benefits, or persuasive strategies used.</li> <li>➤ Provides factual data or clear reasoning.</li> <li>➤ Explains why the target audience would respond to this message.</li> </ul>
<b>Emotional Connection</b>	Does the pitch connect emotionally with the audience?	<ul style="list-style-type: none"> <li>➤ Uses stories, testimonials, or scenarios.</li> <li>➤ Appeals to emotions such as happiness, fear, excitement, or success.</li> <li>➤ Explains how the message could influence the audience's behaviours.</li> </ul>
<b>Call to Action</b>	Does the pitch encourage the audience to take action?	<ul style="list-style-type: none"> <li>➤ Clear and specific call to action (e.g., "Join," "Avoid," "Share").</li> <li>➤ Explains why the audience should act and why it matters.</li> </ul>
<b>Credibility</b>	Does the pitch make the campaign or message seem trustworthy?	<ul style="list-style-type: none"> <li>➤ Uses credible sources, testimonials, or evidence.</li> <li>➤ Shows realistic examples or accurate information.</li> </ul>
<b>Presentation Style</b>	Is the overall presentation professional and well-executed?	<ul style="list-style-type: none"> <li>➤ Well-organized and logical flow.</li> <li>➤ Clear and confident communication.</li> <li>➤ Neat and relevant visual aids.</li> </ul>
<b>Audience Engagement</b>	Does the pitch effectively engage the audience?	<ul style="list-style-type: none"> <li>➤ Involves the audience through questions or interaction.</li> <li>➤ Keeps the audience interested and focused throughout.</li> </ul>

**Self-Reflection Checklist**

Check the box that best fits you.

1) I understand how marketing strategies influence youth attitudes and behaviours.

Yes, a lot

Yes, somewhat

Not much

No

2) I can identify the target audience of a campaign and explain why they are being targeted.

Yes, a lot

Yes, somewhat

Not much

No

3) I can connect health-enhancing messages to health-compromising messages.

Yes, somewhat

Not much

No

4) I can explain how a product is used to influence behaviour.

Yes, totally

Yes, somewhat

Not much

No

5) I can identify both obvious and hidden advertisements.

Yes, a lot

Yes, somewhat

Not much

No

**Reflection**

Answer the questions below.

1) What marketing strategy was most powerful in your opinion? Why?

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2) What is one way you can think critically about ads in the future?

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**PREVIEW**

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

**Rubric** How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Campaign Choice</b>	Unclear or not health-related.	Somewhat health-related.	Clear health promotion or harmful product identified.	Strong, clear example connected to youth influence.
<b>Purpose and Audience</b>	Not explained.	Partly explained.	Clearly explained.	Clearly and thoroughly explained with strong reasoning.
<b>Main Strategy</b>	No strategy named.	One strategy named.	More than one strategy explained.	Multiple strategies clearly linked to behaviour influence.
<b>Comparison</b>	No comparison made.	Comparison made.	Clear comparison made.	Strong comparison with clear examples.
<b>Reflection on Influence</b>	No reflection.	Some reflection on influence.	Clear explanation of influence.	Strong explanation of how advertising shapes attitudes and choices.

**Teacher Comments**

<hr/> <hr/> <hr/> <hr/>	<b>Mark</b>
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**Student Comments – What Could You Do Better?**

<hr/> <hr/> <hr/> <hr/> <hr/>
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# Health Promotions and Behaviour

**Instruction**

Given the health issues below, think about health promotions you may have heard about in ads or campaigns. Explain how they influence youth attitudes and behaviours.



## Obesity

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## Cancer

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## Alcohol Addiction

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**PREVIEW**

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

Heart Disease



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HIV/AIDS



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Stress/Mental Health



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**PREVIEW**

## Story: Impact of Marketing on Food Choices

### The Power of Food Ads

One Saturday morning, Mia was watching her favourite cartoon show. During the commercials, she saw an ad for a new candy that looked really fun and colourful. The commercial showed kids playing and laughing, making the candy seem like the best thing ever. Mia felt like she had to try it.

Mia asked her mom to buy the candy. Her mom decided to teach Mia something important. She explained that companies spend a lot of money on advertisements to make products look good. Mia was surprised.



Her mom continued, "Yes, especially for food. Not all food is very healthy. Studies show that kids who watch a lot of TV ads for snacks are more likely to want those unhealthy foods." She explained that many snacks have too much sugar, salt, and fat, which can lead to health problems like obesity. In fact, about 30% of Canadian children are overweight or obese.

Mia's mom shared some tips on making smart food choices. "First, always read the nutrition labels to know what's really in your food. Second, don't be fooled by ads. Just because something looks fun in a commercial doesn't mean it's good for you. And third, try to eat more fruits, vegetables, and whole grains."

Mia thought about the candy ad and realized she didn't need it. She decided to choose an apple instead. It was tasty and made her feel good. From then on, Mia became smarter about her food choices, not letting ads decide for her.

**True or False** Circle whether the statement is true or false.

1) Advertisements can make unhealthy foods look appealing.	True	False
2) TV commercials can influence children's eating habits.	True	False
3) Marketing can lead to poor eating habits.	True	False
4) Advertisements are designed to make products look exciting.	True	False
5) Understanding ads can help us make better food choices.	True	False

**Questions** Use information from the text to support your answer.

1) Think of an advertisement or media you've seen that helped you make a healthy food choice.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Name an ad where a celebrity endorsed a product or service. How did you more likely want the product because of who is telling you to buy it? (e.g., a drink)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Visualizing** Draw what you were picturing while you were reading. Explain the picture.

	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	--



# Exit Cards

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

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
<input type="checkbox"/>	Advertisements for sugary foods are often aimed at children.
<input type="checkbox"/>	Commercials always show the real health effects of food.
<input type="checkbox"/>	Nutrition labels can help people understand what is in food.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
<input type="checkbox"/>	Advertisements for sugary foods are often aimed at children.
<input type="checkbox"/>	Commercials always show the real health effects of food.
<input type="checkbox"/>	Nutrition labels can help people understand what is in food.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
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<input type="checkbox"/>	Nutrition labels can help people understand what is in food.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
<input type="checkbox"/>	Advertisements for sugary foods are often aimed at children.
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<input type="checkbox"/>	Nutrition labels can help people understand what is in food.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
<input type="checkbox"/>	Advertisements for sugary foods are often aimed at children.
<input type="checkbox"/>	Commercials always show the real health effects of food.
<input type="checkbox"/>	Nutrition labels can help people understand what is in food.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
<input type="checkbox"/>	Advertisements for sugary foods are often aimed at children.
<input type="checkbox"/>	Commercials always show the real health effects of food.
<input type="checkbox"/>	Nutrition labels can help people understand what is in food.

PREVIEW

## Activity: Healthy Breakfast Commercial

### Objective

What are we learning about?

To promote the importance of eating a healthy breakfast through a creative and engaging commercial.

### Description

What is the activity about?

In groups, students will create a short commercial (1-2 minutes) highlighting the benefits of eating a healthy breakfast. They will assign roles, and perform the commercial for the class.



### Instructions

How you will bring this activity to life

- Form Groups:** Divide the class into small groups of 4-5 students.
- Brainstorm:** Each group will brainstorm ideas for their commercial. They should consider what message they want to convey about the benefits of eating a healthy breakfast.
- Scriptwriting:** Groups will write a script for their commercial. The script should include dialogue, actions, and any props or visuals they plan to use.
- Assign Roles:** Each group will assign roles to their members. Roles can include actors, directors, scriptwriters, and prop managers.
- Rehearse:** Groups will rehearse their commercial to ensure it flows smoothly and effectively communicates their message.
- Perform:** Each group will perform their commercial for the class.

## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>The Superhero Breakfast</b>	<p>Plot: A superhero is feeling weak and tired until they eat a healthy breakfast. After eating, they gain their superpowers back and save the day.</p> <p>Roles: Superhero, friends/family, villain, and announcer.</p> <p>Message: Eating a healthy breakfast gives you the energy and strength to tackle your day.</p>
<b>The Exam Day</b>	<p>Plot: A student is struggling to focus during an important exam because they skipped breakfast. The scene then switches to a day after they ate a healthy breakfast and excelled in the exam.</p> <p>Roles: Student, teacher, classmates, and announcer.</p> <p>Message: Eating a healthy breakfast helps improve concentration and academic performance.</p>
<b>The Morning Rush</b>	<p>Plot: A family is rushing to get ready for work and considers skipping breakfast. They decide to grab a quick and healthy breakfast on the go and have a great start to the day.</p> <p>Roles: Family members (parent, child), and announcer.</p> <p>Message: Even during a busy morning, taking time for a healthy breakfast is important.</p>
<b>The Athletic Competition</b>	<p>Plot: An athlete performs poorly in a competition after skipping breakfast. In another competition, they eat a healthy breakfast and win the event.</p> <p>Roles: Athlete, coach, teammates, and announcer.</p> <p>Message: Eating a healthy breakfast can boost physical performance and energy levels.</p>
<b>The Science Experiment</b>	<p>Plot: A group of friends conduct a science experiment to see how eating breakfast affects their energy and mood throughout the day. They track their results and find that those who ate a healthy breakfast felt better and performed better.</p> <p>Roles: Friends (scientists), teacher, and announcer.</p> <p>Message: Scientific evidence shows that eating a healthy breakfast positively impacts your day.</p>

## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>The Dream Sequence</b>	<p><b>Plot:</b> A student dreams they are a detective solving the mystery of why they feel tired and unfocused at school. They discover that skipping breakfast is the culprit. The next morning, they eat a healthy breakfast and feel energized and ready to learn.</p> <p><b>Roles:</b> Student/detective, friends/family, and announcer.</p> <p><b>Message:</b> Eating a healthy breakfast can solve the mystery of low energy and poor focus.</p>
<b>The Farmer's Market</b>	<p><b>Plot:</b> A family visits a farmer's market to buy fresh ingredients for breakfast. They learn about the benefits of fresh, whole ingredients from vendors and prepare a nutritious meal together.</p> <p><b>Roles:</b> Family members, vendors, and announcer.</p> <p><b>Message:</b> Fresh ingredients make for a nutritious and delicious breakfast.</p>
<b>The Healthy Breakfast Challenge</b>	<p><b>Plot:</b> A group of friends take on a "Healthy Breakfast Challenge" where they compete to make the healthiest and tastiest breakfast. A judge panel awards medals based on taste and nutrition.</p> <p><b>Roles:</b> Friends (contestants), judge, and announcer.</p> <p><b>Message:</b> Making breakfast fun and creative can encourage healthy eating habits.</p>
<b>The Time Travel Adventure</b>	<p><b>Plot:</b> A student travels back in time and sees how different eras start their day with a healthy breakfast. They learn valuable lessons about nutrition from historical figures and return to the present to share what they've learned.</p> <p><b>Roles:</b> Student/time traveler, historical figures, and announcer.</p> <p><b>Message:</b> Healthy breakfast practices have been valued throughout history and can teach us important lessons today.</p>
<b>The Cooking Show</b>	<p><b>Plot:</b> Students host a cooking show where they demonstrate how to make quick and healthy breakfast recipes. They explain the nutritional benefits of each ingredient and why it's important to start the day with a balanced meal.</p> <p><b>Roles:</b> Hosts (students), guest chef(s), and announcer.</p> <p><b>Message:</b> Learning to cook healthy breakfasts can be fun and educational, and it's a great way to start the day right.</p>



**Peer Assessment**

Mark your group members using the checklist below.

<b>My Name</b>	<b>Who I Am Assessing</b>
----------------	---------------------------

Criteria	Description	Stars (1: Worst, 5: Best)
Stayed in Role	The student stayed in their role during the commercial.	☆☆☆☆☆
Listened to Others	The student listened to group ideas and responded respectfully.	☆☆☆☆☆
Shared Ideas	The student shared helpful ideas for the commercial.	☆☆☆☆☆
Showed Creativity	The student shared creative ideas in the script or storyboard.	☆☆☆☆☆
Used Expression	The student used facial expressions, and body language.	☆☆☆☆☆
Spoke Clearly	The student spoke clearly during the commercial.	☆☆☆☆☆
Promoted a Healthy Message	The student helped explain a healthy message clearly.	☆☆☆☆☆

**Learn and Question**

**Learn:** Write two things you learned from the activity.  
**Question:** Ask one question you have from the activity.

<b>Learn</b>	<hr/> <hr/> <hr/>
<b>Learn</b>	<hr/> <hr/> <hr/>
<b>Question</b>	<hr/> <hr/>

## How Does the Media Shape Our Views on Identity?

### What is Media?

Media includes things like TV shows, movies, ads, magazines, and social media. It is all around us and affects how we see ourselves and others. Every day, Canadian youth spend about 7 hours watching videos and seeing messages from different media sources.



### How Gender is Shown

The media often shows people in limited or unrealistic ways. For example, in beauty ads 75% more often than boys are shown. This can create the idea that girls should look a certain way. Boys might also see strong characters in movies, making them think they must always act brave and hide their feelings. Media messages can create stereotypes, which are unfair and simplified ideas about people.

### Effects of Media on Self-Image

Seeing these messages again and again affects how students feel about themselves. Studies show that about 50% of Canadian students are unhappy with their appearance after seeing ads and posts on social media. Media messages can make people feel they must change how they look or act to be accepted.

### How to Critically Analyze Media

Learning to question media messages helps students feel better about themselves. Here are ways to think critically:

- **Ask questions**- Think about who created the message and why.
- **Recognize stereotypes**- Notice when people are shown in unfair or limited ways.
- **Talk about it**- Discuss what you see with family, friends, or teachers.
- **Think about reality**- Remember that media often doesn't show real life.

**True or False** Circle whether the statement is true or false.

1) Media includes TV, movies, and social media.	True	False
2) All media messages are always true.	True	False
3) Boys never feel pressure from media messages.	True	False
4) Ads often show unrealistic beauty standards.	True	False
5) Media only affects how girls see themselves.	True	False

**Questions** Write information from the text to support your answer.

1) How do you think media affects how people feel about themselves?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) List and explain two ways students can identify and analyze media messages.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Word Search** Find the words in the word search.

Media	Identity
Stereotypes	Messages
Advertising	Youth
Influence	Beauty
Feelings	Reality
Analyze	Attitudes

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

## Social Media Post – Marketing to Kids

@MarketTalk CA 

Why do so many companies spend time and money trying to sell things to kids and teens? Why are young people such a valuable market for industries like clothing, games, food, and technology?

11:30 AM - 11/03/2026 - 1,929 SHARES 4,721 LIKES    

 @school\_chat - Honestly companies know kids follow trends fast. If one kid starts wearing a certain hoodie or new shoes, suddenly everyone wants it.

 @media\_watch\_CA - True. Young people also spend money often. Many get allowances, birthday money, or gift cards, so companies see them as regular buyers.

 @ad\_breakdown - It's also family spending. If a kid asks for a certain cereal, game, or phone, parents sometimes buy it.

 @trend\_spotter - And companies keep up with brands. If a student likes one brand now, they might be buying that brand in years.

 @school\_chat - Yeah like when people say "I saw that brand again and again. Brand loyalty starts early."


 @media\_watch\_CA - Social media makes it easier for companies. Ads can appear in videos, games, or posts that young people watch.

 @ad\_breakdown - Some ads even look like normal posts. Kids might not realize it's advertising.

 @trend\_spotter - Influencers are a big part too. When a popular creator shows a snack, phone, or clothing brand, followers notice.

 @media\_watch\_CA - Industries also study what young people like. They collect data about trends, music, games, and styles.

 @school\_chat - So companies learn what kids enjoy, then design products and ads that match those interests.

 @ad\_breakdown - That's why media literacy matters. When students understand how marketing works, they can think more carefully before buying something.

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

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**True or False** Is the statement true or false?

1) Companies target kids partly because they influence family spending choices.	T	F
2) Young people rarely affect what products their families decide to buy.	T	F
3) Many companies hope kids will stay loyal to brands later.	T	F
4) Social media makes advertising to young people harder for companies.	T	F
5) Companies collect information about youth trends, games, and styles.	T	F

**Questions** Answer the questions below.

1) Why do you think young people are a valuable market?

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

2) Explain how brand loyalty can make a difference in people's lives.

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

**Opinion** Write a comment that you would add to this conversation.

Username: \_\_\_\_\_ Date: \_\_\_\_\_

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

**PREVIEW**

# Exit Cards

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

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

Mark

Check the reasons companies see kids and teens as a valuable market.

<input type="checkbox"/>	They follow trends quickly
<input type="checkbox"/>	They influence family spending
<input type="checkbox"/>	They have lots of money
<input type="checkbox"/>	They rarely notice advertisements
<input type="checkbox"/>	They may stay loyal to brands
<input type="checkbox"/>	They decide most household spending
<input type="checkbox"/>	They receive allowance or gift money
<input type="checkbox"/>	They prefer the cheapest products
<input type="checkbox"/>	They share products with friends

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

Mark

Check the reasons companies see kids and teens as a valuable market.

<input type="checkbox"/>	They follow trends quickly
<input type="checkbox"/>	They influence family spending
<input type="checkbox"/>	They have lots of money
<input type="checkbox"/>	They rarely notice advertisements
<input type="checkbox"/>	They may stay loyal to brands
<input type="checkbox"/>	They decide most household spending
<input type="checkbox"/>	They receive allowance or gift money
<input type="checkbox"/>	They prefer the cheapest products
<input type="checkbox"/>	They share products with friends

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

Mark

Check the reasons companies see kids and teens as a valuable market.

<input type="checkbox"/>	They follow trends quickly
<input type="checkbox"/>	They influence family spending
<input type="checkbox"/>	They have lots of money
<input type="checkbox"/>	They rarely notice advertisements
<input type="checkbox"/>	They may stay loyal to brands
<input type="checkbox"/>	They decide most household spending
<input type="checkbox"/>	They receive allowance or gift money
<input type="checkbox"/>	They prefer the cheapest products
<input type="checkbox"/>	They share products with friends

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

Mark

Check the reasons companies see kids and teens as a valuable market.

<input type="checkbox"/>	They follow trends quickly
<input type="checkbox"/>	They influence family spending
<input type="checkbox"/>	They have lots of money
<input type="checkbox"/>	They rarely notice advertisements
<input type="checkbox"/>	They may stay loyal to brands
<input type="checkbox"/>	They decide most household spending
<input type="checkbox"/>	They receive allowance or gift money
<input type="checkbox"/>	They prefer the cheapest products
<input type="checkbox"/>	They share products with friends



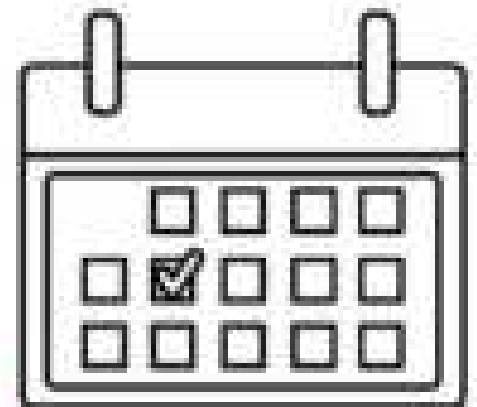
## Activity – Daily Ad Influence Tracker

**Objective** What are we learning about?

Students will observe and record advertisements and health promotions they see over six days. They will identify which messages encourage healthy behaviours and which may promote unhealthy choices. Students will analyze how advertising can influence personal standards, attitudes, and decisions.

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

- Six-Day Advertising Health Message Tracking Chart
- Reflection journal questions
- Pencil



**Instructions** How will you complete the activity?

- 1) Begin with a class discussion about advertisements and health promotions students see every day (food ads, fitness messages, online pop-ups, etc.)
- 2) Review examples of messages that promote healthy behaviours and messages that may encourage unhealthy choices.
- 3) Give each student a Six-Day Advertising Tracker Chart to use in their school.
- 4) Each day, students record 2-3 advertisements or health messages they notice (online ads, YouTube ads, posters, store ads, social media promotions).
- 5) For each message, students identify whether the advertisement promotes healthy behaviour or unhealthy behaviour.
- 6) Students briefly describe the product, message, or idea being promoted.
- 7) Students analyze who the advertisement is targeting and what strategy it uses (popular people, trends, appearance, fun activities, rewards).
- 8) After six days, students review their charts and answer reflection questions.

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

55

Dependent Document  
4th-5th

**Ad Influence Check - Day 1**

**Ad / Message #1**

1) Where did you see the advertisement?

2) What product, message, or idea was being promoted?

3) Does this message promote a healthy or unhealthy behaviour?

Healthy

Unhealthy

4) Who do you think the advertisement is trying to target?

5) What strategy does the ad use to attract attention? (Examples: popularity, fun, appearance, rewards, trends)

6) How might this advertisement influence people's choices?

**Ad / Message #2**

1) Where did you see the advertisement?

2) What product, message, or idea was being promoted?

3) Does this message promote a healthy or unhealthy behaviour?

Healthy

Unhealthy

4) Who do you think the advertisement is trying to target?

5) What strategy does the ad use to attract attention? (Examples: popularity, fun, appearance, rewards, trends)

6) How might this advertisement influence people's choices?

**Daily Reflection:** Did you notice more healthy or unhealthy advertisements today? Explain.

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

**PREVIEW**

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

60

Copyright © 2011  
4th of 10

### Ad Influence Check - Day 4

#### Ad / Message #1

1) Where did you see the advertisement?

2) What product, message, or idea was being promoted?

3) Does this message promote a healthy or unhealthy behaviour?

Healthy

Unhealthy

4) Who do you think the advertisement is trying to target?

5) What strategy does the ad use to attract attention? (Examples: popularity, fun, appearance, rewards, trends)

6) How might this advertisement influence people's choices?

#### Ad / Message #2

1) Where did you see the advertisement?

2) What product, message, or idea was being promoted?

3) Does this message promote a healthy or unhealthy behaviour?

Healthy

Unhealthy

4) Who do you think the advertisement is trying to target?

5) What strategy does the ad use to attract attention? (Examples: popularity, fun, appearance, rewards, trends)

6) How might this advertisement influence people's choices?

**Daily Reflection:** Did you notice more healthy or unhealthy advertisements today? Explain.

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**PREVIEW**

Reflection

Answer the questions below.

1) What type of advertisement did you notice most often this week?

2) How many ads promoted healthy behaviours compared to unhealthy choices?

3) Describe an advertisement that tried to influence your choices.

4) Which advertisements targeted toward youth? Why?

5) What strategy did advertisements use most often to get your attention?

6) Did any advertisement make you want to buy or try something? Explain.

7) How can you think more carefully about advertisements in the future?

**PREVIEW**

## Blog Post: Advertising Rules and Health

### 5 Advertising Laws You Might Not Know About

Date: June 4, 2026

Author: Ms. Taylor Hayes

5-minute read

Governments create laws to protect people from harmful advertising. These rules limit ads for unhealthy products and control misleading health claims because marketing strongly influences people's choices and behaviour. Here are five laws you might not know about.

- 1) Quebec Law on Advertising to Children:** Quebec has one of the strictest advertising laws for children. Under Quebec's Consumer Protection Act, most commercial advertising to children under 13 is illegal. This includes TV ads, online marketing, and social media messages designed to persuade young children to buy products.
- 2) Canada's Food and Drug Act:** Canada's Food and Drugs Act regulates health claims in advertising. Companies cannot promote food, drinks, or health products with misleading health benefits. If a company says a product improves health, it must be supported by scientific evidence reviewed by Health Canada.
- 3) Competition Act:** Canada's Competition Act makes it illegal for companies to create false or deceptive advertisements. Businesses cannot exaggerate product benefits, make false comparisons, or make false health claims. The Competition Bureau investigates and enforces these advertising rules.
- 4) CRTC Rules for Alcohol Advertising:** Alcohol advertising in Canada is regulated through rules enforced by the Canadian Radio-television and Telecommunications Commission (CRTC). Advertisements cannot encourage excessive drinking or target minors. They also cannot show alcohol as a way to gain popularity or success.
- 5) Influencer Disclosure Rules in Canada:** Canadian advertising standards require influencers to clearly show when a post is paid advertising. The Advertising Standards Canada, sponsored content must be labeled with words like "sponsored" or "ad". This rule helps viewers understand when a post is marketing rather than genuine content.

### Comments:



Ava - June 6, 2026

I didn't know Quebec had a law banning many ads to children under 13. It makes sense because younger kids may not understand when something is advertising.

Like Reply 1d ago



Liam - June 7, 2026

The influencer rule in Canada is interesting. Sometimes people follow creators and trust them, but they may not realize the post is actually a paid advertisement.

Like Reply 30m ago

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

Yes or No Circle the correct answer.

1) Does Quebec law ban most ads targeting children under thirteen?	Yes	No
2) Can companies advertise alcohol by linking it to social success?	Yes	No
3) Must influencers label paid posts as advertising in Canada?	Yes	No
4) Must companies show scientific proof before claiming health benefits?	Yes	No
5) Are alcohol ads in Canada allowed to encourage excessive drinking?	Yes	No

Questions Answer the questions below.

1) Describe what the Consumer Protection Act says about ads to children.  
\_\_\_\_\_  
\_\_\_\_\_

2) Explain how Canada's Food and Drug Regulations address health claims.  
\_\_\_\_\_  
\_\_\_\_\_

3) Describe what the Competition Act says about misleading advertising.  
\_\_\_\_\_  
\_\_\_\_\_

Comment What comment would you post to the blog post?

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

Like

Reply

Just now

# Exit Cards

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

Name: _____		Mark	
Multiple Choice: Circle the correct answer.			
<p>1. Why do governments create advertising laws?</p> <p>a) To help companies sell more products</p> <p>b) To protect people from harmful ads</p> <p>c) To increase the number of ads</p> <p>d) To help influencers earn money</p>	<p>2. In Quebec, advertising aimed at children under 13 is...</p> <p>a) Encouraged on television</p> <p>b) Limited only on social media</p> <p>c) Mostly illegal under consumer law</p> <p>d) Allowed if parents approve</p>		
<p>3. What does Canada's Competition Act make illegal?</p> <p>a) Honest product reviews</p> <p>b) Misleading or deceptive advertising</p> <p>c) Advertising on television</p> <p>d) Selling food products</p>	<p>4. What must companies avoid in health advertising claims?</p> <p>a) Using bright colours</p> <p>b) Showing products in stores</p> <p>c) Advertising on websites</p> <p>d) Making claims without scientific proof</p>		

Name: _____		Mark	
Multiple Choice: Circle the correct answer.			
<p>1. Why do governments create advertising laws?</p> <p>a) To help companies sell more products</p> <p>b) To protect people from harmful ads</p> <p>c) To increase the number of ads</p> <p>d) To help influencers earn money</p>	<p>2. In Quebec, advertising aimed at children under 13 is...</p> <p>a) Encouraged on television</p> <p>b) Limited only on social media</p> <p>c) Mostly illegal under consumer law</p> <p>d) Allowed if parents approve</p>		
<p>3. What does Canada's Competition Act make illegal?</p> <p>a) Honest product reviews</p> <p>b) Misleading or deceptive advertising</p> <p>c) Advertising on television</p> <p>d) Selling food products</p>	<p>4. What must companies avoid in health advertising claims?</p> <p>a) Using bright colours</p> <p>b) Showing products in stores</p> <p>c) Advertising on websites</p> <p>d) Making claims without scientific proof</p>		

PREVIEW

## Debate: Are Influencers Good or Bad Influences?

**Objective** What are we learning about?

Students will examine how social media influencers promote products and ideas to young people. They will evaluate whether influencers encourage healthy choices or unhealthy choices and discuss how influencer marketing can affect teens' decisions and behaviour.

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

- Topic: "Do influencers help teens make better choices or are they bad influences?"
- Timer
- Debate format
- "Respectful Disagreement" rules



**Instructions** How will you do this?

- 1) Explain to the students that they will explore how social media influencers affect the choices young people make. Discuss how influencers promote products, trends, and lifestyles online.
- 2) Introduce the debate topic: "Do influencers help teens make better choices or are they bad influences?" Divide the class into two teams: one team will argue that influencers help teens make better choices (pro), and the other team will argue that influencers can be bad influences (con).
- 3) Allow each team time to prepare their ideas. Encourage students to think about examples of influencers on social media, the products they promote, and how their messages might affect teen behaviour and decisions.
- 4) Conduct the debate using the following format: opening statements (2-3 minutes per team), rebuttals (2-3 minutes per team), and closing statements (1-2 minutes per team). Students should explain their ideas using examples and reasons.
- 5) After the debate, lead a class discussion about the different viewpoints that were shared. Ask students what arguments they found convincing and why.
- 6) Ask students to reflect on what they learned about how influencers affect young people's choices and decisions.

<b>Debate Guidelines</b>	Reference for how the class debate will be conducted.
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<b>Teams</b>	<ul style="list-style-type: none"> <li>• Team A: Pro (In favour of the topic)</li> <li>• Team B: Con (Against the topic)</li> </ul>
<b>Roles with Each Team</b>	<b>Opening Speaker:</b> <ul style="list-style-type: none"> <li>• Presents the team's main arguments.</li> <li>• Sets the tone for the team's position.</li> </ul>
	<b>Rebuttal Speaker:</b> Respond to the opposing team's arguments. Highlights the strengths of their own team's arguments.
	<b>Closing Speaker:</b> <ul style="list-style-type: none"> <li>• Summarizes the team's main points.</li> <li>• Provides a strong closing argument.</li> </ul>
<b>Debate Format</b>	<b>Preparation Time:</b> <ul style="list-style-type: none"> <li>• Teams have 10 minutes to prepare their arguments.</li> </ul>
	<b>Opening Statements:</b> <ul style="list-style-type: none"> <li>• Team A Opening Speaker: 2 minutes</li> <li>• Team B Opening Speaker: 2 minutes</li> </ul>
	<b>Rebuttals:</b> <ul style="list-style-type: none"> <li>• Team A Rebuttal Speaker: 2 minutes</li> <li>• Team B Rebuttal Speaker: 2 minutes</li> </ul>
	<b>Closing Statements:</b> <ul style="list-style-type: none"> <li>• Team A Closing Speaker: 1 minute</li> <li>• Team B Closing Speaker: 1 minute</li> </ul>
	<b>Open Floor (Optional):</b> <ul style="list-style-type: none"> <li>• Audience can ask questions or provide comments: 3-5 minutes.</li> </ul>

**Key Points to Remember:**

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

**Brainstorming**

**Debate Preparation**

Use this page to help think about different viewpoints before the debate.

1) Why do some people think influencers help teens make better choices?

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

2) Why do some people think influencers can be a bad influence on teens?

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

3) What different opinions might people have about influencers and their impact on teens?

People who agree

People who disagree      People who want a balance

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4) What is your opinion about how influencers affect teens' choices? Explain your thinking.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Sentence Starters**

Use the sentence starters to help get you thinking.

1	I believe that...
2	In my opinion...
3	I think that...
4	From my point of view...
5	My perspective is...
6	It seems to me that...
7	I feel strongly about...
8	To me, it looks like...
9	I am convinced that...
10	Based on what I know...
11	After considering the situation...
12	Listening to others, I realize...
13	When I think about it more...
14	Reflecting on this, I understand...
15	Given the circumstances...

**PREVIEW**

**Disagreeing**

Use these sentence starters when you disagree with a classmate.

1	I see what you're saying, but I think...
2	That's an interesting point, however...
3	I understand your perspective, but I feel...
4	I'm sorry I agree with you because...
5	From my experience, I've found that...
6	Can I offer a different view? What if...
7	I respect your opinion, but I have a different thought...
8	It's good you brought that up, we should consider...
9	I see it differently because...
10	That's one way to look at it, but what about...
11	I appreciate your point, but I think...
12	Let's look at it from another angle...
13	That makes sense, but I read that...
14	I hear what you're saying, but my view is...
15	I'm not convinced because...

**PREVIEW**

**Draw**

Draw a scene showing how influencers can affect teens' choices. Show an example of an influencer promoting something and how it might affect young people. Add details to show the possible positive or negative impact.



**Reflection**

Answer the questions below.

1) What did you learn about how influencers affect teens' choices?

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2) Do you think influencers mostly help or harm teens' choices? Explain why.

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# Advertising and Personal Standards

## What Are Personal Standards?

**Personal standards** are the beliefs people develop about what success, popularity, and appearance should look like. Advertising often shapes these beliefs by showing certain lifestyles, products, and behaviours as desirable. Companies design advertisements carefully, so consumers connect their products with happiness, confidence, or social acceptance. Students see the same messages repeatedly on television, websites, or social media, which can begin to influence how they judge themselves and others.

## Media Messages: Success and Popularity

Many advertisements promote success, wealth, health, fashion, or expensive technology. Ads often show popular teens using new phones, or visiting exciting places. These images suggest that owning certain products leads to popularity or admiration. In reality, success and popularity often come from teamwork, and strong character, which advertising rarely highlights.

## Body Image in Advertising

Advertising frequently promotes narrow ideas about beauty. Models in ads often have very similar body shapes, hairstyles, and clothing styles. These images are often created with professional lighting, makeup, and digital editing, which creates unrealistic standards.

- **Edited images:** Photos are digitally changed to remove flaws.
- **Beauty product claims:** Some ads promise quick appearance changes.
- **Comparison pressure:** People may compare themselves to unrealistic images.

## Marketing and Peer Pressure

Marketing can also create peer pressure. When products are promoted as trends or “must-have” items, teens may feel pressure to buy them to fit in with friends. Recognizing these strategies helps students make thoughtful decisions based on their own values rather than advertising messages.



**Questions**

Use information from the text to support your answer.

1) What are personal standards?

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2) How can unrealistic advertising affect a person's personal standards?

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3) How can you help yourself not to be easily influenced by advertisements you see?

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**True or False**

Circle whether the statement is true or false.

1) Advertising can change how people think about beauty.	True	False
2) Ads often show success using money, fashion, or technology.	True	False
3) Models in ads always show normal and realistic body shapes.	True	False
4) Advertising messages can shape ideas about popularity and success.	True	False
5) Seeing the same ads many times can influence people's thinking.	True	False
6) Marketing trends can make teens feel pressure to buy products.	True	False

**Questioning**

Write 2 questions you have about the reading.

1)

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2)

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# Exit Cards

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

Name: _____		Mark
Answer YES or NO if advertising is influencing the situation.		
1) A teen chooses a snack after checking the nutrition facts.	Yes	
	No	
2) A teen wants a product after seeing celebrities use it.	Yes	
	No	
3) A teen feels unhappy because they don't look like models in ads.	Yes	
	No	
4) A student buys shoes because their old pair is broken.	Yes	
	No	
5) A teen feels pressure to wear the same brand as friends.	Yes	
	No	

Name: _____		Mark
Answer YES or NO if advertising is influencing the situation.		
1) A teen chooses a snack after checking the nutrition facts.	Yes	
	No	
2) A teen wants a product after seeing celebrities use it.	Yes	
	No	
3) A teen feels unhappy because they don't look like models in ads.	Yes	
	No	
4) A student buys shoes because their old pair is broken.	Yes	
	No	
5) A teen feels pressure to wear the same brand as friends.	Yes	
	No	

Name: _____		Mark
Answer YES or NO if advertising is influencing the situation.		
1) A teen chooses a snack after checking the nutrition facts.	Yes	
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3) A teen feels unhappy because they don't look like models in ads.	Yes	
	No	
4) A student buys shoes because their old pair is broken.	Yes	
	No	
5) A teen feels pressure to wear the same brand as friends.	Yes	
	No	

Name: _____		Mark
Answer YES or NO if advertising is influencing the situation.		
1) A teen chooses a snack after checking the nutrition facts.	Yes	
	No	
2) A teen wants a product after seeing celebrities use it.	Yes	
	No	
3) A teen feels unhappy because they don't look like models in ads.	Yes	
	No	
4) A student buys shoes because their old pair is broken.	Yes	
	No	
5) A teen feels pressure to wear the same brand as friends.	Yes	
	No	

**PREVIEW**

## Green Flag or Red Flag: Advertising & Promotions

**Objective** What are we learning about?

Students will learn to identify and evaluate advertising and promotional messages that influence youth behaviour. They will determine whether a promotion encourages healthy choices (Green Flag) or unhealthy choices (Red Flag).

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

- A list of advertisements or promotional messages
- Green and red flags (one for each student)
- Interactive whiteboard (or projector screen)



**Instructions** How will you complete the activity?

- 1) Explain to the students that they will listen to advertisements or promotional messages.
- 2) Tell students their job is to decide if each promotion encourages healthy choices or unhealthy choices.
- 3) Give each student a green flag (for healthy promotions) and a red flag (for unhealthy promotions).
- 4) Read one advertisement at a time from your list. After each advertisement is read, ask students to raise the green flag if they think it promotes healthy behaviour or the red flag if it promotes unhealthy behaviour.
- 5) After students make their choices, discuss the advertisement together and explain why it is a green or red flag promotion.
- 6) Ask students to identify the target audience and the message the company is trying to send.
- 7) Continue until all advertisements have been discussed.
- 8) At the end, ask students to reflect on how advertising can influence their choices and decisions.

## Green or Red Flag

Read the statements to the class.

#	Advertisement or Promotional Messages	Green Flag	Red Flag
1	"Try our new candy bar for a quick energy boost after school!"		✓
2	"Join our 20-minute bike challenge and get moving every day!"	✓	
3	"Download StepUp app and track your daily walking steps!"	✓	
4	"Use our water bottle sports to keep your body strong!"	✓	
5	"Try our new e-cigarette flavour made for teens like you!"		✓
6	"Come play free pool at our new community centre."	✓	
7	"Wear our clothing brand and look like a pro in class!"		✓
8	"Talk to a trusted friend or adult when you have a problem."		
9	"Try this diet plan and get the perfect body fast."		✓
10	"Lose weight fast with our new body transformation program."		✓
11	"Stay awake longer with MaxCharge Energy—perfect for late gaming."		✓
12	"Move your body for 30 minutes today and boost your mood."	✓	
13	"Cool teens vape—try the newest flavour today."		✓
14	"Tired of your parents not giving you money? No worries! Work at our fast-food chain and earn attractive pay."		✓
15	"Drink this energy drink to stay awake and study longer."		✓

**Unit Test****Effects of Advertising on Our Health**

Total	<b>Effects of Advertising on Our Health</b>		Mark	/
/	<p>1. Advertisements are carefully designed mainly to:</p> <ul style="list-style-type: none"> <li>a) Entertain viewers during programs</li> <li>b) Influence how people think or act</li> <li>c) Replace traditional education methods</li> <li>d) Provide validated scientific information</li> </ul>	<p>2. Which advertising technique relies on famous people to influence buyers?</p> <ul style="list-style-type: none"> <li>a) Celebrity endorsement</li> <li>b) Emotional storytelling</li> <li>c) Product comparison</li> <li>d) Consumer reviews</li> </ul>		/
/	<p>3. Advertising can affect self-esteem mainly by:</p> <ul style="list-style-type: none"> <li>a) Showing models repeatedly</li> <li>b) Displaying government logos</li> <li>c) Teaching scientific information</li> <li>d) Explaining detailed health facts</li> </ul>	<p>4. Youth may purchase certain products mainly because:</p> <ul style="list-style-type: none"> <li>a) They are always necessary for daily life</li> <li>b) Advertising creates pressure to fit in</li> <li>c) Government laws require it</li> <li>d) Schools promote the products</li> </ul>		/
/	<p>5. The Tobacco and Vaping Products Act requires cigarette packages to:</p> <ul style="list-style-type: none"> <li>a) Display large graphic health warnings</li> <li>b) Use standardized plain packaging colours</li> <li>c) Remove bright logos from packages</li> <li>d) All of the above</li> </ul>	<p>6. Our restrictions on tobacco products are designed mainly to:</p> <ul style="list-style-type: none"> <li>a) Increase product variety</li> <li>b) Reduce appeal to young people</li> <li>c) Attract smokers</li> <li>d) Increase sales</li> </ul>		/
/	<p>7. Health promotion campaigns are designed primarily to:</p> <ul style="list-style-type: none"> <li>a) Promote entertainment brands</li> <li>b) Encourage healthier behaviours</li> <li>c) Promote product popularity</li> <li>d) Increase online advertising revenue</li> </ul>	<p>8. In Canada, which law bans false product benefits?</p> <ul style="list-style-type: none"> <li>a) The Competition Act</li> <li>b) The Education Act</li> <li>c) The Vape Act</li> <li>d) The Exaggeration Act</li> </ul>		/
/	<p>9. Influencer advertising rules require creators to:</p> <ul style="list-style-type: none"> <li>a) Hide paid partnerships</li> <li>b) Limit social media posts</li> <li>c) Avoid discussing products</li> <li>d) Clearly label sponsored content</li> </ul>	<p>10. Media messages about identity may create stereotypes when they:</p> <ul style="list-style-type: none"> <li>a) Show diverse and realistic people</li> <li>b) Encourage critical thinking</li> <li>c) Focus on scientific information</li> <li>d) Present limited or unrealistic images</li> </ul>		/

Yes or No

Is the person thinking critically about advertising and media messages?

	Mark	/
1) Liam sees an ad saying a sugary drink gives "instant energy," but he checks the nutrition label before deciding to buy it.	Yes	No
2) Lucas assumes a product must be good simply because a famous athlete appears in the advertisement.	Yes	No
3) Emma notices that an influencer promoting a product labelled the post as "sponsored," and she questions if the message is advertising.	Yes	No
4) Sofia watches a food commercial and asks who the advertisement is trying to persuade to buy.	Yes	No
5) Mia scrolls through social media and reminds herself that many images are edited and do not show real life.	Yes	No
6) Ethan buys a product because the advertisement says "everyone is using it."	Yes	No

Short Answer

Answer the questions below.

Mark

/

1) How is advertising best described?

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2) What does the bandwagon effect in advertising suggest?

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3) What are three strategies people can use to analyze media critically?

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# Workbook Preview



# Grade 6 Health Unit

## Managing Stress and Anxiety

	Curriculum Expectations	Pages
USC6.4a	Identify sources of, and evaluate information related to, anxiety and stress.	6-21, 44-65
USC6.4b	Inventory the kinds of situations that may create anxiety for grade 6 students.	6-15
USC6.4c	Analyze physical, mental, and emotional responses to stress.	6-21
USC6.4		9-71
USC6.4		8
USC6.4		2-77
USC6.4g	Practice healthy ways of adjusting/responding to stress.	24-27, 72-77
USC6.4h	Determine when anxiety is "normal" and when professional help may be required.	15-16, 56-60
USC6.4i	Comprehend that stress can be healthy or unhealthy; it is how one responds to/manages stress that affects health.	17-21, 37-43, 61-62, 69-71
USC6.4j	Examine how stress may influence personal standards and decisions.	37-44, 63-77
AP6.10	Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision-making, relationships, non-curable infections, stress management, body image, safety, and health promotions.	67-55

Preview of 60 pages from  
this product that contains  
111 pages total.

# MANAGING STRESS AND ANXIETY



# Stress

## Definition of Stress

**Stress** is the body and brain's response to a demand or challenge. A demand is anything that requires effort, attention, adjustment, or responsibility. When a person faces pressure, the brain reacts automatically. The **amygdala** detects a possible threat or important event and sends signals to the **hypothalamus**. This triggers the release of hormones **adrenaline** and **cortisol**. These hormones travel through the bloodstream and prepare the body for action by increasing heart rate, blood pressure, and muscle readiness.

## Why Stress Is Natural

Stress is a built-in survival mechanism. In our evolutionary past, it helped humans respond quickly to danger. This reaction is often called the "fight or flight" response. Even though modern situations are not life-threatening, the brain still activates the same system. They do not always tell the difference between physical danger and emotional stress. For example, school challenges, social concerns, or family changes can activate the stress response.

## Everyday Situations That Cause Stress

Stress can occur during normal daily activities, including:

- Writing a major test, which can increase alertness and mental focus.
- Giving a class presentation, which may cause sweating or shaky hands.
- Trying out for a team, creating pressure to perform well.
- Moving homes or schools, leading to uncertainty and nervous thoughts.

Stress is not automatically harmful. In short periods, it can improve concentration, reaction time, and motivation. It becomes a concern only when demands are constant or overwhelming. Understanding stress begins with recognizing it as a natural biological response to challenge.



**PREVIEW**

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

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**Questions**

Answer the questions below.

1) Define stress in your own words.

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2) What are the jobs of the amygdala and the hypothalamus during the stress response?

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**True or False**

Circle whether each statement is true or false.

1) Stress only happens when you are in danger.	True	False
2) Adrenaline and cortisol help prepare you to react quickly.	True	False
3) The body can easily tell the difference between acute and chronic stress.	True	False
4) Short periods of stress can sometimes improve your performance.	True	False
5) Stress is always harmful, even when it lasts a short time.	True	False

**Making Connections**

List two everyday situations that cause you stress, and describe the physical changes you notice in your body during each one.

Stressful Situation #1	Stressful Situation #2
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Physical Changes in My Body	Physical Changes in My Body
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

# Anxiety

## What is Anxiety?

Anxiety is a feeling of worry, fear, or nervousness about something that might happen. It is not always caused by a real danger in the moment. Instead, it often begins when the brain predicts a possible problem in the future. The mind tries to prepare for what might happen when there is no clear evidence that something will occur.

Anxiety affects the emotions and thinking.

Emotionally, it can create feelings of nervousness, dread, or being constantly "on edge." Mentally, anxiety may lead to repeated worrying, and difficulty focusing on tasks. A person might imagine a terrible situation, disappointing others, or making mistakes, even before the situation begins. The brain might review the same concern again and again, which can make it hard to focus on the present moment.

Common mental and emotional signs of anxiety include:

- Persistent worry about future events without clear cause or effect.
- Overthinking small problems and imagining worst-case outcomes.
- Difficulty concentrating because thoughts keep returning to one concern.
- A strong sense of tension linked to uncertainty or fear of mistakes.

## How Anxiety is Different from Stress

Anxiety and stress are closely connected, but they are not the same. Stress is the body and brain's response to a demand or challenge, such as a test or competition. It usually begins with an outside event. Anxiety focuses more on the internal feeling of worry and anticipation. Stress often decreases once the challenge ends, while anxiety can continue because the mind keeps thinking about what might happen next.



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

**Questions**

Answer the questions below.

1) What is anxiety, and how is it different from stress?

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2) Why can anxiety occur even when there is no real danger in the moment?

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3) What are some common signs of anxiety?

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**True or False**

Circle whether each statement is *true* or *false*.

1) Anxiety is always caused by real danger happening.	<input type="radio"/> True	<input type="radio"/> False
2) Anxiety only affects a person's emotions, not their thinking.	<input type="radio"/> True	<input type="radio"/> False
3) Repeated worrying can make it hard to concentrate.	<input type="radio"/> True	<input type="radio"/> False
4) Anxiety usually ends immediately when a stressful event ends.	<input type="radio"/> True	<input type="radio"/> False
5) Anxiety cannot continue once the challenge is over.	<input type="radio"/> True	<input type="radio"/> False

**Making Connections**

Based on the signs you learned, do you think you have experienced anxiety? Explain your answer.

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**Stress or  
Anxiety?**

Read each scenario carefully. Decide whether the person is experiencing stress or anxiety. Write your answer in the space provided.

1) Aiden has two major projects due the same week and feels pressure to complete them on time. His heart beats faster while he works.

2) Hannah is constantly thinking about failing a class next year, even though this school year has just started and no problems have happened.

3) Ryan feels nervous when speaking in front of the class because he must present his project.

4) Owen feels pressure to practice every day because he wants to make the team.

5) Mila repeatedly worries that her friends are excluding her, even though they continue to include her in activities.

6) Ava's parents recently told her they are getting a divorce. She feels tense and has trouble concentrating while thinking about changes at home.

7) Eshan constantly worries about what job he will have as an adult, even though he is only in Grade 5.

8) Liam's family is moving to another province next month. He feels pressure about leaving his friends and starting at a new school.

9) Maya keeps thinking that something terrible might happen to her family, even when everyone is safe and healthy.

10) Lucas feels pressure because he must take care of younger siblings while a parent works late.

**PREVIEW**

# Exit Cards

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

Name: _____		Mark
What is the main difference between stress and anxiety?		
Stress	_____	
	_____	
	_____	
Anxiety	_____	
	_____	
	_____	

Name: _____		Mark
What is the main difference between stress and anxiety?		
Stress	_____	
	_____	
	_____	
Anxiety	_____	
	_____	
	_____	

Name: _____		Mark
What is the main difference between stress and anxiety?		
Stress	_____	
	_____	
	_____	
Anxiety	_____	
	_____	
	_____	

Name: _____		Mark
What is the main difference between stress and anxiety?		
Stress	_____	
	_____	
	_____	
Anxiety	_____	
	_____	
	_____	

**PREVIEW**

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

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## Common Sources of Stress

How Stressful  
Is It?

Read each situation carefully. Put a ✓ in the column that shows how stressful it feels to you.

Situation	Not Stressful	A Little Stressful	Very Stressful
Tests and schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in front of the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in your life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moving to a new home or school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family conflicts or divorce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting braces or glasses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worry about money at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Living in foster care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Death of a family member or pet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friend problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questions

Answer the questions below.

1) Choose one situation that causes you stress. Why does it affect you?

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2) Choose one situation that does not cause you stress. Why might it affect other students differently?

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

**Other Stressors**

List 5 stressors that may affect you or your friends not listed before.

#	Stressor	Who It May Affect (Me / Friends / Both)
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

**PREVIEW**

**Stress Case Study**

Read the case study carefully and answer the questions below.

Sofia has recently started noticing changes in her body as she enters the onset of puberty. She compares her height, weight, and appearance to other students in her class and feels different from them. She spends a lot of time thinking about how she looks and how that others may judge her or talk about her behind her back.

1) What is the main stressor in Sofia's situation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) How is this stressor affecting her thoughts and feelings?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My Stress Map** Follow the instruction below.

**Instructions**

- ✓ Draw a simple outline of yourself in the centre of the page.
- ✓ Around your drawing, create bubbles.
- ✓ In each bubble, write one stressor that affects you.
- ✓ Include at least 8 different stressors.
- ✓ Make sure the stressors are specific and clear.

**PREVIEW**

## Situational Anxiety or Social Anxiety?

### Situational Anxiety

Many Grade 6 students feel nervous before speaking in front of the class. This is called **situational anxiety** because it happens during a specific event. The brain reacts quickly when it thinks there is social risk, such as being judged. A small part of the brain called the amygdala sends signals to release adrenaline.

Adrenaline increases heart rate and breathing within seconds. Blood flow increases to muscles, which can make hands feel shaky.

Most people know that this response is part of the body's survival system, called the fight-or-flight response. In public speaking, there is no real danger, but the body reacts as if there is. This type of anxiety is short-term. Once the speaker finishes, the body returns to normal within minutes.



### When It Becomes Social Anxiety Disorder

Social Anxiety Disorder is not the same as normal situational anxiety. It is a long-term mental health condition. The fear is strong, repeated, and difficult to control. It does not fade after one event and can last six months or longer.

A person with this disorder feels intense fear in many social situations. This can include meeting new people, speaking in class, answering questions in public, or talking on the phone. The main fear is being judged, embarrassed, or rejected. It may include:

- Ongoing fear lasting six months or more
- Avoiding social situations often
- Physical signs like shaking, sweating, or a racing heart

The fear is much greater than the actual situation. Because of this, some people begin to avoid normal daily activities. Over time, this can affect friendships, school, and confidence. Doctors decide it is a disorder when the fear causes serious distress and limits everyday life.



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

**Questions**

Answer the questions below.

1) What is the difference between situational anxiety and social anxiety disorder?

Situational Anxiety	Social Anxiety Disorder

2) Describe what the body does during situational anxiety.


**True or False**

Circle whether each statement is **True** or **False**.

1) Situational anxiety usually ends soon after the event.	True	False
2) Adrenaline can slow breathing during a stressful moment.	True	False
3) Situational anxiety always means someone has a disorder.	True	False
4) Avoiding social situations can be a sign of Social Anxiety Disorder.	True	False
5) After one speech, Social Anxiety Disorder usually disappears quickly.	True	False

**Making Connections**

Think about a time you felt very nervous in a social situation. Based on what you learned, was it situational anxiety or Social Anxiety Disorder? Explain.


## Memory Game – Stress and Anxiety Key Concepts

**Objective** What are we learning about?

Students will strengthen their understanding of key vocabulary related to stress and anxiety by matching important terms with their correct definitions and examples. Students will connect these concepts to real-life situations and healthy decision-making.

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

- Set of Memory Game cards (provided)
- A small table or clear floor space



**Instructions** How will you complete the activity?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on the table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

**Stress**

The body and brain's natural response to a challenge, demand, or important situation.

A feeling of worry or fear about something that might happen in the future.

**Fight or Flight Response**

The body's automatic response that prepares you to deal with danger or stress.

**Adrenaline**

A hormone released during stress that increases heart rate, breathing, and energy.

**Cortisol**

A stress hormone that helps the body respond to pressure but can cause problems if constant.

**PREVIEW**

**Amygdala**

A small part of the brain that detects threats and signals the body to react.

# PREVIEW

**Social Anxiety**

Nervous feelings that happen during a specific event, like a test or presentation.

Strong fear of being embarrassed, humiliated, or rejected in social situations.

**Overthinking**

Repeating thoughts again and again, often imagining problems without clear proof.

**Healthy Coping Strategy**

A safe and positive way to manage stress, like exercise or deep breathing.

**Unhealthy Coping Strategy**

A harmful way of handling stress, such as aggression, avoidance, or substance use.

**PREVIEW**

**Emotional Regulation**

Long-lasting stress that continues over time and may affect health and focus.

The ability to understand and manage feelings in a reasonable way.

**Hypothalamus**

A small brain structure that receives stress signals and triggers hormone release in the body.

**Deep Breathing**

A calming technique that slows heart rate and helps the body relax during stress.

## Managing Stress You Cannot Control

### Why Dwelling on Uncontrollable Stressors Increases Stress

Spending too much time thinking about stressors that cannot be controlled does not solve the problem. Instead, it often increases stress. When the brain focuses on something it cannot change, it stays in a state of alert. This can lead to frustration, anger, or repeated worrying. Energy is used without producing a solution.

For example, worrying about the weather, other people's decisions, or global events will not change those situations. However, thoughts about them can increase tension. Focus on actions that are within personal control.

When attention shifts to what can be controlled, thinking becomes clearer and actions become more effective.

### Helpful Ways to Stop Dwelling on Uncontrollable Stressors

- Pause and identify the stressor.** Ask: Is this within my control? Stop for a moment and clearly name what is causing the stress. Think honestly whether you can change it or not.
- Redirect focus.** Choose one action that can be controlled instead. Move your attention away from what cannot be changed and pick one small action you can control, such as studying, organizing, or asking for help.
- Use self-talk.** Remind yourself: "I cannot control this, but I can control my response." Replace negative thoughts with realistic statements that remind you of your choices, helping your brain shift from panic toward calm and responsible action.
- Shift to action.** Put effort into preparation, organization, or effort-based tasks. Take practical steps that are within your control, like preparing materials, making a plan, or improving effort, which reduces stress and builds confidence.



**True or False**

Circle whether each statement is true or false.

1) Thinking longer about uncontrollable stressors reduces tension.	True	False
2) The brain stays calm when focused on uncontrollable problems.	True	False
3) Positive self-talk can help reduce panic.	True	False
4) Redirecting focus means giving up on responsibilities.	True	False
5) Spending energy on rumination creates solutions.	True	False
6) Uncontrollable stressors often involve other people's decisions.	True	False

**Questions** Write questions below.

1) What happens to your brain when you worry too much?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) How do you decide if something is in your control?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) What does redirecting your focus mean?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Questioning**

Write 3 questions you have about the reading.

1) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Ruminating on Uncontrollable Stressors

**Ruminating** means replaying the same worry again and again, even when nothing can be changed. The goal is not to pretend the stressor is "fine," but to stop giving it all your attention. Each step below includes one clear scenario example, shown step by step.

### Pause and name the stressor.

**Scenario:** A snowstorm is forecast for tomorrow.

- Step 1:** Notice the worry ("School might be cancelled").
- Step 2:** Name the stressor ("The weather and school decisions").
- Step 3:** Name the thought ("I cannot control the weather").



### Ask: "Can I control it?"

**Scenario:** A classmate is being rude in a group project.

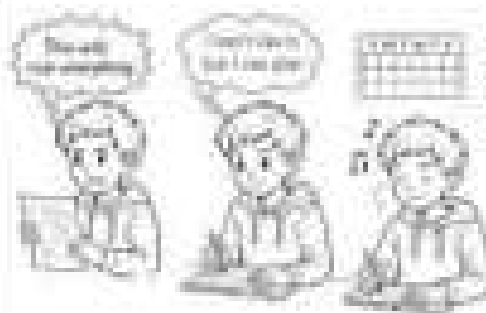
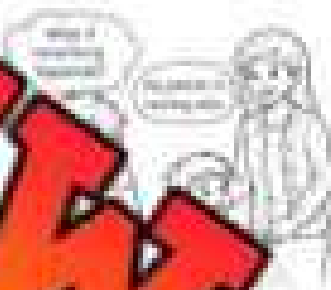
- Step 1:** Identify what is not controllable ("Their attitude").
- Step 2:** Identify what is controllable ("How I respond").
- Step 3:** Focus on the controllable part to focus on.



### Redirect attention to one useful action.

**Scenario:** A parent is late to pick you up.

- Step 1:** Notice the urge to panic ("What if something happens?").
- Step 2:** Choose one action you can do now (text a friend, call a parent, tell an adult).
- Step 3:** Do the action, then return to a calm activity while waiting.



### Use realistic self-talk.

**Scenario:** The teacher changes the due date for an assignment.

- Step 1:** Catch the thought ("This will ruin everything").
- Step 2:** Replace it with a realistic message ("I don't like it, but I can plan").
- Step 3:** Repeat the message while taking the next step.

### Make a simple plan for what is in your control.

**Scenario:** You are worried about a test coming up.

- Step 1:** List what you can control (study time, asking questions, sleep).
- Step 2:** Pick one small next step (review notes for 15 minutes).
- Step 3:** Do the step and check it off to reduce mental pressure.



**Practice**

Read each scenario carefully. For each one, complete the three steps.

Step 1: Name the stressor.

Step 2: Identify what you can control.

Step 3: Choose one small action you will take.

**1) Scenario: Your best friend stops replying to your messages for two days.**

Step 1:

Step 2:

Step 3:

**2) Scenario: Your group project members do not finish their part on time.**

Step 1:

Step 2:

Step 3:

**3) Scenario: Your parents tell you that your family might move next year.**

Step 1:

Step 2:

Step 3:

**4) Scenario: You hear rumours that a hard surprise test may happen soon.**

Step 1:

Step 2:

Step 3:

**PREVIEW**

## Interview: Managing Stress Through Deep Breathing

**Student:** I'm interviewing Dr. Laurent, a historian who studies the history of breathing practices. How long have people used deep breathing to manage stress?

**Dr. Laurent:** Deep breathing has been used for over 2,000 years. Ancient cultures in India and China practised controlled breathing in yoga and qigong. In yoga, this is called pranayama, which means "control of breath." These practices were used to calm the mind and strengthen the body.

**Student:** Do people in other cultures use breathing too?

**Dr. Laurent:** Indigenous cultures in North America have long used breathing in ceremony, prayer, and reflection. In many cultures, breath is connected to life and spirit. Across cultures, deep breathing is used to focus attention, prepare for important events, and manage emotions.

**Student:** When did modern science begin studying breathing?

**Dr. Laurent:** In the late 1800s and early 1900s, scientists began studying the nervous system. In the 1970s, researchers were measuring heart rate and hormones. They discovered that slow breathing affects the autonomic nervous system, especially the calming branch called the parasympathetic system.

**Student:** What happens in the body during deep breathing?

**Dr. Laurent:** Deep breathing activates the parasympathetic system, which lowers heart rate, reduces blood pressure, and decreases cortisol, which is a stress hormone. Studies show slow breathing can reduce heart rate by 5–10 beats per minute.

**Student:** Why does slow breathing reduce stress?

**Dr. Laurent:** When stressed, the body enters the fight-or-flight response. Breathing becomes fast and shallow. Slow breathing signals the brain that danger has passed. This helps the body return to balance, called homeostasis.

**Student:** Is there research to support this?

**Dr. Laurent:** Yes. Clinical studies show that breathing at about 5–6 breaths per minute improves heart rate variability. This measures how well the heart adapts to stress. Higher variability means stronger emotional regulation and better stress control.

**Student:** How long should someone practice?

**Dr. Laurent:** Even 5 minutes can lower stress. Many experts suggest 4–6 breaths: inhale for 4 seconds, exhale for 4 seconds, repeated 10–20 times.

**Student:** Thank you. I will definitely try this.



**PREVIEW**

**Questions**

Answer the questions below.

1) What does the word pranayama mean?

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2) Describe what happens in the body during the fight-or-flight response.

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3) List three physical changes that happen during deep breathing.

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**Two Truths and a Lie**

Read each group. Tick ✓ for the two truths. Mark X on the one lie.

<input type="checkbox"/>	Deep breathing has been practised for over 2,000 years.
<input type="checkbox"/>	Pranayama is a Chinese word meaning slow breathing.
<input type="checkbox"/>	Slow breathing activates the parasympathetic nervous system.

<input type="checkbox"/>	Deep breathing increases the amount of oxygen in the blood.
<input type="checkbox"/>	Five to six breaths per minute improves heart health.
<input type="checkbox"/>	Experts recommend inhaling for four seconds and exhaling eight.

**Questioning**

Write two questions you would ask Dr. Laurent about the topic.

1)	<hr/> <hr/>
2)	<hr/> <hr/>

# Exit Cards

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

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Deep breathing began only in modern Western science.	T	
	F	
2) Pranayama is a modern scientific term for stress.	T	
	F	
3) Deep breathing activates the body's fight-or-flight response.	T	
	F	
4) Cortisol is a hormone linked to stress.	T	
	F	
5) The parasympathetic system helps lower heart rate.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Deep breathing began only in modern Western science.	T	
	F	
2) Pranayama is a modern scientific term for stress.	T	
	F	
3) Deep breathing activates the body's fight-or-flight response.	T	
	F	
4) Cortisol is a hormone linked to stress.	T	
	F	
5) The parasympathetic system helps lower heart rate.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Deep breathing began only in modern Western science.	T	
	F	
2) Pranayama is a modern scientific term for stress.	T	
	F	
3) Deep breathing activates the body's fight-or-flight response.	T	
	F	
4) Cortisol is a hormone linked to stress.	T	
	F	
5) The parasympathetic system helps lower heart rate.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Deep breathing began only in modern Western science.	T	
	F	
2) Pranayama is a modern scientific term for stress.	T	
	F	
3) Deep breathing activates the body's fight-or-flight response.	T	
	F	
4) Cortisol is a hormone linked to stress.	T	
	F	
5) The parasympathetic system helps lower heart rate.	T	
	F	

**PREVIEW**

# Pressure Talk: Community Interview Project

**Objective**

What are we learning about?

Students will interview a person from their family or community to learn specific, real-life ways people manage stress and pressure and identify healthy coping strategies used across different ages and cultures.

**Materials**

What will you need for the activity?

- Paper or notepad
- Pencil or pen
- Prepared interview questions
- Reflection sheet
- Optional: voice recorder (with permission)

**Instructions**

How will you complete the activity?

1. Choose one adult or older teen from your family or community.
2. Ask the person about how they handle pressure or stressful situations.
3. Record their answers carefully using full sentences.
4. Ask at least five follow-up questions to learn deeper details.
5. Identify the main stress management method they use (for example: deep breathing, prayer, dancing, exercise, self-talk, listening to music).
6. Write a short summary explaining how their method works step by step.
7. Identify whether the method is physical, mental, spiritual, or emotional.
8. Share your findings with a partner and compare the strategies you learned.

## Interview Planning Page

## Managing Stress and Pressure

**Part 1: Choose Your Interview Person**

Name of the person: \_\_\_\_\_

Age group (child, teen, adult, senior): \_\_\_\_\_

Cultural background (if they are comfortable sharing): \_\_\_\_\_

Your relationship to this person: \_\_\_\_\_

**Part 2: Understanding Pressure**

What pressures this person?

When does this happen?

How does pressure affect the body or thoughts?

**Part 3: Stress Management Strategies**

What main method does this person use to manage stress? (Example: deep breathing, music, walking, prayer, talking to someone)

Why do they choose this method?

When do they use this method?

**Part 4: Step-by-Step Process: Explain exactly how they use their method.**

Step 1

Step 2

Step 3

**PREVIEW**

Interview Planning Page

Managing Stress and Pressure

Part 5: Results and Reflection

How does this method change their body?

How does it change their thinking?

How do you feel about using this strategy?

Would they recommend it? Why?

Part 6: Your Learning

What did you learn from this interview?

Would you try this method? Why or why not?

**PREVIEW**

**Stress Signals  
Chart**

Think about what your interview person shared. List the stress signals they described in each category.

Type of Stress Signal	What did they say happens?
Physical (Body)	_____ _____ _____
Mental	_____ _____ _____
Mental (Thinking)	_____ _____ _____
Behaviour (Actions)	_____ _____ _____

PREVIEW

**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Understanding of Stress Method</b>	Clearly explain the stress method and show strong understanding of how it works step by step.
<b>Use of Interview Evidence</b>	Include clear details, examples, and specific information from the interview to support ideas.
<b>Clarity and Organization</b>	Organize ideas in a clear and logical order. Writing should be easy to follow and complete.
<b>Key Takeaways</b>	Identify thoughtful and specific lessons learned from the interview.
<b>Recommendations</b>	Provide clear and realistic recommendations based on what was learned from the interview.

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

**Interview  
Report**

Write a report based on your interview. Explain who you interviewed, what pressure they face, and how they manage stress. Describe their method clearly and step by step. Include your key takeaways and your own recommendations.

**PREVIEW**

**Rubric**

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Understanding of Stress Method</b>	Shows little understanding of the method	Basic explanation with limited detail	Clear explanation with key details	Deep, detailed explanation with strong understanding
<b>Use of Interview Evidence</b>	Few details from interview included	Some details included	Clear details and examples from interview	Strong evidence, examples, and specific details used throughout
<b>Organization</b>	Writing is confusing or disorganized	Some organization, ideas unclear	Well organized and mostly clear	Very clear, logical, and easy to follow
<b>Key Takeaways</b>	Unclear or no key takeaways	Some key takeaways listed	Clear and thoughtful takeaways	Insightful and specific takeaways connected to learning
<b>Recommendations</b>	Few or unclear recommendations	Some recommendations listed	Clear and realistic recommendations	Strong, practical recommendations supported by interview

**Teacher Comments**

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Mark</b></p>
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**Student Comments – What Could You Do Better?**

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
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## Healthy & Unhealthy Ways to Manage Stress

**Stress** is a normal part of life. The way a person responds to stress can improve or harm their physical, mental, emotional, and spiritual health. Some strategies strengthen the body and brain. Others may seem helpful at first but cause damage over time. The effects can be short-term or long-term, and they can influence relationships, decision-making, and overall well-being.



Healthy Ways of Managing Stress	Unhealthy Ways of Managing Stress
<b>Exercise</b> – Short-term: increases heart rate and releases endorphins, which improve mood. Long-term: increases energy, improves sleep, and decreases risk of chronic disease.	<b>Substance use</b> – Short-term: may numb feelings temporarily. Long-term: harms the brain, liver, and heart, and increases risk of addiction.
<b>Sleep</b> – Short-term: improves mood and reduces irritability. Long-term: supports brain health, memory, and emotional regulation.	<b>Drinking alcohol</b> – Short-term: releases anger and tension. Long-term: damages relationships, increases risk of liver disease, and may lead to serious health problems.
<b>Deep breathing</b> – Short-term: activates the parasympathetic nervous system and lowers cortisol. Long-term: improves stress control and emotional balance.	<b>Withdrawal</b> – Short-term: avoids the problem. Long-term: increases stress, anxiety, and depression.
<b>Positive self-talk</b> – Short-term: reduces panic and negative thinking. Long-term: strengthens confidence and healthier decision-making.	<b>Avoiding responsibilities</b> – Short-term: delays stress. Long-term: creates larger problems and lowers self-esteem.
<b>Communicating with others</b> – Short-term: provides support and perspective. Long-term: builds strong relationships and emotional stability.	<b>Blaming others</b> – Short-term: shifts responsibility. Long-term: weakens trust and prevents personal growth.

**Questions**

Answer the questions below.

1) List three healthy and three unhealthy ways of managing stress.


2) Why might some unhealthy strategies seem helpful at first?


3) Explain the benefits of communicating with others.


**True or False**

Circle whether each statement is true or false.

1) Exercise only affects the body, not the brain.	True	False
2) Deep breathing increases cortisol levels in the body.	True	False
3) Avoiding responsibilities usually lowers stress long-term.	True	False
4) Positive self-talk can improve long-term decision-making skills.	True	False
5) Withdrawal may increase loneliness and depression over time.	True	False

**Making Connections**

Which healthy way of managing stress suits you best, and how do you plan to use it in a stressful situation?


**Healthy or  
Unhealthy?**

Read each scenario carefully. Identify the coping strategy the character is using. Decide if it is healthy or unhealthy. Explain one short-term consequence. Explain one long-term consequence.

**Scenario 1: The Big Math Test**

Aiden has a big math test tomorrow. He feels nervous and his heart is beating fast. Instead of studying or asking for help, he stays up very late playing video games to distract himself. The next day, he feels tired and has trouble concentrating during the test.

a) What coping strategy is Aiden using?

b) Is this strategy healthy or unhealthy?

c) What is one short-term consequence of his choice?

d) What is one long-term consequence if he continues this strategy?

**Scenario 2: New School Nerves**

Maya just moved to a new school. She feels anxious about the new friends she has to make. She decides to talk to her teacher about how she feels and joins the art club to help her feel more comfortable. She also practises positive self-talk by reminding herself that change is a chance to grow.

a) What coping strategy is Maya using?

b) Is this strategy healthy or unhealthy?

c) What is one short-term consequence of her choice?

d) What is one long-term consequence if she continues this strategy?

**Scenario 3: Sports Pressure**

Sofia feels pressure to perform well at her basketball game. Before the game, she takes slow deep breaths and tells herself, "I am prepared and I will try my best." After the game, she talks with her coach about areas she can improve.

a) What coping strategy is Sofia using?

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b) Is this strategy healthy or unhealthy?

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c) What is one short-term consequence of her choice?

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d) What is one long-term consequence if she continues doing this?

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**Scenario 4: Trying to Escape Stress**

Noah has been feeling overwhelmed by family stress and pressure. A friend offers him alcohol and tells him it will help him relax. Noah decides to try it because he wants to feel better quickly.

a) What coping strategy is Noah using?

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b) Is this strategy healthy or unhealthy?

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c) What is one short-term consequence of his choice?

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d) What is one long-term consequence if he continues this behaviour?

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**PREVIEW**

**Fix the  
Strategy**

Each character is using an unhealthy way to manage stress. Identify the unhealthy coping strategy being used. Rewrite the situation using a healthy coping strategy instead. Briefly explain how the new choice leads to a better outcome.

**Situation 1: Homework Stress**

Olivia feels overwhelmed by her homework. She throws her notebook across the room and yells at her younger brother for making noise.

a) What unhealthy coping strategy is Olivia using?

b) Rewrite the situation using a healthy coping strategy.

c) How would this new strategy improve the outcome?

**Situation 2: Big Presentation**

Marcus is nervous about speaking in front of the class. He pretends to be sick and refuses to come to school on presentation day.

a) What unhealthy coping strategy is Marcus using?

b) Rewrite the situation using a healthy coping strategy.

c) How would this new strategy improve the outcome?

**PREVIEW**

**Situation 3: Family Pressure**

Sophie feels stressed about expectations at home. A friend suggests she try vaping to calm down, and she decides to try it so she can "Feel less stressed."

a) What unhealthy coping strategy is Sophie using?

b) Rewrite the situation using a healthy coping strategy.

c) How would this new strategy improve the outcome?

**Situation 4: Surgery Next Week**

Sara is feeling very stressed because she has to have surgery next week. She keeps thinking about everything that could go wrong. Instead of talking to her doctor about her worries, she refuses to discuss it and spends all her time watching TV.

a) What unhealthy coping strategy is Sara using?

b) Rewrite the situation using a healthy coping strategy.

c) How would this new strategy improve the outcome?

**PREVIEW**

# Exit Cards

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

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

Circle Healthy or Unhealthy for each stress response.

1) Going for a fast walk after a hard day.	Healthy
	Unhealthy
2) Talking to a trusted friend about worries.	Healthy
	Unhealthy
3) Yelling at someone to release frustration.	Healthy
	Unhealthy
4) Practising deep breathing before a test.	Healthy
	Unhealthy
5) Using alcohol or drugs to forget problems.	Healthy
	Unhealthy

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

Circle Healthy or Unhealthy for each stress response.

1) Going for a fast walk after a hard day.	Healthy
	Unhealthy
2) Talking to a trusted friend about worries.	Healthy
	Unhealthy
3) Yelling at someone to release frustration.	Healthy
	Unhealthy
4) Practising deep breathing before a test.	Healthy
	Unhealthy
5) Using alcohol or drugs to forget problems.	Healthy
	Unhealthy

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

Circle Healthy or Unhealthy for each stress response.

1) Going for a fast walk after a hard day.	Healthy
	Unhealthy
2) Talking to a trusted friend about worries.	Healthy
	Unhealthy
3) Yelling at someone to release frustration.	Healthy
	Unhealthy
4) Practising deep breathing before a test.	Healthy
	Unhealthy
5) Using alcohol or drugs to forget problems.	Healthy
	Unhealthy

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

Circle Healthy or Unhealthy for each stress response.

1) Going for a fast walk after a hard day.	Healthy
	Unhealthy
2) Talking to a trusted friend about worries.	Healthy
	Unhealthy
3) Yelling at someone to release frustration.	Healthy
	Unhealthy
4) Practising deep breathing before a test.	Healthy
	Unhealthy
5) Using alcohol or drugs to forget problems.	Healthy
	Unhealthy

# Stress Management Action Tracker

## Objective

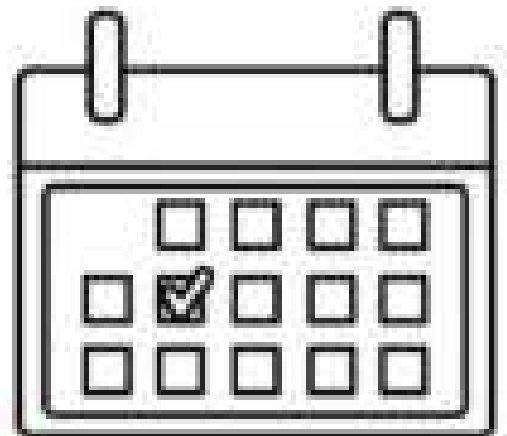
What are we learning about?

To help students practise healthy stress management strategies for six days and reflect on how their choices affect their physical, mental, and emotional well-being.

## Materials

What will you need for the activity?

- Stress Management Action Tracker sheet
- Pencil
- Self-Assessment Worksheet



## Instructions

How will you do this?

- 1) For six days in a row, choose at least one healthy stress management strategy to practise.
- 2) You may choose from: deep breathing, physical activity, journaling, meditation or mindfulness, or listening to music.
- 3) Record which strategy you used each day and how long you practised it.
- 4) Briefly describe what caused your stress that day (for example: homework, friendship issue, sports pressure).
- 5) After completing the strategy, describe how your body felt (heart rate, muscles, breathing). Reflect on how your thoughts changed before and after using the strategy.
- 6) If you used more than one strategy in a day, record each one separately.
- 7) On Day 7, review your entries and identify which strategy helped you the most and explain why.

**Stress Management  
Methods**

You may use one or more of the healthy stress management methods listed below each day.

**Deep Breathing (Box Breathing)**

- 1) Sit up straight and place both feet on the floor.
- 2) Breathe in through your nose for 4 seconds.
- 3) Hold your breath for 4 seconds.
- 4) Breathe out slowly through your mouth for 4 seconds.
- 5) Hold your breath again for 4 seconds.
- 6) Repeat steps 2-5 (about 1-2 minutes).

**Positive Self-Talk (Thought Replacement)**

- 1) Notice the stress thought ("I can't do this.")
- 2) Write the thought exactly as you hear it in your head.
- 3) Ask: "Is this 100% true, or just a worry?"
- 4) Replace it with a fair, helpful thought (example: "This is hard, but I can try.")
- 5) Say the new thought quietly 3 times.
- 6) Do one small action that matches the new thought (start the first question, ask for help, open your notes).

**Listening to Music (Calm Playlist Reset)**

- 1) Choose a song that helps you feel calm or steady.
- 2) Put your device on a safe volume (not too loud).
- 3) Sit or lie down in a comfortable spot.
- 4) Breathe slowly while the music plays.
- 5) Focus on one thing: the beat, the words, or one instrument.
- 6) If your mind wanders, gently bring attention back to the music.
- 7) After 1-3 songs, pause and notice how your body feels.

**Physical Activity (Quick Stress Reset)**

- 1) Choose one activity: brisk walk, jogging, stretching, skipping, or stairs.
- 2) Set a timer for 10 minutes (or more if you can).
- 3) Start slow for 1 minute to warm up.
- 4) Move your body steadily for the rest of the time.
- 5) Notice your breathing and try to keep it steady.
- 6) End with 1 minute of slow walking or stretching.
- 7) Take a sip of water if you have it.

**5-4-3-2-1 Grounding or Mindfulness (5-4-3-2-1)**

- 1) Stop what you are doing and stand or sit.
- 2) See 5 things around you.
- 3) Touch 4 things (clothes, chair, desk).
- 4) Hear 3 sounds (your breath, a fan, a clock).
- 5) Name 2 things you are grateful for.
- 6) Name 1 thing you are worried about.
- 7) Name 1 thing you are proud of.
- 8) Take one more slow breath before returning to your task.

**Gratitude Reset (Quick Perspective Shift)**

- 1) Pause and take one slow breath.
- 2) Think of one thing you are thankful for today.
- 3) Say why it is important to you.
- 4) Notice how your body feels as you focus on it.
- 5) Return to your task with a calmer mindset.

## Stress Management Action Tracker: Day 1

Focus Area	My Response		
<b>1) Strategy I Am Using Today</b> Circle or write the method(s) you are using today	Deep Breathing	Positive Self-Talk	Meditation
	Listening to Music	Physical Activity	Gratitude Reset
<b>2) Stress Right Now</b> What is stressing you right now?			
<b>3) My Body Right Now</b> Check what you notice before starting:			
<b>4) While I Am Using the Strategy</b> What am I focusing on during this method?			
<b>5) After I Finish</b> How does my body feel now?			

PREVIEW

**Day 1 Reflection:** What did I learn about my stress triggers today? Did using this strategy help me stay calm or make a better decision? What will I try again or change tomorrow? Explain.

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## Stress Management Action Tracker: Day 6

Focus Area	My Response		
<b>1) Strategy I Am Using Today</b> Circle or write the method(s) you are using today	Deep Breathing	Positive Self-Talk	Meditation
	Listening to Music	Physical Activity	Gratitude Reset
<b>2) Stress Right Now</b> What is right now?			
<b>3) My Body Right Now</b> Check what you notice before starting:			
<b>4) While I Am Using the Strategy</b> What am I focusing on during this method?			
<b>5) After I Finish</b> How does my body feel now?			

PREVIEW

**Day 6 Reflection:** What did I learn about my stress triggers today? Did using this strategy help me stay calm or make a better decision? What will I try again or change tomorrow? Explain.

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## Social Media Post – Normal or Serious Anxiety?

@MindTalkCanada 

How do we tell normal anxiety (like before a test) from anxiety that needs professional help, especially when symptoms last weeks or start blocking school, sleep, and daily life?

11:30 AM - 11/17/2025 - 1,929 SHARES - 4,721 LIKES



 @Ryan - Normal anxiety hits before something real, like tryouts. My stomach hurts, but it goes away. If it stays all day, that's different.


 @Sam - Warning signs: fast heartbeat, shaky hands, sweating, upset stomach. If these symptoms have nothing "big" is happening, that's a red flag.

 @Sam - Our worries don't matter. If worry lasts most days for a few weeks and doesn't go away, it's not normal.

 @Ryan - My friend started skipping school. Mornings felt scary. That's not just "nerves." Anxiety was controlling his life.

 @Kate - Another sign is sleep. If you can't sleep at all, or have stress dreams for many nights, it can make anxiety worse.

 @Sam - Also focus. If your brain feels "stuck" on worry, and you can't concentrate in class, it affects learning and memory.

 @Ryan - Panic attacks are huge too. My cousin said it felt like he couldn't breathe, like danger was happening, even though he was safe.

 @Kate - If coping tools (deep breathing, self-talk, exercise, talking to someone) don't help at all, or you need them every hour, get extra support.

 @Sam - Professional help can mean a school counsellor, family doctor, or mental health clinic. They can check symptoms and teach stronger coping skills.

 @MindTalkCanada - A helpful check: Is anxiety too strong, lasting too long, or blocking life (school, friends, sleep, eating)? If yes, tell a trusted adult and get help.

**PREVIEW**

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

17

Worksheet Generator  
www.twinkl.com

**True or False** Is the statement true or false?

1) Anxiety that lasts several weeks may require professional support.	True	False
2) Normal anxiety continues at the same intensity all day.	True	False
3) Physical symptoms such as sweating and shaking can signal anxiety.	True	False
4) Panic attacks only occur when real danger is present.	True	False
5) Coping strategies should eliminate anxiety immediately.	True	False

**Questions** Answer the questions below.

1) Why might anxiety be more serious?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Explain what is meant by anxiety 'biological'.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Opinion** Write a comment that you would add to this conversation.

Username: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Anxiety  
Scale**

Read each situation carefully. Decide whether the anxiety described is Normal, Monitor, or Seek Help?

Write **Normal**, **Monitor**, or **Seek Help** beside each situation.

- ✓ Normal (expected and temporary)
- ✓ Monitor (watch closely and use coping tools)
- ✓ Seek Help (professional support may be needed)



1	You feel nervous before a math test but feel better after it ends.	
2	You have trouble sleeping the night before a big event.	
3	You feel worried every day for three weeks and cannot explain why.	
4	Your heart races before you wake up almost every morning before school.	
5	You feel anxious before a presentation, but nothing helps calm you.	
6	You feel stressed during exams, but you relax during the weekend.	
7	You have panic attacks several times a week even when nothing stressful is happening.	
8	You worry about a family event for a few days, then you're fine afterward.	
9	You feel nervous meeting new people, but it improves after talking with them.	

**Justify Your  
Thinking**

Choose one situation and explain why you placed it in that category. Use evidence such as duration, intensity, or impact on daily life.

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



**“IT’S NOT STRESS THAT GETS US,  
IT IS OUR REACTION TO IT.”**

— Hans Selye

Interpret

What does Hans Selye mean by his quotation above?

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## Blog Post: Top 5 Health Hazards of Stress

### 5 Ways Ongoing Stress Can Harm Your Health

Date: March 18, 2026

Author: Ms. Laura Singh

5-minute read

Stress is a normal part of life. Short bursts can help you focus before a test or react quickly in danger. But when stress lasts for weeks or months, it can affect the body and brain in serious ways. Here are five health hazards of long-term stress.

- 1) Weakened Immune System** - When stress hormones like cortisol stay high, the immune system becomes less effective. You may catch colds more often or take longer to heal from injuries.
- 2) Sleep Problems** - Stress can make it hard to fall asleep or stay asleep. Poor sleep affects memory and mood. Over time, lack of sleep can increase anxiety and lower school performance.
- 3) Digestive Issues** - Stress can cause stomach aches, nausea, or changes in appetite. Some people eat more, while others lose interest in food. The brain and digestive system are closely connected.
- 4) Heart and Blood Pressure Strain** - Stress increases heart rate and blood pressure. If this happens often, it can strain the heart and blood vessels. Over many years, this raises the risk of heart disease.
- 5) Mental Health Challenges** - Long-term stress can lead to anxiety disorders or depression. A person may feel hopeless, irritable, or lose interest in activities they once enjoyed.

Learning healthy coping skills—such as exercise, deep breathing, or talking to a trusted adult—helps protect both physical and mental health.

### Comments:



Aisha - March 18, 2026

I didn't realize long-term stress can actually weaken white blood cells and raise blood pressure. That makes stress feel more serious than just feeling worried.

Like Reply 1h ago



Lucas - March 18, 2026

The part about sleep stood out to me. If stress keeps your brain alert at night, it makes sense that memory and mood would suffer.

Like Reply 20m ago

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

62

Worksheet: Stress  
Date: \_\_\_\_\_

**Yes or No** Circle Yes or No for each question.

1) Can short-term stress sometimes improve focus and alertness?	Yes	No
2) Does long-term stress lower cortisol levels in the body?	Yes	No
3) Can ongoing stress weaken the immune system's response?	Yes	No
4) Does stress decrease heart rate and blood pressure?	Yes	No
5) Can long-term stress raise risk of heart disease?	Yes	No
6) Does stress only affect physical health, not mental health?	Yes	No

**Questions** Write your answers below.

1) List the five key signs of long-term stress.

2) What is cortisol and how does it affect the body?

**Comment** What comment would you post to the blog post?

♥ Like

□ Reply

🕒 Just now

# Stress and Healthy Decision Making

## How Stress Influences Decision Making

Stress changes how the brain processes information and evaluates choices. When a person experiences stress, the body activates the fight-or-flight response. Hormones such as adrenaline and cortisol prepare the body for quick action. While this response can be helpful in emergencies, it can interfere with careful judgement in everyday situations.

Under stress, the brain prioritizes speed over accuracy. Logical thinking may weaken, and emotions can become stronger. This can increase impulsivity, meaning decisions are made quickly without full consideration of consequences. Stress can also distort perception. Some individuals may take greater risks because they seek immediate relief or relief from pressure. Others may avoid necessary decisions because they feel overwhelmed or that the situation feels more threatening than they are. When stress is chronic, it can:

- Narrow attention, causing important details to be overlooked
- Increase emotional intensity, leading to decisions driven by anger or frustration
- Reduce problem-solving ability, making it harder to find creative solutions



## What Healthy Decision Making Means in Stressful Situations

Healthy decision making during stress involves deliberate, balanced thinking rather than reactive behaviour. It begins with recognizing the presence of stress and identifying its source. Awareness of physical and emotional responses allows a person to understand how stress may be influencing thoughts.



A healthy decision includes pausing before acting, considering short-term and long-term consequences, and selecting constructive actions that support overall well-being. This may involve seeking reliable information, using calming strategies, or consulting trusted individuals. Healthy decision making is intentional, responsible, and guided by long-term values instead of immediate emotional relief.

**True or False**

Circle the correct answer.

1) Under stress, the brain values accuracy over speed.	True	False
2) Logical thinking may weaken during strong stress.	True	False
3) Impulsivity means acting without full consideration.	True	False
4) Stress can distort how a person sees risk.	True	False
5) Prolonged stress may reduce problem-solving ability.	True	False

**Questions**

Answer the questions below.

1) How can stress affect logical thinking?

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2) How can stress affect risk perception?

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**Word Search**

Find the words in the wordsearch.

Stress	Impulsivity
Attention	Anxiety
Resilience	Decision
Adrenaline	Emotions
Judgement	Cortisol
Risk	Hormones
Perception	Focus

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

# Exit Cards

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

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Under stress, the brain prioritizes speed over accuracy.
<input type="checkbox"/>	Logical thinking can weaken during strong stress.
<input type="checkbox"/>	Emotional reactions usually decrease when stress increases.

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Under stress, the brain prioritizes speed over accuracy.
<input type="checkbox"/>	Logical thinking can weaken during strong stress.
<input type="checkbox"/>	Emotional reactions usually decrease when stress increases.

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

Mark

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<input type="checkbox"/>	Emotional reactions usually decrease when stress increases.

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

Mark

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

Mark

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

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<input type="checkbox"/>	Logical thinking can weaken during strong stress.
<input type="checkbox"/>	Emotional reactions usually decrease when stress increases.

**PREVIEW**

## Role Play – Managing Stress and Anxiety in Real Life

### Objective

What are we learning about?

Students will explore how stress and anxiety affect thoughts, emotions, and the body, and practise identifying healthy and unhealthy ways of responding. Through structured role-play, students will analyze stress responses, make healthy decisions, and demonstrate respectful and responsible coping strategies.

### Materials

What do we need for our activity?

- Scenario cards (print sheets provided)
- Props or costumes (optional)
- Timer or stopwatch



### Instructions

How will we complete the activity?

- 1) Divide the class into small groups of 3 to 4 students.
- 2) Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
- 3) Give out roles to each student in the group, assigning them a character or role within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Creativity</b>	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
<b>Voice</b>	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
<b>Movement</b>	Use body movements and actions that match what your character is doing in the scene.
<b>Stay in Character</b>	Remain in character from start to finish, even when the scene feels boring or funny.
<b>Teamwork</b>	Work cooperatively with your group. Share ideas, listen to others, and help each other.

**Scenario Cards**

Scenario	Description
1 The Math Test Spiral	During a math test, Liam _____ at the _____ He whispers to Noah, "I'm going to fail." Noah tells him to _____ it _____ back later, but Liam shakes his head. He thinks failing the _____ and disappoint his parents. Emma notices his _____ as quietly, "You studied." Liam cannot hear encouragement _____ his _____ thoughts jump to being held back a grade. Nothing da _____, yet his body reacts as if everything is collapsing around him.
2 The Presentation Panic	Sofia stands at the front with her cue cards. Ava smiles supportively, but Ethan snickers quietly when Sofia pauses. Sofia hears the sound and assumes everyone is judging her. She forgets her next sentence and whispers, "I can't do this." Ava says, "Take a breath," but Sofia believes one mistake means total embarrassment. Her hands tremble, and her voice tightens. She imagines classmates talking about her after class. The fear of being laughed at feels stronger than the actual presentation.

## Scenario Cards

Cut out the scenarios below.

Scenario	Description
<p>3</p> <p>The Team Mistake</p>	<p>During basketball practice, Coach stops the drill and corrects Daniel's footwork. Tyler throws his hands up and mutters loudly, "We're going to lose if we play like that." A few teammates glance over. Daniel feels heat rush to his face. Even when Coach calmly explains it is just practice and mistakes are allowed, Daniel barely hears him. He tells Marcus, "I mess everything up." Coach shakes his head and reminds him everyone gets corrected. Daniel keeps replaying the mistake in his mind. His chest feels tight. One small correction grows into big thoughts, that he is ruining the whole team.</p>
<p>4</p> <p>The Family Conversation</p>	<p>Noah overhears his parents talking quietly about bills in the kitchen. He only catches words like "this month." Later, he whispers to his sister Emma, "We're going to move." Emma says that is not what they said, but Noah's mind keeps filling with a possible ending. At dinner, he barely eats. His father asks about school, but Noah shrugs and avoids eye contact. He imagines packing boxes and moving to a new house. He has said they are moving, yet his breathing feels shallow and his heart is racing instead of knowing.</p>
<p>5</p> <p>The Doctor Waiting Room</p>	<p>Ryan sits stiffly between his mother and younger sister in the clinic waiting room. He keeps rubbing his hands together and whispering, "What if something is seriously wrong?" His mother calmly reminds him it is only a routine check-up for headaches. His sister nudges him and jokes, "You're not dying." Ryan forces a small smile but secretly searches his symptoms online. Each result sounds worse than the last. His heart beats faster. He imagines hospitals, surgery, and missing school for months. The room is quiet and safe, yet his thoughts keep turning a simple visit into a medical emergency.</p>

## Scenario Cards

Cut out the scenarios below.

Scenario	Description
6 The Social Media Comparison	<p>Ava scrolls through photos while sitting beside Sofia and Chloe after school. She pauses on a classmate's picture and says quietly, "Everyone else looks perfect." Chloe reminds her that many photos are edited. Sofia says people only post their best moments. Ava nods, but she keeps zooming in on her own photo from last week. "I only got 23 likes," she whispers. She checks again. Her stomach tightens. The more she scrolls, the more her stomach clenches. She imagines classmates judging her appearance. Her friends continue to talk and laugh, but she feels isolated. The stress builds from constant comparison and self-doubt.</p>
7 The New School Morning	<p>On his first morning at a new school, Marcus stands at his locker while Liam and Ava explain how the school works. They point out classrooms and introduce him to a few students. Marcus's mind races. "What if I say something weird?" he whispers. When Liam laughs loudly, he freezes and assumes they are laughing at him. He starts talking about a video game. Marcus still feels his shoulders tense. He worries about choosing the wrong seat or getting lost between classes. He knows what has happened, yet every small moment feels like a possibility for something worse.</p>
8 The Missed Call	<p>Chloe sits at the kitchen table with Ava and Emma, staring at her phone. "My dad called twice," she says quietly. Ava suggests he probably just needs help picking something up. Emma agrees and says it is likely nothing serious. Chloe's mind jumps to emergencies. "What if someone is hurt?" she whispers. She begins searching recent news and checking the time of the calls. Her stomach tightens and her hands feel cold. The phone feels heavier in her palm. When she finally calls back, her father simply asks about dinner plans. The intense fear came from imagining the worst before knowing the truth.</p>

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

**My Role**

Draw a picture of what your character did during the role-play.

**PREVIEW**

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

??

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Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
Voice	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
Movements	Movements did not match	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	Often out of character	Sometimes in character	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not work well with group	Worked with group	Worked well with group	Excellent cooperation and support

Teacher Comments

Mark

Student Comments - What Could You Do Better?

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

# Unit Test

## Managing Stress and Anxiety

Total
/

Mark	/
------	---

<p>1. Which can activate a stress response?</p> <ul style="list-style-type: none"><li>a) school challenges</li><li>b) social concerns</li><li>c) family changes</li><li>d) All of the above</li></ul>	<p>2. Situational anxiety is best described as:</p> <ul style="list-style-type: none"><li>a) Fear lasting over six months</li><li>b) A permanent brain disorder</li><li>c) Short-term nervousness</li><li>d) A medical emergency</li></ul>
<p>3. Social Anxiety Disorder is diagnosed when fear:</p> <ul style="list-style-type: none"><li>a) Lasts 6 months</li><li>b) Occurs once</li><li>c) Happens only in public</li><li>d) Disappears after private treatment</li></ul>	<p>4. In box breathing, each inhale and hold lasts:</p> <ul style="list-style-type: none"><li>a) 2 seconds</li><li>b) 3 seconds</li><li>c) 4 seconds</li><li>d) 5 seconds</li></ul>
<p>5. Which example represents a <i>productive</i> response to stress, the brain prioritizes:</p> <ul style="list-style-type: none"><li>a) Making a study plan</li><li>b) Asking for help</li><li>c) Exercising for relief</li><li>d) Replaying the same worry repeatedly</li></ul>	<p>6. In a <i>productive</i> response to stress, the brain prioritizes:</p> <ul style="list-style-type: none"><li>a) Accelerating speed</li><li>b) Learning</li><li>c) Finding a solution</li><li>d) Emotional release</li></ul>
<p>7. Which brain part detects a possible threat first?</p> <ul style="list-style-type: none"><li>a) Amygdala</li><li>b) Hypothalamus</li><li>c) Adrenaline</li><li>d) Cortisol</li></ul>	<p>8. Which sequence is <i>not</i> a stress-management strategy?</p> <ul style="list-style-type: none"><li>a) Worry → wait → hope</li><li>b) Replay → panic → avoid</li><li>c) Ignore → blame → quit</li><li>d) Name → control check → act</li></ul>
<p>9. Which is a mental sign of anxiety?</p> <ul style="list-style-type: none"><li>a) Racing thoughts</li><li>b) Repeated worrying</li><li>c) Trouble focusing</li><li>d) All of the above</li></ul>	<p>10. Which is <i>NOT</i> within personal control?</p> <ul style="list-style-type: none"><li>a) Another person's behaviour</li><li>b) Attitude</li><li>c) Effort</li><li>d) Action</li></ul>

**PREVIEW**

Yes or No

Is the person managing their stress or anxiety in a healthy way?

/

1) Liam feels nervous about a math test and studies all night without sleeping.

Yes

No

2) Ava worries about a presentation and tells herself she will fail, so she misses class that day.

Yes

No

3) Jordan feels stressed about a family argument and goes outside to cool down before talking calmly.

Yes

No

4) Sofia feels worried about her grandparent's health and talks to a trusted friend.

Yes

No

5) Erin procrastinates on her homework and scrolls on her phone for hours.

Yes

No

Short Answer

What is the

Mark

/

1) What is the difference between acute and chronic stress?

2) How does stress affect decision-making?

3) Describe three physical signs of situational anxiety.

PREVIEW

Long Answer

Answer the questions below

Mark

/

1) List and explain five healthy stress management strategies.

2) List five unhealthy stress coping strategies and explain their short-term effects.

**PREVIEW**



# Workbook Preview



# Grade 6 Health Unit

## Body Image

	Curriculum Expectations	Pages
USC6.5a	Identify sources of, and evaluate information about, influences on body image.	11-13, 20-21, 29-32, 50-55
USC6.5b	Discuss stereotypes based on appearances and the importance of not judging self nor others based on appearances.	6-8, 22-26, 28-32, 37-43, 58-63
USC6.5c	Conclude that there is a wide and acceptable healthy range in body type.	6-8, 33-36
USC6.5d	Investigate the connections among how we look, how we feel, and how we behave.	6-19, 28-32, 37-43, 58-66
USC6.5e	Illustrate how personal standards influence the kinds of	31, 34, 44-45, 54-57
USC6.5f		1, 58-63
USC6.5g		27
USC6.5h		48-55
	the had on health and well-being	
USC6.5i	Critique strategies used by advertisers and others within mass media to influence perceptions about appearance and articulate the related impact on the health of self, family, and community.	9-10, 27, 44-45, 48-55
USC6.5j	Compare the strategies used by the cosmetic and diet industries to those of the tobacco industry.	46-49
USC6.5k	Examine how the health of a community can be affected by people's perceptions of body image.	37-43, 56-57, 64-66
USC6.5l	Examine personal standards related to body image that enhance the health of self, family, and community.	9-10, 14-19, 24-26, 56-66
APA.10	Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.	67-75

Preview of 50 pages from  
this product that contains  
103 pages total.

# BODY IMAGE



## Body Image

### What is Body Image?

**Body image** is how a person feels about their physical body. The following factors affect a person's body image:

- What a person believes about their appearance
- How they feel about their body, height, weight, and shape
- How they sense and experience their body

Moreover, the media as well as friends and even family often promote the perfect body. The problem with this is that beauty is subjective, and there is no one best body type.

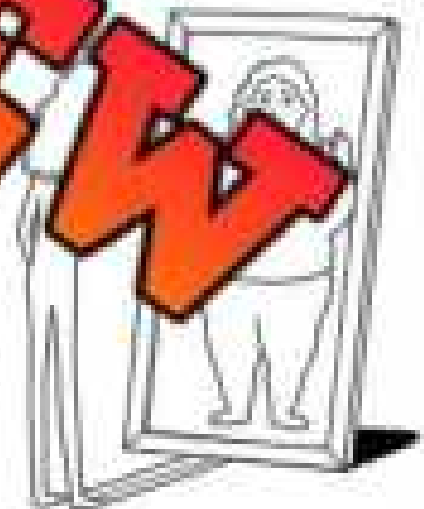


### Positive Body Image means:

- Having a positive body image means:
- You accept and appreciate your body for who you are
  - You have a broad view of beauty and does not focus on a specific look
  - You are taking steps to care for your body and appearance in ways that feel healthy and fulfilling

### Having a negative body image means:

- You compare yourself with others and feel inadequate when doing so
- You feel like you need to monitor your body by measuring, weighing, or looking in the mirror constantly
- You feel ashamed or embarrassed
- You feel uncomfortable or awkward in your body
- You see parts of your body in a distorted way that isn't how others see you



In some cases, having a negative body image can contribute to the development of mental health conditions, like **depression**. It can also lead to eating disorders, like **anorexia** or **bulimia**.

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

**True or False**

Circle whether each statement is true or false.

1) Body image is how a person feels about their intelligence.	True	False
2) Body image is how a person feels about their body.	True	False
3) Our body image is affected by the media, friends, and family.	True	False
4) There is one type of body we should all try to have.	True	False
5) Making healthy changes to our routines in order to change our body is bad. Example - eating healthier.	True	False

**Compare**

How someone feels with a positive and negative body image

Positive Body Image	Negative Body Image

**Making Connections**

What is your body image? Is it positive or negative? Explain.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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## Tips For Improving Your Body Image

### Having a Negative Body Image

If you have a **negative body image**, don't worry, you're not alone! In fact, 66% of people under the age of 18 have negative thoughts about their body. In addition, 78% of young people want to learn about body image in school, but only 23% are learning about it.

If you are self-conscious about your body or a body part, understand that this is normal. Almost 80% of all people feel unhappy with how their body looks at times.

### Tips for Improving Your Body Image

- Spend time with people who have a positive body image outlook.
- Practise positive self-talk. Turn negative into a positive by saying, "I have strong legs" instead of, "I have fat legs."
- Remember that beauty is subjective. Beauty also includes inner beauty!
- Appreciate the positives about your body.
- When you see a message in the media that makes you feel you need to change, be critical of it. Understand that they likely just want you to buy a "beauty" product.
- Make a list of 10 things you like about yourself, including your appearance.
- See yourself as a whole person, not one imperfect body part.
- Do something nice for your body, like getting a haircut.
- Instead of spending time thinking about your body, start a hobby, volunteer, or do something else that makes you feel good about yourself.

### Social Media and Body Image

Sometimes, scrolling through social media can create negative feelings about our body. Remember that social media is the highlight reel of people's lives. We tend to post photos of us looking our best. When we compare ourselves to these photos, it is easy to feel badly about our body. We should unfollow people who make us feel badly about our body.



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

**True or False**

Circle whether each statement is true or false.

1) Most people never feel badly about their body.	True	False
2) Most kids have negative feelings about their body at some point.	True	False
3) It is healthy to follow people who always look perfect and make us feel bad about our body.	True	False
4) 80% of Canadians feel bad about their body at times.	True	False
5) Spending time with people who have a negative body image is healthy.	True	False

**Instructions**

Write a positive self-talk by turning the negative statement into a positive.

Negative Statement	Positive Spin
My nose is too big.	
I am too tall.	
I am too short.	
I hate my curly hair.	
My ears are too big.	
I have too many freckles.	
I hate my dimples.	

**Question**

Is it normal to feel badly sometimes about our body? What could you do if you felt this way?

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## Story: Body Image and Self-Esteem

### The Mirror and the Media

Ben was a Grade 5 student in Toronto, and he loved drawing and reading. But recently, something had been bothering him. Ben was heavier than most of his classmates, and he couldn't help but notice. Whenever he looked in the mirror, he felt unhappy with his body. At school, some kids teased him, calling him names that made him feel worse. And on social media, what he saw were images of thin, fit people that made him feel like he didn't belong.

One day, after school, Ben's friend Alex saw him sitting alone on a bench. "Hey Ben, are you okay?" Alex asked.

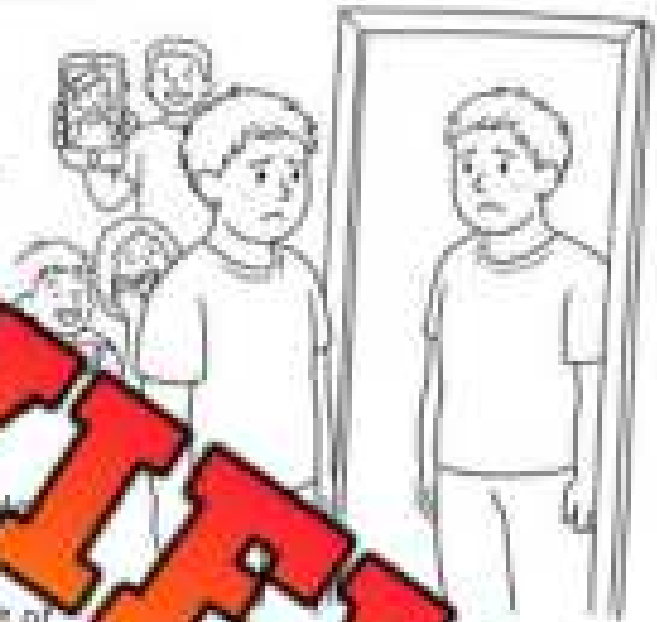
Ben sighed. "Not really. I don't like how I look. Everyone on Instagram looks perfect, and I feel like I don't fit in."

Alex frowned. "You know, Ben, you're not alone. Studies show that 70% of girls and 40% of boys in Canada feel unhappy with their body image. A lot of those pictures you see online aren't even real—people use filters and Photoshop." Ben was surprised. "Really? I didn't know that."

Alex nodded. "It's true. It's important to remember that everyone is different. What matters is that you're healthy and happy. You're great just the way you are, Ben."

Hearing this made Ben think. He decided to spend less time on social media and more time doing what he loved, like drawing and reading. He also started talking to his parents and friends about how he felt, which helped him feel less alone.

Ben learned that body image and self-esteem are connected, but he didn't have to let them define how he felt about himself. With the support of his friends and focusing on the things that made him happy, Ben began to see that he was valuable just the way he was.



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

**True or False** Is the statement true or false?

1) Social media can influence how people feel about themselves.	True	False
2) Talking to someone when feeling down about yourself is important.	True	False
3) Feeling isolated can sometimes worsen feelings of low self-esteem.	True	False
4) Comparing yourself to others is a healthy way to build self-esteem.	True	False
5) Self-esteem is not connected to how you feel about your body.	True	False

**Questions** Answer the questions below

1) How can social media affect a person's self-esteem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What role do friends play in helping someone build self-esteem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**T-Chart** List three effects under each title in the chart below, focusing on how social media impacts body image and self-esteem.

Positive Impact of Social Media	Negative Impact of Social Media
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Activity – Body Image Positive Affirmations

**Objective** What are we learning about?

Students will understand the purpose of positive affirmations and create their own meaningful statement to strengthen body image, build self-esteem, and develop healthy, confident thoughts about themselves.

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

- Affirmation cards (see page 15)
- Markers or pens
- A whiteboard or chalkboard (optional)



**Instructions** How will you complete the activity?

- 1) Begin by explaining to the class what positive affirmations are and how they can help improve self-esteem and body image.
- 2) Hand out one affirmation card and a marker or pen to each student.
- 3) Instruct students to think about something positive they appreciate about their bodies and write or draw a short, positive affirmation on their affirmation card. For example, "I am strong and capable," or "My body is unique and beautiful."
- 4) Once everyone has finished writing, invite each student to share their affirmation with the class.
- 5) After sharing, facilitate a group discussion about the importance of maintaining a positive body image and how affirmations can be a powerful tool for self-love and acceptance.
- 6) Encourage students to keep their affirmation cards in a place where they can see them daily as a reminder to think positively about their bodies.

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

**Affirmation  
Card**

Carefully cut out the template below along the solid lines and fold on the dotted lines before writing or drawing on it.



## Maintaining Positive Body Image

### Strategies For Maintaining Positive Body Image

Here are some strategies for maintaining a positive body image:

- **Focus on Health Instead of Focusing on Appearance:** Eat a balanced diet, exercise regularly, and get enough sleep. Taking care of your body and feeling strong and energetic can help you develop a positive body image.
- **Focus on what your body can do:** Celebrate your strengths and focus on what your body can do for you.
- **Surround Yourself with Positive Influences:** Choose friends who support and encourage you for who they are, not just for how they look.
- **Avoid Comparisons:** Remember that everyone is unique and different. Comparing yourself to others can lead to negative feelings.
- **Practice Self-Care:** Do activities that make you feel good about yourself. Self-care helps promote a positive mindset and self-image.
- **Challenge Negative Thoughts:** If you are thinking negatively about your body, focus on the positive things about yourself, not on how you look.
- **Speak Kindly to Yourself:** Use positive self-talk and be kind to yourself. Treat yourself with the same kindness you would show to a friend.



It is normal for your body to change during puberty. You are unique, valuable, and deserving of love and respect just as you are.

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

18

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**True or False**

Is the statement true or false?

1) Getting enough sleep and eating healthy food is part of self-care.	True	False
2) Your health is more important than your appearance.	True	False
3) Comparing yourself to others makes you feel better about yourself.	True	False
4) Positive statements to yourself help build confidence.	True	False
5) It is good to have honest friends who tell you that you are fat.	True	False

**Questions**

Answer the questions below.

1) Write 3 things you can do for yourself to help you feel good about your body?

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2) Write 3 positive self-talk statements that make you feel confident.

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**Visualizing**

Draw what you were picturing while you were reading. Explain the picture.

	_____
	_____
	_____
	_____
	_____
	_____

**PREVIEW**

# Exit Cards

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

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

Mark

List five strategies for maintaining a positive body image.

1	
2	
3	
4	
5	

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

Mark

List five strategies for maintaining a positive body image.

1	
2	
3	
4	
5	

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

Mark

List five strategies for maintaining a positive body image.

1	
2	
3	
4	
5	

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

Mark

List five strategies for maintaining a positive body image.

1	
2	
3	
4	
5	

**PREVIEW**

## Fact Sheet: What Influences Body Image?

**Body image** is how you think and feel about your body and how it looks. It includes your thoughts, feelings, and the messages you hear from others. Many influences can shape body image, and some are helpful while others can be biased or unfair.

**Family influence:** Family members can affect body image through comments, jokes, or rules about weight and appearance. Even simple remarks like “look thinner” or “You should cut your hair” can stick in someone’s mind. Children often pick up on what adults say, so if adults talk badly about their bodies, kids may learn to do the same.



**Media influence:** Media includes TV, movies, ads, games, and social media. Many images are edited with lighting, filters, and computer tools. Studies show that people can see hundreds to thousands of ads every day, and many ads promote “ideal” body types and products. These unrealistic standards and messages can make people feel like they seem “wrong.”

**Peer influence:** Friends and classmates can shape body image through teasing, gossip, compliments, and social pressure. In Canada, surveys have found that many students worry about how they look by early adolescence, and appearance-based teasing can increase stress and lower confidence. Peer pressure can also affect clothing choices and dieting.

**Personal standards:** Your own goals, values, and self-talk also matter. Positive self-talk and focusing on what your body can do (move, learn, create, heal) can support a healthier body image.

**Culture and community influence:** Culture can shape what is seen as “attractive,” including body size, skin tone, hair, and clothing. Standards can also change over time. A healthy body can look many different ways, and there is a wide range of healthy body types.

**True or False**

Is the statement true or false?

1) Most advertisements show completely unedited, natural images.	True	False
2) Cultural standards about beauty can change over time.	True	False
3) Children rarely copy adult attitudes about appearance.	True	False
4) Appearance-based teasing can lower student confidence levels.	True	False
5) Healthy bodies exist in a wide range of types.	True	False

**Summarize**

Summarize the different influences on body image briefly in your own words.

Family Influence:	
Peer Influence:	
Media Influence:	
Culture and Community Influence:	
Personal Standards:	

**Making Connections**

What influences your body image?

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## What Are Appearance-Based Stereotypes?

**Appearance-based stereotypes** are beliefs about people based only on how they look, such as body size, clothing, skin tone, hair, or height. These stereotypes often come from media, culture, and peer pressure. For example, some people may assume that thin people are healthier or that certain styles mean someone acts a certain way. These ideas are not based on facts. Judging others by appearance can lead to teasing, bullying, exclusion, and low self-confidence, which affects both individuals and communities.

List & Explain

Write a list of appearance-based stereotypes (for example, related to weight, clothing, skin tone, or hair) and explain why it is harmful and describe one social consequence of each.

**PREVIEW**



"You may move on in a minute,  
but I carry it longer."

**Interpret**

What does the girl mean by her statement?

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## BMI and a Healthy Range of Body Types

### Understanding BMI and a Healthy Range of Body Types

A healthy range of body types means there is not one single shape or size that defines health. Bodies naturally come in many builds, such as smaller-framed, broader-framed, muscular, lean, or rounder. Height, bone structure, muscle mass, and body fat distribution are largely influenced by genetics. Because of this, two students of the same age can look very different, but both be healthy.

Body Mass Index (BMI) is a number calculated using height and weight. It helps show whether weight is within a healthy range.

### BMI Formula (Metric Units)

$$\text{BMI} = \text{weight (kg)} \div \text{height (m)}^2$$

Example:

A student weighs 40 kg and is 1.45 m tall.

$$1.45 \times 1.45 = 2.10$$

$$40 \div 2.10 = 19.0 \text{ BMI}$$

For children and teens, BMI is compared to others of the same age and sex using a percentile chart (found on the next page).

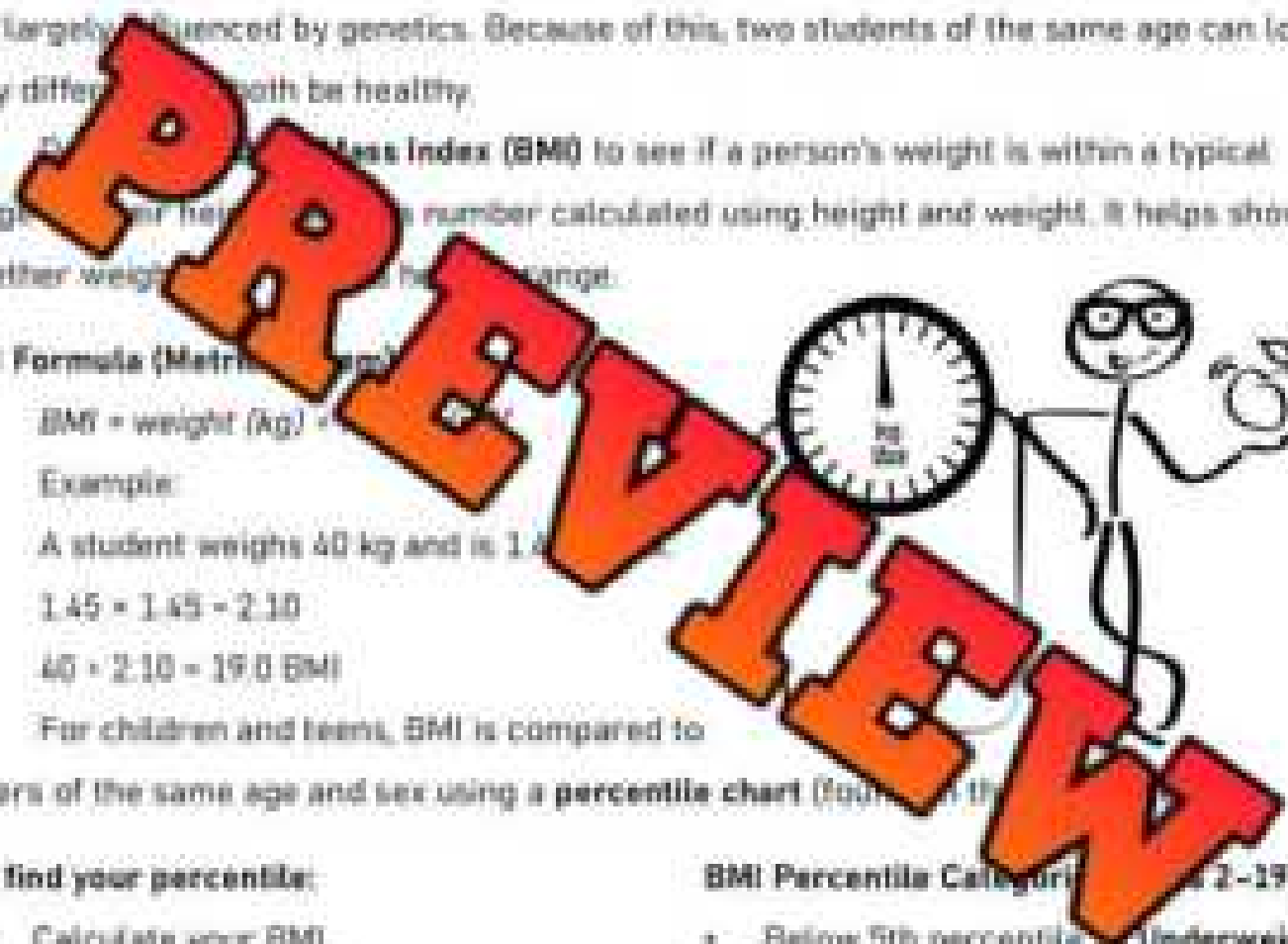
### To find your percentile:

- 1) Calculate your BMI.
- 2) Find your age on the bottom of the chart.
- 3) Follow upward to your BMI number.
- 4) See which percentile curve your point is closest to.

### BMI Percentile Categories (Ages 2-19):

- Below 5th percentile → Underweight
- 5th to 84th percentile → Healthy range
- 85th to 94th percentile → Overweight
- 95th percentile and above → Obesity

Being within the healthy percentile range means your BMI is typical for your age and sex. BMI is a screening tool that compares weight to height and helps identify weight categories. It does not measure overall health, fitness, or personal qualities.



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

# WHO GROWTH CHARTS FOR CANADA

## BOYS

### 2 TO 18 YEARS: BOYS

Body mass index-for-age percentiles

DATE: \_\_\_\_\_

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



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

# WHO GROWTH CHARTS FOR CANADA

## GIRLS

2 TO 18 YEARS: GIRLS

Body mass index (for age percentiles)

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

Date: \_\_\_\_\_ Height: \_\_\_\_\_



**Calculate Your BMI & Percentile**

Fill in each blank step-by-step, then use the BMI percentile chart to analyze your result.

**Step 1: Record your measurements**

My age (years): \_\_\_\_\_

Sex (circle one): Boy / Girl

My height (metres, m): \_\_\_\_\_ m

My weight (kilograms, kg): \_\_\_\_\_ kg

**Step 2: Square your height**

 Height = \_\_\_\_\_ m = \_\_\_\_\_ m = \_\_\_\_\_ m<sup>2</sup>
**Step 3: Calculate your BMI (metric)**

BMI = weight

BMI = \_\_\_\_\_ BMI

**Step 4: Plot your BMI on the chart**

Find my age on the bottom of the chart (years)

Go up to my BMI number: \_\_\_\_\_

Mark an X where age and BMI meet.

**Step 5: Identify your percentile line**

The percentile curve my X is closest to is: \_\_\_\_\_

(Examples of curve labels you might see: 3, 15, 50, 85, 95)

**Step 6: Choose your BMI percentile category**

Based on my percentile, my category is (circle one):

Below 5th percentile = Underweight

5th to 84th percentile = Healthy range

85th to 94th percentile = Overweight

95th percentile and above = Obesity

**Step 7: Analyze what this means (write in full sentences)**


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## Case Study: Dove “Real Beauty” in Canada

### Background

In 2004, Dove began a long-term project to build body confidence and self-esteem in young people through the Dove Self-Esteem Project. In Canada, Dove shared “Real Beauty” ads that featured women of different ages, body types, and backgrounds instead of one narrow “perfect” look. These ads were shown on television, online, and in magazines across the country. The campaign aimed to question unrealistic beauty standards in advertising.

### What Canadians Learned

Research conducted by Dove found that body confidence can affect school life. In one global study that included 10 countries, 63% of girls aged 10–17 said they did not take part in some activities because of concerns about their appearance. This showed how personal standards can affect behaviour and choices. In Canada, Dove organized body confidence workshops and virtual learning events for students in grades 6–8, reaching over 12,000 students through classroom lessons and a national “Dove Day.”

### How Standards Can Shape Decisions

When students see only one “ideal” body in media, they may set strict personal rules about how they should look. After learning about the “Real Beauty” campaign, some students reported changing their daily decisions, such as:

- Choosing clothing based on comfort and personal style
- Reducing the use of cosmetic products to “fix” their appearance
- Speaking up when someone made a joke about body size

Dove also introduced a “Real Beauty Pledge,” promising to show women with honesty, diversity, and respect and to avoid heavy digital editing in advertising images.



**True or False** Circle the correct answer.

1) Dove began the Self-Esteem Project before 2010.	True	False
2) The campaign showed only young teenage models.	True	False
3) The campaign questioned narrow beauty standards in media.	True	False
4) The campaign supported heavy digital image editing.	True	False
5) Some students reduced cosmetic use after learning.	True	False
6) Dove promised to show only one body type.	True	False

**Agree or Disagree** Circle Agree or Disagree, then explain your thinking in one sentence.

1) Showing many different models helps fight stereotypes.	Agree	Disagree
_____		
2) Some people are naturally beautiful.	Agree	Disagree
_____		
3) It is okay to judge someone by how they look.	Agree	Disagree
_____		
4) If someone feels insecure, they should change their body.	Agree	Disagree
_____		
5) Confidence comes mainly from how you look.	Agree	Disagree
_____		
6) People who look different should not try to fit in.	Agree	Disagree
_____		

## The Truth About Beauty, Diet, & Tobacco Advertising

**Student:** I'm interviewing Ms. Patel, an advertising executive. How are cosmetic and diet ads like tobacco ads?

**Ms. Patel:** They often use the same **persuasion strategies**: sell a feeling, create a worry, then offer a product as the "fix."

**Student:** What do tobacco ads do?

**Ms. Patel:** Tobacco ads used **aspirational marketing** (making you seem grown-up, or popular). They used celebrities, sports sponsorships, and endorsements. They also used misleading words like "light" which sounded safer, but tar and nicotine stayed high.



**Student:** How does that compare to cosmetic ads?

**Ms. Patel:** Cosmetics and diet ads often use **retouching**. They may use retouching, fillers, perfect lighting, and careful angles to make people look unreal. Diet ads may use **before-and-after photos** and bold claims like "fast results" or "burn fat." Those are designed to create urgency and fear of not fitting in.

**Student:** What are the "tricks" called in ad language?

**Ms. Patel:** Key terms are **targeted marketing** (aiming ads at specific groups), **social proof** ("everyone uses this"), and **scarcity** ("limited time only" or "while supplies last"). Another is **problem-solution framing**: first point out a "flaw," then sell the product as the fix.

**Student:** Where do teens see this now?

**Ms. Patel:** A lot happens through **influencer marketing**. Brands may pay celebrities to promote products in a casual way, so it feels like a friend's advice.

**Student:** What should students do when they see these messages?

**Ms. Patel:** Ask: **What feeling is this ad trying to trigger—fear, shame, or hope?** Then decide if the message is fair and realistic.

**Student:** Are there laws in Canada to stop these kinds of ads?

**Ms. Patel:** Yes. Canada banned most tobacco ads in 1997 under the **Tobacco Act**. Cigarette packages must show health warnings that cover 75% of the package. However, cosmetic and diet ads are not banned in the same way. They must follow truth-in-advertising rules, but companies can still promote beauty products and weight-loss plans as long as they do not make false medical claims.

**Two Truths and a Lie**

Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

<input type="checkbox"/>	The Tobacco Act required warning labels covering most of the packages.	<input type="checkbox"/>	Cosmetics ads sometimes use retouching and special lighting.
<input type="checkbox"/>	Influencer marketing always clearly feels like paid advertising.	<input type="checkbox"/>	Before-and-after photos are used to show instant change.
<input type="checkbox"/>	Scarcity tactics include phrases like "limited time only."	<input type="checkbox"/>	Canadian law bans all cosmetic and diet advertisements.

**Questions** Write the questions below.

1) What is a persuasive strategy?

2) How does social proof influence buying?

3) What questions should you ask about ads?

**PREVIEW**

**Questioning**

Write two questions you would ask Ms. Patel about the topic.

1)

2)

Analyze the Advertisements

Carefully examine each advertisement. Look closely at the images, the wording, and the messages being presented. Are they truthful and fair?

*"Nothing goes better with a busy day than coffee!"*



**PREVIEW**

*"Smooth taste. Mild smoke."*



*Low Tar & Nicotine!*

*Keep it MILD!*

**Analyze the Advertisements**

Carefully examine each advertisement. Look closely at the images, the wording, and the messages being presented. Are they truthful and fair?

**Lose weight fast  
& feel great!**



**PREVIEW**

**COSMOPOLITAN**



*Get the look...*  
**Blush your way  
to beauty!**

# Investigating Media Influence on Body Image

## Objective

What are we learning about?

Students will independently analyze a television or social media advertisement of their choice, identify persuasive techniques, evaluate missing information, and explain how the message may influence body image and overall well-being.

## Materials

What do you need for the activity?

- Access to a TV or social media advertisement
- Ad analysis question sheet
- Analysis report page



## Instructions

How will you complete the activity?

- 1) Ask each student to select one advertisement to watch on television or social media related to beauty, fitness, food, or exercise.
- 2) Students watch or review the advertisement carefully.
- 3) Provide each student with the Ad Analysis Question Sheet.
- 4) Students answer all questions independently, using specific examples from their chosen advertisement.
- 5) Students identify persuasive techniques, missing information, and the "ideal" message being promoted.
- 6) Students explain how the advertisement could affect physical, emotional, and social health.
- 7) Each student prepares a short oral presentation summarizing their findings.
- 8) Students present their analysis to the class and answer one question from peers.

**Body Image Detectives**

**Ad Analysis Question Sheet**

Advertisement Source (TV, Instagram, TikTok, YouTube, etc.):

**Part 1: Understanding the Advertisement**

1) What product or service is being advertised?

2) Who is the audience for this advertisement?

3) What "deal" is being shown or suggested?

4) What words, images, or colors are used to attract attention?

**Part 2: Identifying Persuasive Techniques**

1) Does the ad use a celebrity, influencer, or expert?

2) Does the ad promise fast or easy results?

3) Does the ad show before-and-after images? What message do they send?

4) What emotions does this advertisement try to create?



**Body Image Detectives**

**Ad Analysis Question Sheet**

**Part 3: Missing Information**

1) What important information is missing from this advertisement?

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2) Does the ad mention risks, effort, or long-term effects? Explain.

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3) Does the image appear or filtered? Why do you think so?

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**Part 4: Impact on Health and Appearance**

1) How might this advertisement affect your self-perception?

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2) How could this message affect physical health decisions?

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3) How might this advertisement influence personal standards about appearance?

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4) Why would companies benefit if people feel insecure?

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**PREVIEW**

## Body Image Detectives

## Ad Analysis Question Sheet

## Final Reflection

1) Is this advertisement responsible or harmful? Explain your opinion.

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2) What does this advertisement give someone who sees this ad?

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3) Does this advertisement suggest positive or negative body image or create pressure to change?

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---



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## Criteria

Use the criteria below to complete the activity.

Criteria	Description
Understanding of Message	Clearly explain the body message shown in the advertisement.
Evidence from Advertisement	Use specific examples from the advertisement to support ideas.
Analysis of Techniques	Identify and explain persuasive techniques used.
Impact on Health	Explain how the message may affect confidence and health.
Opinion and Judgment	Clearly state whether the ad promotes positive or negative body image.

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

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Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Understanding of Message	Message unclear	Basic explanation	Clear explanation	Deep and thoughtful explanation
Evidence from Advertisements	Few examples given	Some examples given	Clear examples used	Strong and detailed evidence throughout
Analysis of Techniques	None identified	One technique identified	Several techniques explained	Techniques clearly analyzed and connected to message
Impact on Health	Little or no impact explained	Some impact explained	Clear impact explained	Detailed impact on confidence and health explained
Opinion and Judgment	Opinion unclear	Opinion stated	Opinion explained	Strong opinion supported with clear reasoning

Teacher Comments:

_____	Mark
_____	
_____	
_____	

Student Comments – What Could You Do Better?

_____
_____
_____
_____

## Social Media Post – The Influencer Effect

**@GlowUpVibes** 

OMG, you guys, you won't believe how my face transformed with this blush kit! My skin looks flawless and glowing.

I look ten years younger. Highly recommend!

11:30 AM - 12/2/2025 - 1,929 SHARES - 4,721 LIKES



10 LIKES

Emily - You look amazing! Your skin is so smooth and bright. I need this



5 LIKES

SofiaR - Is this a sponsored post, or are there filters and special lighting involved?



3 LIKES

ChloeM - She said it was a kit. I wish it made that big of a difference!



10 LIKES

JasmineK - Before buying, we should check if the photos were retouched. Ads often use editing to create an "ideal" look.



8 LIKES

Maya17 - Is this the beauty standard now? I don't think any person should be considered beautiful?



12 LIKES

LilyGrace - Confidence is great, but beauty shouldn't mean changing your face. There's a wide healthy range of looks.



15 LIKES

TanyaB - Okay Karen, chill. It's just makeup, not a life decision.



18 LIKES

AvaLynn - When someone questions beauty standards, it's important to listen. Social pressure can affect mental health.



14 LIKES

SophieF - Personal standards should focus on health, kindness, and self-respect, not unrealistic online images.



11 LIKES

IsabellaD - Companies profit when we feel insecure. That's why media literacy protects our self-worth and community well-being.

PREVIEW

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

17

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www.thefairyprint.com

**Questions**

Answer the questions below.

1) What product does the influencer promote?

2) How does she describe her skin after using it?

3) What concern does SofiaR raise in her comment, and do you think it is serious?

4) What does SofiaR say about beauty standards, and what are your thoughts on it?

**PREVIEW**

**True or False**

Is the statement true or false?

1) Influencer posts can shape personal body image.	True	False
2) Personal standards are never influenced by others.	True	False
3) Advertisers sometimes sell feelings instead of products.	True	False
4) Social proof can pressure people to follow trends.	True	False
5) Beauty standards always reflect natural body diversity.	True	False

**Opinion**

Write a comment that you would add to this conversation.

Username: \_\_\_\_\_

Date: \_\_\_\_\_

## Role Play – Body Image, Identity, and Well-Being

### Objective

What are we learning about?

Students will explore how media, peers, family, and culture influence body image. They will practise recognizing healthy and unhealthy messages, challenge stereotypes, and learn respectful ways to support themselves and others. Through structured role-play, students will analyze personal standards, build confidence, and demonstrate positive decision-making about appearance and well-being.

### Materials

What do we need for our activity?

- Scenario cards (with questions) (provided)
- Props or costumes (optional)
- Timer or stopwatch



### Instructions

How will we complete the activity?

- 1) Divide the class into small groups of 3 to 4 students.
- 2) Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
- 3) Give out roles to each student in the group, assigning them a character or role within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Creativity</b>	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
<b>Voice</b>	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
<b>Movements</b>	Use body movements and actions that match what your character is doing in the scene.
<b>Stay in Role</b>	Remain in character from start to finish, even when the scene feels challenging.
<b>Teamwork</b>	Work cooperatively with your group. Share ideas, listen to others, and support

**Scenario Cards** Use the scenarios below.

Scenario	Description
1 The Gym Line Comment	After running laps in the gym, Alex is standing in a long line to get water near the wall. Alex is feeling hot and has a lot of sweat from his face with his sleeve. Another student, Sam, leans over and says, "You are always the last one. Maybe try harder next time." Alex looks down and laughs softly. Alex hears the comment and looks down at the floor. His shoulders drop, and he avoids eye contact. A close friend notices the change in Alex's expression with a serious face. The gym teacher is writing notes on a clipboard and does not see what happened. Alex must decide what to say.
2 School Picture Day	Students are waiting in a bright hallway line for school photos. Emma keeps checking her reflection in a small mirror and pulling at her sweater nervously. She whispers, "I look so big in pictures. I hate my smile." Her friend replies, "You can edit it later. Everyone does." Another student nods and adds, "Filters fix everything." Emma's smile slowly fades. She watches other students pose confidently in front of the camera and laugh. When her name is called, she freezes and takes a deep breath. "What if everyone judges me?" she thinks quietly before stepping forward.

## Scenario Cards

Cut out the scenarios below.

Scenario	Description
<p data-bbox="112 591 145 621">3</p> <p data-bbox="194 442 234 706">Lunch Table Talk</p>	<p data-bbox="290 378 1529 855">In the busy cafeteria filled with loud voices and clattering trays, Liam sits at a crowded lunch table with his friends. He opens his lunch and places a sandwich, fruit, yogurt, and a granola bar in front of him. One student looks at the tray and says, "That is a lot of food. Are you trying to get bigger?" Another student and says, "I skipped breakfast so I can eat less today." Liam slowly pushes the food to the side and looks down. "Maybe I should not eat all of this," he mutters. A friend notices and asks quietly, "Why are you hiding your food?" The conversation ends as Liam stays silent.</p>
<p data-bbox="112 1166 145 1195">4</p> <p data-bbox="194 974 234 1366">The Fitting Room Moment</p>	<p data-bbox="290 940 1546 1417">Inside a clothing store with bright overhead lights and tall mirrors, Ava struggles to zip up a pair of jeans that pull at the waistband and sighs loudly. Stepping outside the fitting room, she looks at herself in the mirror and says softly, "They do not fit. I must be fat." She checks the size tag again and compares it with another pair of jeans. "Why does this always happen to me?" she whispers. Her friend, who is also in the fitting room with her shopping bags, says gently, "Sizes are different in every store. You are not fat. You are feeling frustrated while other shoppers walk past."</p>
<p data-bbox="112 1727 145 1757">5</p> <p data-bbox="194 1527 234 1940">The Dinner Table Comment</p>	<p data-bbox="290 1502 1546 1979">At a crowded family dinner, plates clatter and relatives talk over one another while food is passed around the table. During the meal, an aunt smiles and says casually, "You are growing fast. Just make sure you watch your weight." The room grows quieter for a moment. Noah looks down at his plate and stops talking. He pushes his food around with his fork and forces a small smile. His sister leans over and whispers, "Are you okay?" The adults continue discussing work and school. Noah thinks quietly, "Do they see me differently now?" He sits back in his chair, feeling uncomfortable and unsure.</p>

## Scenario Cards

Cut out the scenarios below.

Scenario	Description
6 The Phone Scroll	<p>After school, Olivia and her friend sit at a desk near the window while sunlight shines across their notebooks. Olivia scrolls slowly through her phone and stops on a photo of a famous influencer posing confidently. "I wish I looked like that," she says with a long sigh. The photo shows smooth skin, perfect lighting, and a lean body. Her friend leans closer and says, "That looks edited. It cannot be real." Olivia zooms in and compares her own arms to the image. "Mine do not look like that," she whispers. She lowers her phone and stares quietly at her reflection in the window.</p>
7 Before the Tryout	<p>In the gymnasium, the tryout begins. Students bounce balls and stretch across the shiny floor. A sign-up table holding a clipboard stands in the corner, but does not write his name. He watches students laughing together and says quietly, "Everyone here really knows what they're doing." His friend frowns and replies, "You practise all the time, so you should be good." The coach blows a whistle sharply and calls out, "Last chance to sign up!" He picks up the paper and crosses his arms tightly. "What if I embarrass myself?" he thinks at the paper again but hesitates.</p>
8 The Class Presentation	<p>During class presentations, Sofia stands at the front of the room holding her cue cards tightly in both hands. The classroom feels warm and quiet. She notices two students whispering and glancing in her direction. "They are talking about me," she thinks nervously. Her hands begin to shake, and her voice sounds softer than usual. "My project is about climate change," she begins, but suddenly forgets her next line. Her face grows warm, and she looks down at her cards. A friend in the front row whispers, "Take your time." Sofia must decide whether to pause confidently or rush through the rest.</p>

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

Rubric: How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
Voice	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
Movements	Movements did not match	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	Often out of character	Sometimes in character	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not work well with group	Worked with group	Worked well with group	Excellent cooperation and support

Teacher Comments

_____	Mark
_____	
_____	
_____	

Student Comments - What Could You Do Better?

_____
_____
_____
_____

## Blog Post: Positive Body Image Influences

### 5 Positive Body Image Influences That Help a Community Thrive

Date: March 19, 2026

Author: Ms. Laura Singh

5-minute read

**Body image** conversations are not always negative. When people develop healthy personal standards about their bodies, it can improve the well-being of an entire community. Positive body image supports stronger habits, confidence, and connection.

- 1) **Encourages Healthy Eating Habits** – When people value their bodies, they are more likely to choose nutritious foods. Families may cook balanced meals with vegetables and whole grains, improving overall energy and focus.
- 2) **Promotes Realistic Physical Activity** – Viewing exercise as self-care instead of punishment increases participation in walking clubs, and recreation programs. This strengthens hearts, minds, and community bonds.
- 3) **Reduces Bullying and Appearance-Based Teasing** – When a person understands there is a wide healthy range of body types, teasing decreases. Supportive environments improve mental health.
- 4) **Strengthens Mental Health** – Positive self-talk reduces anxiety and stress. Communities with supportive messaging often report lower rates of depression among youth.
- 5) **Builds Supportive Role Models** – Influencers, coaches, and teachers who promote realistic standards help others focus on health, effort, and kindness instead of unrealistic ideals.

### Comments:



Kelly - March 19, 2026

We should improve healthy habits, not feel less worthy.

Like Reply 1d ago



Dave - March 20, 2026

When we focus on habits we can change, like fitness or balanced eating, confidence grows without shame.

Like Reply 20m ago

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

65

Continuum Worksheet  
LIFE SKILLS UNIT 2A, LESSON 2B

**Yes or No** Circle Yes or No for each question.

1) Can valuing your body influence the foods you choose?	Yes	No
2) Does positive body image discourage regular physical activity?	Yes	No
3) Does understanding body diversity help reduce teasing?	Yes	No
4) Can healthy standards eliminate all community pressures?	Yes	No
5) Does positive self-talk increase social pressure and anxiety?	Yes	No
6) Can real standards shift focus toward health and effort?	Yes	No

**Questions** Answer the questions below.

1) List the five positive influences described.

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2) Describe how a supportive lifestyle influences you.

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**Comment** What comment would you post to the blog post?

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---

 Like

 Reply

 Just now

# Exit Cards

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

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

Mark:

Check the influences that do not support positive body image.

<input type="checkbox"/>	Encouraging balanced eating habits
<input type="checkbox"/>	Teasing others based on appearance
<input type="checkbox"/>	Building supportive role models
<input type="checkbox"/>	Promoting regular physical activity
<input type="checkbox"/>	Promoting unrealistic media standards
<input type="checkbox"/>	Using negative self-talk
<input type="checkbox"/>	Strengthening mental health
<input type="checkbox"/>	Pressuring others to look "perfect"
<input type="checkbox"/>	Shaming others about their bodies

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

Mark:

Check the influences that do not support positive body image.

<input type="checkbox"/>	Encouraging balanced eating habits
<input type="checkbox"/>	Teasing others based on appearance
<input type="checkbox"/>	Building supportive role models
<input type="checkbox"/>	Promoting regular physical activity
<input type="checkbox"/>	Promoting unrealistic media standards
<input type="checkbox"/>	Using negative self-talk
<input type="checkbox"/>	Strengthening mental health
<input type="checkbox"/>	Pressuring others to look "perfect"
<input type="checkbox"/>	Shaming others about their bodies

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

Mark:

Check the influences that do not support positive body image.

<input type="checkbox"/>	Encouraging balanced eating habits
<input type="checkbox"/>	Teasing others based on appearance
<input type="checkbox"/>	Building supportive role models
<input type="checkbox"/>	Promoting regular physical activity
<input type="checkbox"/>	Promoting unrealistic media standards
<input type="checkbox"/>	Using negative self-talk
<input type="checkbox"/>	Strengthening mental health
<input type="checkbox"/>	Pressuring others to look "perfect"
<input type="checkbox"/>	Shaming others about their bodies

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

Mark:

Check the influences that do not support positive body image.

<input type="checkbox"/>	Encouraging balanced eating habits
<input type="checkbox"/>	Teasing others based on appearance
<input type="checkbox"/>	Building supportive role models
<input type="checkbox"/>	Promoting regular physical activity
<input type="checkbox"/>	Promoting unrealistic media standards
<input type="checkbox"/>	Using negative self-talk
<input type="checkbox"/>	Strengthening mental health
<input type="checkbox"/>	Pressuring others to look "perfect"
<input type="checkbox"/>	Shaming others about their bodies

**PREVIEW**

# Body Image Action Tracker

## Objective

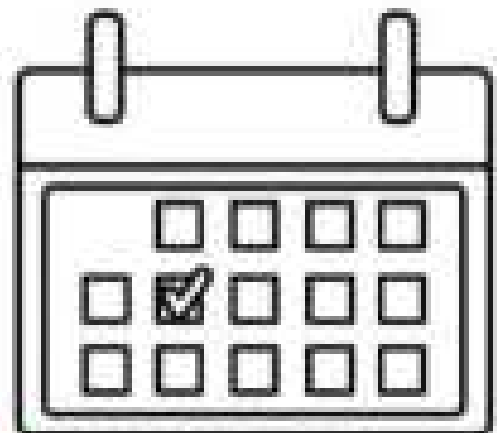
What are we learning about?

To help students practise positive body image strategies for six days and reflect on how their choices influence identity, thoughts, behaviour, and well-being.

## Materials

What will you need for the activity?

- Body Image Action Tracker sheet
- Pencil
- Self-Assessment Scale



## Instructions

How will you do this?

- 1) For six days in a row, choose at least four positive body image strategies to practise.
- 2) You may choose from: challenging negative social media, appreciating your body's abilities, reducing social media use, being kind to yourself, or supporting others respectfully.
- 3) Each day, record which strategy you practised and describe what you did.
- 4) Briefly describe a situation that tested your body image that day (for example: social media, peer comments, advertising, clothing choices).
- 5) After completing the strategy, describe how your thoughts or feelings changed.
- 6) If you practised more than one strategy in a day, record each one separately.
- 7) On Day 7, review your entries and identify which strategy helped you the most and explain how it improved your well-being and confidence.

**Positive Body  
Image Strategies**

You may use one or more of the healthy body image methods listed below each day.

**Challenging Negative Self-Talk (Switch the Script)**

- 1) Notice the negative thought about your body (example: "I don't look good.")
- 2) Write the thought exactly as it sounds in your journal.
- 3) Ask: "Is this thought fair and realistic?"
- 4) Replace it with a balanced and kind thought (example: "My body is strong and capable.")
- 5) Say the new thought out loud 3-5 times.
- 6) Do one small action that supports the new thought (start with a task on a task).

**Limiting Comparison (Reset Your Focus)**

- 1) Notice when you start comparing yourself to someone else.
- 2) Pause and take one slow breath.
- 3) Remind yourself: "Everyone's body is different and developing."
- 4) Shift your attention to something you value about yourself.
- 5) Continue your activity without returning to comparison.

**Speaking Kindly to Yourself (Self-Respect Reset)**

- 1) Notice how you are talking to yourself.
- 2) Ask: "Would I say this to a friend?"
- 3) Replace harsh words with respectful ones.
- 4) Stand or sit in a confident posture.
- 5) Continue your day using kind self-talk.

**Appreciating Body Abilities (Focus on Function)**

- 1) Pause and think about something your body can do.
- 2) Write it down (example: run, think, create, laugh, hug).
- 3) Say: "My body helps me \_\_\_\_\_."
- 4) Notice how this shifts your focus from looks to ability.
- 5) Thank your body silently for that ability.

**Reducing Social Media Influence (Media Check)**

- 1) Notice if a post makes you feel pressured about appearance.
- 2) Ask: "Is this image edited, filtered, or retouched?"
- 3) Remind yourself: "Social media often shows a highlight reel."
- 4) Look for real people and content.
- 5) Choose to unfollow or mute if needed. Focus on positive content instead.

**Supporting Others Respectfully (Community Builder)**

- 1) Notice when someone is teased or judged based on appearance.
- 2) Choose not to participate in the judgment.
- 3) Say something respectful or change the topic.
- 4) Compliment someone on effort, kindness, or skills (not looks).
- 5) Reflect on how this helps build a healthier community.

## Body Image Action Tracker: Day 1

Focus Area	My Response		
<b>Step 1: Today's Trigger</b> Circle or write what happened today that made you think about your appearance?	Social media post	Comment from someone	Looking in the mirror
	Comparing to someone	Advertisement	
<b>Step 2: Reaction</b> What was your immediate thought?			
<b>Step 3: Growth Action I Chose</b> Today I chose to:	Focus on what my body can do	Speak kindly to myself	Avoid comparing myself
			Support someone respectfully
<b>Step 4: New Perspective</b> After using my strategy, what is one healthier belief I practised?			
<b>Step 5: Identity &amp; Standards Check</b> Did my actions today reflect my personal standards?			
<b>End of Day Insight</b> - One thing I learned about body image today & one small step I will continue tomorrow:			
<hr/> <hr/> <hr/>			

## Body Image Action Tracker: Day 6

Focus Area	My Response		
<b>Step 1: Today's Trigger</b> Circle or write what happened today that made you think about your appearance?	Social media post	Comment from someone	Looking in the mirror
	Comparing to someone	Advertisement	
<b>Step 2: Reaction</b> What was your immediate thought?			
<b>Step 3: Growth Action I Chose</b> Today I chose to:	Focus on what my body can do	Speak kindly to myself	Avoid comparing myself
			Support someone respectfully
<b>Step 4: New Perspective</b> After using my strategy, what is one healthier belief I practised?			
<b>Step 5: Identity &amp; Standards Check</b> Did my actions today reflect my personal standards?			
<b>End of Day Insight</b> - One thing I learned about body image today & one small step I will continue tomorrow:			
<hr/> <hr/> <hr/>			

**Self-Assessment Checklist**

Answer the questions below.

1) Did I complete my body image tracking each day this week?	Yes	No
2) Did I identify at least one influence on my body image?	Yes	No
3) Did I notice how my thoughts changed during the week?	Yes	No
4) Did I challenge at least one unrealistic belief about appearance?	Yes	No
5) Did I practise positive or respectful self-talk?	Yes	No
6) Did I avoid comparing myself unfairly to others?	Yes	No
7) Did I notice how media influences appearance standards?	Yes	No
8) Did I notice how my personal standards and values changed?	Yes	No
9) Did I become aware of how my body image affects identity?	Yes	No

10) Which strategy did I use most to improve my body image most this week? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11) What influence (media, peers, family, culture) most affected my body image this week?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12) What personal standard about appearance do you want to strengthen?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13) Overall, how healthy was my body image thinking this week?

Needs improvement	Sometimes healthy	Mostly healthy	Very healthy
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Name: \_\_\_\_\_

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## Unit Test

### Body Image

Total	Mark	/
<p>1. The way a person thinks and feels about their body is called:</p> <ul style="list-style-type: none"><li>a) Self-esteem</li><li>b) Body image</li><li>c) BMI</li><li>d) Personal standards</li></ul>	<p>2. Which example shows appearance-based stereotyping?</p> <ul style="list-style-type: none"><li>a) Judging someone by effort</li><li>b) Assuming thin people are healthier</li><li>c) Appreciating diverse body types</li><li>d) Choosing comfortable clothing</li></ul>	
<p>3. Why is BMI considered a screening tool, rather than a diagnostic measure?</p> <ul style="list-style-type: none"><li>a) It is not an exact measurement of being</li><li>b) It includes more than just weight</li><li>c) It only compares weight and height</li><li>d) It predicts long-term health risks</li></ul>	<p>4. BMI in the 90th percentile falls into which category?</p> <ul style="list-style-type: none"><li>a) Overweight</li><li>b) Healthy range</li><li>c) Underweight</li><li>d) Obesity</li></ul>	
<p>5. Which statement best reflects a positive body image?</p> <ul style="list-style-type: none"><li>a) My body helps me grow.</li><li>b) My worth depends on looks.</li><li>c) I'll like myself after dieting.</li><li>d) I must match influencer standards.</li></ul>	<p>6. Which of the following are influences on body image?</p> <ul style="list-style-type: none"><li>a) Family</li><li>b) Culture</li><li>c) Social media</li><li>d) All of the above</li></ul>	
<p>7. Which of the following is NOT a body image influence?</p> <ul style="list-style-type: none"><li>a) Blood type</li><li>b) Culture</li><li>c) Personal standards</li><li>d) Social media</li></ul>	<p>8. The campaign that promotes healthy and realistic beauty standards is:</p> <ul style="list-style-type: none"><li>a) Health Canada Initiative</li><li>b) Real Beauty Campaign</li><li>c) BMI Awareness Project</li><li>d) Self-Talk Strategy</li></ul>	
<p>9. Social media can negatively affect body image because it:</p> <ul style="list-style-type: none"><li>a) Often shows edited and filtered photos</li><li>b) Encourages healthy habits and balance</li><li>c) Supports positive self-talk</li><li>d) Reduces comparison between people</li></ul>	<p>10. Which of the following is NOT under a person's control?</p> <ul style="list-style-type: none"><li>a) Effort</li><li>b) Kindness</li><li>c) Self-talk</li><li>d) Height</li></ul>	

**PREVIEW**

Yes or No

Is the person showing a healthy body image?

Mark

/

1) Liam looks in the mirror and says, "My body helps me stay strong for soccer."

Yes

No

2) Ava refuses to go swimming because she thinks everyone will judge her body.

Yes

No

3) Sofia deletes photos of herself because she thinks she must look perfect online.

Yes

No

4) Jordan notices he is growing and reminds himself that body changes over time.

Yes

No

5) Emma notices that she compares her body to other people's bodies.

Yes

No

6) Olivia reminds herself that body standards change over time.

Yes

No

Short Answer

Answer the questions below.

Mark

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1) Describe two examples of appearance-related stereotypes.

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2) Describe one short-term and one long-term effect of negative self-talk.

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3) Why is it not fair to judge someone by their body size?

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# Workbook Preview



## Grade 6 Health Unit Safety

	Curriculum Expectations	Pages
USC6.6a	Examine safety risks for common/local adolescent activities.	6-16, 31, 51
USC6.6b	Reflect on and communicate personal and family attitudes towards safety.	25-30, 58-64
USC6.6c	Represent a personalized, thoughtful, and coherent understanding of the importance of a healthy attitude toward personal safety.	6-8, 12-13, 17-21, 25-32, 51
USC6.6d	Investigate and analyze the intent of the rules, regulations, and laws related to safety practices for	33-46, 49-50, 52-57, 61, 64, 71, 73
USC6.6e		65-68
USC6.6f		69-68, 71-70, 82-85
	Following safety rules, regulations, and laws.	
USC6.6g	Determine when safety and personal standards about individual responsibility for safety and accident prevention may be challenged.	9-11, 22-24, 32, 69-70
USC6.6h	Affirm personal standards with respect to individual rights and responsibilities for creating and supporting safe environments.	14-30, 47-48, 71-73, 82-85
USC6.6i	Defend the statement "community safety is everyone's responsibility".	22-24, 44-57, 58-64, 82-85
AP6.10	Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.	74-81

**Preview of 60 pages from  
this product that contains  
111 pages total.**

# SAFETY



# Introduction to Risk Assessment

## What is Risk?

**Risk** is the chance of something happening that could cause harm or loss. It is important to understand risk because it helps us make safe choices in our everyday lives. Risk involves looking at possible dangers and deciding how to avoid them. For example, when you ride a bike, wearing a helmet reduces the risk of head injury.

## Why Assess Risk?

Assessing risk involves thinking about what could go wrong and how to prevent it. It is important because it helps keep us safe. By understanding risk, we can make better decisions. Here are some reasons why we should assess risk:

- **Personal Safety:** Helps us make safer choices in dangerous situations.
- **Planning:** Helps us prepare for potential problems.
- **Confidence:** Helps us feel more comfortable with our choices.

## Feelings Associated with Risk

When we think about risk, we may have different feelings. Here are some common feelings related to taking risks:

- **Independence:** Taking risks can make us feel more independent and confident.
- **Fulfillment:** Successfully managing risks can lead to a sense of achievement.
- **Uncertainty:** Risks can make us feel unsure about what will happen.
- **Vulnerability:** Sometimes, risks make us feel exposed or at risk of harm.

## Key Facts About Risk

- **Mitigation:** This means taking steps to reduce the severity of risks.
- **Hazard:** A potential source of harm.
- **Safety Measures:** Actions we take to protect ourselves from risks, like wearing a seatbelt in a car.
- **Decision Making:** The process of making choices, especially when it involves weighing risks and benefits.



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

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**True or False**

Circle whether the statement is true or false.

1) Risk is the chance of something causing harm or loss.	True	False
2) Wearing a helmet increases the risk of head injury.	True	False
3) Planning helps us ignore potential problems.	True	False
4) Fulfillment comes from managing risks successfully.	True	False
5) Safety measures protect us from risks.	True	False

**Questions**

Use information from the text to support your answer.

1) What risks have you taken lately?

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2) Why is it important to think about the risks more before? Give an example.

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**Making Connections**

Think of a time when you were hurt. What risk was there? How did you assess the risk properly?

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**PREVIEW**

## Four Corners Activity: Assessing Safety Risks

**Objective** What are we learning about?

To help students understand different types of safety risks, practise identifying possible hazards, assess potential physical, social, and emotional consequences, evaluate choices, and strengthen responsible decision-making skills in common recreational, and community situations.

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

- A list of questions
- Labels for each corner



**Instructions** How will you complete the activity?

- 1) Prepare the classroom by labelling each corner A, B, C, and D.
- 2) Inform students that you will read questions related to safety. Each question will have four multiple-choice options.
- 3) When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
- 4) Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
- 5) Repeat with different questions to reinforce their understanding of concepts.

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

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Character Traits  
100% by 10th or 11th

Question	A	B	C	D
1) Do you think it's okay to take risks if the reward is high?	Always	Sometimes	Rarely	Never
2) When facing a risky situation, how often do you stop and think before acting?	Always	Often	Sometimes	Rarely
3) Do you think taking risks can help people?	Strongly agree	Agree	Disagree	Strongly disagree
4) How likely are you to follow safety rules if others do not?	Very likely	Likely	Not very likely	Unlikely
5) Do you think it's better to play it safe than take a risk?	Always	Sometimes	Sometimes	Rarely
6) How much do you enjoy the thrill of taking risks?	A lot	Some	Little	Not at all
7) Do you think taking risks is a sign of bravery?	Absolutely	Sometimes	Sometimes	Never
8) How important is it to weigh the pros and cons before taking a risk?	Very important	Somewhat important	Not very important	Not important
9) Do you consider yourself a risk-taker?	Definitely	Occasionally	Seldom	Not at all
10) How much do you consider possible consequences before making a risky choice?	A lot	Some	Very little	Not at all
11) Do you feel pressured by others to take risks?	Frequently	Occasionally	Rarely	Never

**PREVIEW**

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

Reflection Questionnaire

Cut the reflection questionnaires below.

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

Circle the box of your choice.

1) Should you think about possible dangers before trying something new?	<input type="checkbox"/>	<input type="checkbox"/>
2) Is it important to follow safety rules even if others do not?	<input type="checkbox"/>	<input type="checkbox"/>
3) Can taking risks without planning lead to problems?	<input type="checkbox"/>	<input type="checkbox"/>
4) Should you follow friends even if you know something feels unsafe?	<input type="checkbox"/>	<input type="checkbox"/>

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

Circle the box of your choice.

1) Should you think about possible dangers before trying something new?	<input type="checkbox"/>	<input type="checkbox"/>
2) Is it important to follow safety rules even if others do not?	<input type="checkbox"/>	<input type="checkbox"/>
3) Can taking risks without planning lead to problems?	<input type="checkbox"/>	<input type="checkbox"/>
4) Should you follow friends even if you know something feels unsafe?	<input type="checkbox"/>	<input type="checkbox"/>

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

Circle the box of your choice.

1) Should you think about possible dangers before trying something new?	<input type="checkbox"/>	<input type="checkbox"/>
2) Is it important to follow safety rules even if others do not?	<input type="checkbox"/>	<input type="checkbox"/>
3) Can taking risks without planning lead to problems?	<input type="checkbox"/>	<input type="checkbox"/>
4) Should you follow friends even if you know something feels unsafe?	<input type="checkbox"/>	<input type="checkbox"/>

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

Circle the box of your choice.

1) Should you think about possible dangers before trying something new?	<input type="checkbox"/>	<input type="checkbox"/>
2) Is it important to follow safety rules even if others do not?	<input type="checkbox"/>	<input type="checkbox"/>
3) Can taking risks without planning lead to problems?	<input type="checkbox"/>	<input type="checkbox"/>
4) Should you follow friends even if you know something feels unsafe?	<input type="checkbox"/>	<input type="checkbox"/>

**PREVIEW**

## Blog Post: Measured Risks and Safety

### Taking Measured Risks: Why Planning Makes a Difference

Date: March 01, 2026

Author: Emily Roberts

5-minute read

You take risks every day — even if you do not notice it. Trying out for a team, answering a hard question in class, riding your bike faster, or meeting new people all involve some level of risk. The question is not whether you should take risks. The real question is: **Are you taking measured risks?** A measured risk means you think ahead before you act. You ask yourself:

- What could go wrong?
- How can I avoid it?
- What can I do to prepare?



When you plan ahead, you take risks without removing the opportunity to grow. Think about athletes. When they step onto the field, it might look risky. But behind the scenes, there is training, equipment, and rules. That preparation turns a dangerous situation into a controlled challenge.

#### Top 3 Reasons You Should Take Measured Risks

1. **You Protect Yourself** - When you think ahead, you reduce the chance of getting hurt — physically, socially, or emotionally. Planning helps you avoid unnecessary risks.
2. **You Build Confidence** - When you know you have prepared, you feel more confident. Confidence comes from knowing you made a smart decision, not a reckless one.
3. **You Still Grow** - Avoiding all risks can hold you back. But taking thoughtful risks helps you learn, improve skills, and become more independent.

Some people believe too much planning takes away excitement. You might even feel that way sometimes. But planning does not remove courage — it strengthens it. Real bravery is making wise choices, even when others rush ahead.

The next time you face a risky situation, ask yourself: Are you reacting, or are you thinking? Are you following others, or are you making your own safe decision?

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

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**Yes or No** Circle Yes or No for each question.

1) Do measured risks completely remove all danger from a situation?	Yes	No
2) Does the blog suggest that you should avoid every risk in life?	Yes	No
3) Does planning ahead lower danger without removing the chance to grow?	Yes	No
4) Do measured risks mean asking safety questions first?	Yes	No
5) Does confidence grow from careless and unplanned choices?	Yes	No

**Questions** Answer the questions below.

1) List \_\_\_\_\_ person should ask before acting.

2) Explain how planning lowers danger according to the blog.

3) Explain how confidence develops from thoughtful decisions.

**Making Connections** List two different activities (e.g., trying a new sport, presenting in class) and write the potential risks and rewards for each.

Risk	Reward

# Measured Risks in Online Safety Trivia Card

**Objective** What are we learning about?

Students will understand the concept of measured risks and safety, learning how to evaluate potential risks and take appropriate precautions to ensure safety while engaging in various activities.

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

- 100 sheets of cardstock cut into squares
- Markers, colored pencils, or pens
- Reference sheets for measured risks and safety



**Instructions** How will you complete the activity?

1. Begin with a brief discussion about the importance of measured risks and safety. Discuss what measured risks are and why precautions are important.
2. Give each student a set of blank cards and drawing supplies.
3. Using the provided reference sheets, students will write 4 questions about measured risks and safety on one side of a card and the answers on the other side. Encourage them to think of real-life scenarios where these concepts apply.
4. Encourage students to decorate their cards with drawings related to the question.
5. Gather the class and play a trivia game once the cards are ready. Each student can ask their question(s), and others can guess the answer.
6. Make the game more engaging by keeping score or giving small rewards for correct answers.
7. After the game, review the correct answers as a class, and discuss any new information learned.

## Reference Sheet

## Measured Risks in Online Safety

Measured Risks in Online Safety Reference Sheet**Key Concepts****1. Planning**

- **Identify Risks:** Recognize the potential dangers of sharing information or interacting online.
- **Evaluate:** Consider the likelihood and consequences of these risks.
- **Prepare:** Take steps to reduce or eliminate these risks.

**2. Safety**

- **Use Passwords:** Create complex passwords using a mix of letters, numbers, and symbols.
- **Enable Privacy Settings:** Adjust social media and app settings to control who can see your information.
- **Be Cautious with Information:** Avoid sharing sensitive information, such as your address, phone number, or financial details.

**3. Examples of Measured Risks and Safety Online**

- **Social Media:** Only accept friend requests from people you know and be mindful of what you post.
- **Emails and Messages:** Be wary of emails from unknown sources and clicking on suspicious links.
- **Online Gaming:** Use a screen name that doesn't reveal personal information and report any inappropriate behaviour.

**Benefits of Taking Measured Risks Online**

- **Privacy Protection:** Keeps your personal information secure.
- **Safe Interactions:** Ensures your interactions online are safe and appropriate.
- **Informed Decisions:** Helps you make smart choices about what to share and with whom.

**Tips for Taking Measured Risks Online**

- **Think Before You Click:** Consider the source and content before clicking on links or downloading attachments.
- **Verify Sources:** Check the credibility of websites and people before sharing information.
- **Educate Yourself:** Stay informed about the latest online safety practices and potential threats.

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

**Index  
Cards**

Write 4 different questions on the lines below based on information from the reference sheet. Cut out the cards and write the answer on the back.

**PREVIEW**

## Activity: Risk Assessment and Safety Precautions

**Objective** What are we learning about?

To help students examine safety risks in common adolescent activities, evaluate possible consequences, and apply appropriate safety precautions to support personal responsibility and create safer school and community environments.

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

- A set of pictures illustrating common physical activities
- Worksheets for students to identify and write down identified risks and safety precautions






**Instructions** How will you complete the activity?

1. Hand out the worksheet that includes pictures of common physical activities to each student.
2. For each picture, they will identify the potential risks associated with the activity and write down the safety precautions that should be taken to minimize those risks.
3. Instruct them to write down the identified risks and corresponding safety precautions next to each picture on the worksheet.
4. Once students have completed their worksheets, bring the class together for a discussion.
5. Ask volunteers to share the risks and precautions they identified for each activity.
6. Facilitate a class discussion on why these precautions are important and how they can help prevent injuries.

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

**Instruction**

Identify the potential risks associated with the activity and write down safety precautions that should be taken to minimize those risks.

	Risks	Safety Precautions
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<p>Safety Precautions</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

**PREVIEW**

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

**Instruction**

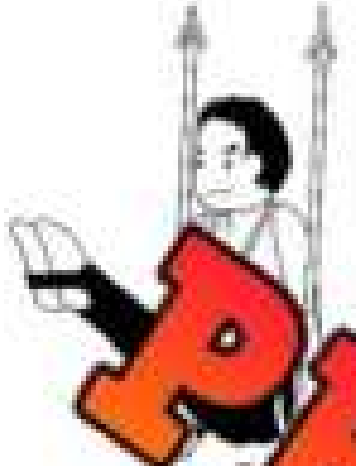


Identify the potential risks associated with the activity and write down safety precautions that should be taken to minimize those risks.

	Risks	Safety Precautions
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<p>Safety Precautions</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
	<p>Risks</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<p>Safety Precautions</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

**PREVIEW**

**Instruction**

Identify the potential risks associated with the activity and write down safety precautions that should be taken to minimize those risks.

	<p style="text-align: center;"><b>Risks</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p style="text-align: center;"><b>Safety Precautions</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<p style="text-align: center;"><b>Risks</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p style="text-align: center;"><b>Safety Precautions</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<p style="text-align: center;"><b>Risks</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p style="text-align: center;"><b>Safety Precautions</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

PREVIEW

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

# Exit Cards

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

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

Why are safety rules important, and how do they protect people from getting hurt?

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

Why are safety rules important, and how do they protect people from getting hurt?

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

Why are safety rules important, and how do they protect people from getting hurt?

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

Why are safety rules important, and how do they protect people from getting hurt?

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**PREVIEW**

## Standing Strong in Your Safety Choices

### Understanding Personal Safety Standards

Personal safety standards are the rules you choose to follow to protect your body and well-being. These standards may include wearing a helmet, refusing unsafe dares, reporting bullying, or following school safety procedures. Sometimes other people may disagree with your choices or tease you for being "too careful." In those moments, it is important to remember that safety decisions are based on facts, not popularity. Affirming your choices means standing by your choices even when others pressure you to change.

### Why Confidence?

Confidence helps you stay firm when others question your safety choices. Confidence does not mean arguing or shouting. It means explaining your decision and standing by it. When you understand the reasons behind your choices, your choices become stronger.

Accountability also plays a role. You are responsible for your actions, even if others make different choices. Accepting responsibility for your actions and taking responsibility protects both you and your community.

### Ways to Maintain Your Safety Standards

- **Know the reason behind your rule** – When you understand why a safety rule exists, it is easier to defend it.
- **Use calm, clear words** – A simple explanation shows maturity and self-control.
- **Choose supportive friends** – Positive peers respect safe decisions.
- **Accept short-term discomfort** – Teasing may last minutes, but injuries can last much longer.

### Building Accountability

Affirming safety standards means thinking ahead and accepting responsibility for your actions every single day. Choosing safety protects your health and shows leadership in your school and community.

**PREVIEW**



**Two Truths and a Lie**

Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

<input type="checkbox"/>	Confidence means arguing loudly to prove you are right.	<input type="checkbox"/>	Supportive friends usually respect safe choices.
<input type="checkbox"/>	Accountability means accepting responsibility for your actions.	<input type="checkbox"/>	Affirming standards means changing when pressured by others.
<input type="checkbox"/>	Personal responsibility protects both you and others.	<input type="checkbox"/>	Safety standards can include reporting bullying incidents.

**Yes or No** Approving Personal Safety Standards? Circle Yes or No. Then explain why.

1) Mia is a safety expert in science because she does not want to look "different."	Yes	No
2) Noah reports online bullying when his friends say to ignore it.	Yes	No
3) Carter refuses a risky dare and walks away when he is scared.	Yes	No
4) Sophia changes her decision because she was pressured by her friends.	Yes	No

**Questions**

Answer the questions below.

1) Why does understanding risk affect your choices?

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2) List three examples of personal safety standards you follow.

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# Exit Cards

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

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Confidence means calmly standing by your decision.	T	
	F	
2) Reporting bullying can be part of safety standards.	T	
	F	
3) Understanding risk helps you make safer choices.	T	
	F	
4) Supportive friends respect safe decisions.	T	
	F	
5) Personal safety standards are based on popularity.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Confidence means calmly standing by your decision.	T	
	F	
2) Reporting bullying can be part of safety standards.	T	
	F	
3) Understanding risk helps you make safer choices.	T	
	F	
4) Supportive friends respect safe decisions.	T	
	F	
5) Personal safety standards are based on popularity.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Confidence means calmly standing by your decision.	T	
	F	
2) Reporting bullying can be part of safety standards.	T	
	F	
3) Understanding risk helps you make safer choices.	T	
	F	
4) Supportive friends respect safe decisions.	T	
	F	
5) Personal safety standards are based on popularity.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Confidence means calmly standing by your decision.	T	
	F	
2) Reporting bullying can be part of safety standards.	T	
	F	
3) Understanding risk helps you make safer choices.	T	
	F	
4) Supportive friends respect safe decisions.	T	
	F	
5) Personal safety standards are based on popularity.	T	
	F	

PREVIEW

# My Safety Rules at Home and School

## Safety Rules

List ten safety precautions you follow at school and at home.

At Home	At School
1.	1.
2.	2.
3.	3.
4.	
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

**PREVIEW**

## Activity – My Safety Zones

### Instructions:

- Think about situations in your daily life where you feel physically, socially, and emotionally safe. These are your **Safe Zones**.
- Now think about situations where your safety, rights, or personal boundaries may be challenged. These are your **Unsafe Zones**.

Draw or write examples that show situations where you feel safe or unsafe.

**PREVIEW**

Unsafe Zones

## Case Study: Tobacco Legislation in Canada

### Background

In the 1950s, cigarette smoking was common in Canada. Doctors later discovered strong links between tobacco use and lung cancer, heart disease, and other serious illnesses.

Today, tobacco use remains one of the leading causes of preventable death in Canada. Health Canada reports that more than 46,000 Canadians die each year from tobacco-related illnesses.

### Federal Regulations

One major law is the Tobacco and Vaping Products Act (TVPA), passed in 2018 to control tobacco and vaping

products are sold, and to create a consistent age across Canada. Under this law:

- Tobacco companies are prohibited from advertising to youth.
- Cigarette packages must have plain packaging with pictures.
- Flavoured cigarettes are banned to reduce youth appeal.

The legal age to buy tobacco is 18 or 19, depending on the province. In Saskatchewan the age is 19. Retailers who sell to minors face heavy fines.

### Packaging and Public Spaces

Canada introduced plain packaging rules in 2019. All cigarette packs must have the same dull colour and simple font. Logos and bright designs are not allowed. Health warnings now cover 75% of the front and back of each package. Most provinces also ban smoking in schools and school grounds, restaurants and workplaces and public buildings and public transit. These laws protect people from second-hand smoke, which can cause asthma attacks and heart problems.

### Youth Smoking Trends

In 1999, about 28% of Canadian teens aged 15-19 reported smoking. By 2021, that number dropped to about 3%. Health experts link this drop to strict laws, education programs, and higher tobacco taxes.



**Multiple Choice**

Circle the correct answer.

1) The lowest legal age to buy tobacco is...	18	16
2) Flavoured cigarettes are...	Allowed	Banned
3) Health warnings cover what percent of packages?	50%	75%
4) Youth smoking trends in Canada have generally...	Declined	Doubled
5) The legal age to purchase tobacco depends on the...	Province	School
6) What illness is linked to tobacco use?	Lung cancer	Arthritis

**Question** Use evidence from the text to support your answer.

1) List three rules found under CTA.

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2) Explain how advertising rules protect youth.

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3) List three public places where smoking is banned.

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4) Identify two strategies linked to the decline in youth smoking.

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5) Describe what second-hand smoke can cause.

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# Exit Cards

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

Name: _____	Mark
Circle Yes or No for each question.	
1) Are retailers fined for selling tobacco to youth?	Yes No
2) Is the legal age to buy tobacco the same in every province?	Yes No
3) Is tobacco use a major cause of preventable death in Canada?	Yes No
4) Are flavoured cigarettes banned to reduce youth interest?	Yes No
5) Has youth smoking decreased over time?	Yes No

Name: _____	Mark
Circle Yes or No for each question.	
1) Are retailers fined for selling tobacco to youth?	Yes No
2) Is the legal age to buy tobacco the same in every province?	Yes No
3) Is tobacco use a major cause of preventable death in Canada?	Yes No
4) Are flavoured cigarettes banned to reduce youth interest?	Yes No
5) Has youth smoking decreased over time?	Yes No

Name: _____	Mark
Circle Yes or No for each question.	
1) Are retailers fined for selling tobacco to youth?	Yes No
2) Is the legal age to buy tobacco the same in every province?	Yes No
3) Is tobacco use a major cause of preventable death in Canada?	Yes No
4) Are flavoured cigarettes banned to reduce youth interest?	Yes No
5) Has youth smoking decreased over time?	Yes No

Name: _____	Mark
Circle Yes or No for each question.	
1) Are retailers fined for selling tobacco to youth?	Yes No
2) Is the legal age to buy tobacco the same in every province?	Yes No
3) Is tobacco use a major cause of preventable death in Canada?	Yes No
4) Are flavoured cigarettes banned to reduce youth interest?	Yes No
5) Has youth smoking decreased over time?	Yes No

**PREVIEW**

## Assignment - Age Restrictions in Saskatchewan

### Research

Research the legal age restriction for each activity below in Saskatchewan and write only the required age for each one.

	Activity	Age Restriction
1	Driving a Vehicle – Learner’s Licence	
2	Driving a Vehicle – Probationary Licence	
3	Driving a Vehicle – Full Licence	
4	Buying Firearms (Licence)	
5	Vaping (Licence)	
6	Cannabis (Medical)	
7	Alcohol Purchase and Consumption	
8	Gambling (Casinos, VLTs, Sports Betting)	
9	Working Full-Time (General Employment Standards Act)	
10	Operating a Motorcycle	
11	Operating an ATV (Off-Highway Vehicle)	
12	Hunting (With Firearms)	
13	Marriage	
14	Joining the Canadian Armed Forces	
15	Buying Lottery Tickets	
16	Donating Blood	
17	Serving Alcohol (Employment)	
18	Changing Your Legal Name Without Parental Consent	
19	Getting a Full Firearms Possession and Acquisition Licence	
20	Signing a Legal Contract Independently	

PREVIEW

## Fact or Fiction: Safety Laws & Responsibilities

**Objective** What are we learning about?

Students will analyze real safety rules, regulations, and laws connected to common adolescent activities, evaluate associated rights and responsibilities, and examine possible consequences of not following them.

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

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign, placed on opposite sides of the room
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing space for students to move to either side



**Instructions** How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each statement is read.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Have fun getting up and moving!

**Fact or Fiction**

Read the statements to the class.

#	Statement	Answer
1	You may use your phone while stopped at a red light while driving.	Fiction
2	Children must wear a lifejacket when riding in a boat.	Fact
3	Drivers must follow speed limits, even on empty streets.	Fact
4	Stores are allowed to sell vapes to students under 19.	Fiction
5	You may cross any road anywhere without using a crosswalk.	Fiction
6	You may ride a boat without wearing a helmet.	Fiction
7	You can pass a male teacher's line without asking them.	Fiction
8	Drivers must stop at a four-way flashing red light.	Fact
9	It is okay to pull a school alarm.	Fiction
10	Teens have legal limits on how many hours they can work.	Fact
11	You may use fireworks at home without asking your parents.	Fiction
12	Hockey players must wear approved helmets during games.	Fact
13	It is okay to prank call 911 for fun.	Fiction
14	Students must wear safety goggles during science lab work.	Fact
15	Hunters must follow gun safety rules and have a licence.	Fact
16	Stores cannot sell tobacco products to minors under 19.	Fact
17	You may drive a car on a road without a licence.	Fiction
18	Drivers are not allowed to hold a phone while driving.	Fact
19	Drivers must slow down when driving in school zones.	Fact
20	Construction workers must wear hard hats while working.	Fact

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

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

Mark

Is the statement true or false?

1) Drivers must follow speed limits, even on empty streets.	True	False
2) Stores are allowed to sell vapes to students under 19.	True	False
3) You may cross a busy road anywhere without using a crosswalk.	True	False
4) Drivers must stop when a school bus has flashing red lights.	True	False
5) It is okay to prank call 911 for fun.	True	False
6) You may drive a car on a road without a licence.	True	False

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

Mark

Is the statement true or false?

1) Drivers must follow speed limits, even on empty streets.	True	False
2) Stores are allowed to sell vapes to students under 19.	True	False
3) You may cross a busy road anywhere without using a crosswalk.	True	False
4) Drivers must stop when a school bus has flashing red lights.	True	False
5) It is okay to prank call 911 for fun.	True	False
6) You may drive a car on a road without a licence.	True	False

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

Mark

Is the statement true or false?

1) Drivers must follow speed limits, even on empty streets.	True	False
2) Stores are allowed to sell vapes to students under 19.	True	False
3) You may cross a busy road anywhere without using a crosswalk.	True	False
4) Drivers must stop when a school bus has flashing red lights.	True	False
5) It is okay to prank call 911 for fun.	True	False
6) You may drive a car on a road without a licence.	True	False

## Road Safety Rules

### Understanding Road Safety

Road safety means using clear rules to prevent injuries and protect everyone who travels on streets. Roads are shared by drivers, cyclists, and pedestrians. Traffic signs, painted lines, and signals guide behaviour so that movement stays organized. Speed limits reduce the force of impact during crashes. Crosswalks mark safe walking paths. School zones require extra caution because children may move quickly and unpredictably.

### Key Road Safety Practices

- Follow speed limits - Lower speeds give drivers more time to react.
- Stop fully at red lights - Partial stops increase collision risk.
- Yield to pedestrians - Pedestrians have legal right-of-way.
- Avoid distractions - Cell phone use reduces reaction time.

### Personal Responsibility on Roads

Safety depends on personal choices. Drivers must obey traffic signs. Pedestrians should look both ways and use crosswalks. When each person follows the rules, traffic flows safely and accidents decrease.



### Questions

Use information from the text to support your answer.

1) What is road safety?

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2) List the four key road safety practices.

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

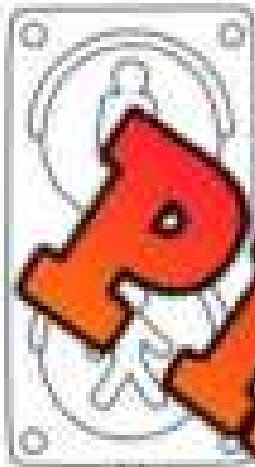
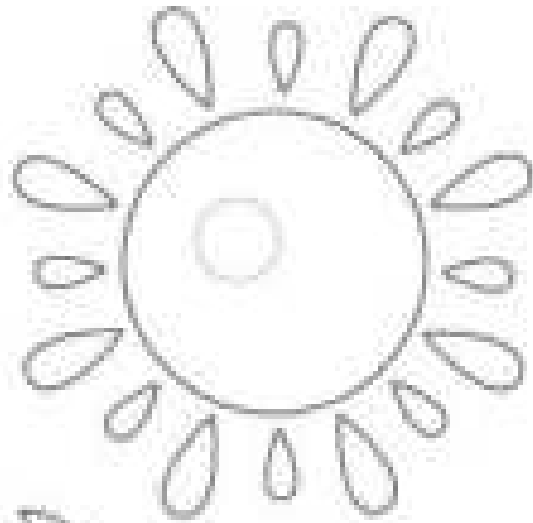
# Reading Road Safety Signs



**Instruction** Identify the four safety signs shown in the picture. Write the name of each sign on the lines below with one word for each sign.







**PREVENTION**



**Taking a few extra seconds  
can protect you for a lifetime.**

# Exit Cards

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

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

Mark

Draw and label 2 road safety signs.


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

Mark

Draw and label 2 road safety signs.


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

Mark

Draw and label 2 road safety signs.


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

Mark

Draw and label 2 road safety signs.

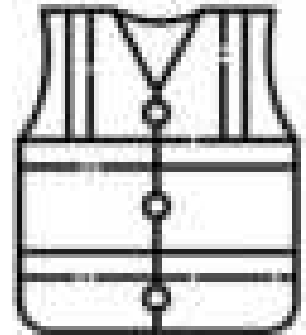

**PREVIEW**

## Activity – Design a Safety Campaign

### Objective

What are we learning about?

To develop leadership and advocacy skills by designing and implementing a safety campaign focused on a specific issue, enhancing creativity, research, and public speaking skills.



### Materials

What will you need for the activity?

- Art supplies (coloured pencils, poster boards, stickers, scissors, glue)
- Paper (brochure) (work templates for students to fill out)
- Research (books, videos, printed articles)

### Instructions

How do I complete the activity?

- 1) **Arrange the Classroom into Groups:** Divide the classroom into groups of 3-4 students each.
- 2) **Select Safety Topics:** Display a list of safety topics such as road safety, anti-bullying, internet safety, and pedestrian safety. Each group chooses a topic to focus on for their campaign.
- 3) **Create Brochure Materials:** Using the provided art supplies and templates, each group designs and creates a brochure that addresses a safety topic. Include key facts, safety tips, and compelling visual elements.
- 4) **Prepare a Quick Presentation:** Each group prepares a brief presentation to accompany their brochure, outlining the key messages and the importance of their safety issue.
- 5) **Present Campaigns:** Groups take turns presenting their safety campaign brochures to the class. Each presentation should last no more than 3-4 minutes.
- 6) **Feedback and Reflection:** After all presentations, conduct a class discussion on the various safety topics covered. Discuss what was learned and how these safety measures can be applied in daily life.
- 7) **Vote on Best Campaign:** Optionally, allow students to vote on which campaign they found most informative and engaging.

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

**Safety Topics**

Cut out the topics below

Bicycle Safety

Earthquake Preparedness

Internet Safety

First Aid Basics

**PREVIEW**

Peer Bullying

Water Safety

Personal Safety

Fire Safety at Home

Stranger Danger Awareness

Electrical Safety

Road Safety for Cyclists

Playground Safety

Healthy Eating and Hygiene

Emergency Information

Home Alone Safety

Severe Weather Safety

Public Transport Safety

Handling Sharp Objects

Wildlife Safety

Poison Prevention

**PREVIEW**

**Success Criteria**

Use the criteria below to get a good mark on your activity.

Criteria	Description	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarity of Message</b>	The brochure should clearly communicate the importance and objectives of the safety topic.		
<b>Graphics</b>	Include engaging and relevant visuals that capture attention and enhance the understanding of the safety messages.		
<b>Inclusion of Facts</b>	Provide accurate and relevant safety facts and statistics to inform and educate the audience.		
<b>Promotion of Engagement</b>	Use persuasive language and call-to-action elements that encourage the audience to adopt safety practices.		
<b>Overall Presentation and Neatness</b>	Ensure the brochure is well-organized, visually appealing, and uses space effectively to engage readers.		
<b>Use of Space and Layout</b>	The layout should be balanced and logical, guiding the reader through the content seamlessly, enhancing both the aesthetic appeal and the readability of the brochure.		

**PREVIEW**

**Rubric**

How did you do on the assignment?

Criteria	Level 4 (Excellent)	Level 3 (Good)	Level 2 (Satisfactory)	Level 1 (Needs Improvement)
Clarity of Message	Communicates safety objectives with clear, precise details.	Clear description of safety objectives with minor omissions.	Lacks some detail and clarity in safety objectives.	Unclear or incomplete communication of safety objectives.
Creativity and Visual Appeal	Highly creative, perfectly aligned with the theme to enhance the message.	Creative visuals effectively support the theme.	Visuals present but do not enhance the theme.	Lacks creativity and relevant visuals.
Accuracy and Engagement	Over three accurate facts and clear language encourage engagement.	Three accurate facts and clear language encourage engagement.	Three facts, may lack relevance; language somewhat engaging.	Fewer than three facts, fails to engage effectively.
Presentation and Neatness	Exceptionally organized and visually appealing.	Well-organized and visually appealing.	Organized but could be more visually appealing.	Disorganized or visually unappealing.
Use of Space and Layout	Expertly designed layout enhances readability and aesthetics.	Well-balanced layout guides reader effectively.	Functional layout.	Poorly designed layout, hard to follow.

**Comments**

How did you do?

Teacher Notes: How did you do?

Student Notes: What can you do better next time?

## Activity - Safety Rules Creation

**Objective** What are we learning about?

Students will collaborate to develop a comprehensive set of safety rules for different activities, including physical and digital environments, enhancing their understanding of safety protocols and responsible behaviour.

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

- Paper, colored pencils, markers, or digital equivalents for creating visual aids.
- Template of a safety rule structure.
- List of activities (physical and digital) for groups to focus on.



**Instructions** How will you complete the activity?

- 1) Discuss why safety rules are essential in various environments, including digital spaces.
- 2) Divide the class into groups of 3 to 4 students. Assign each group one of the ten activities to focus on developing specific safety rules.
- 3) Groups brainstorm and list rules that address potential risks and ensure safety for their assigned activity. Encourage them to consider all aspects, including emergency procedures and respectful behaviour online.
- 4) Groups fill out the template by writing the rules and drawing a symbol for each. Then prepare an oral presentation of their rules using the materials provided.
- 5) Each group presents their safety rules, explaining their rationale and how they contribute to safety and well-being.
- 6) After each presentation, allow for class discussion and feedback. Encourage students to ask questions and suggest improvements.
- 7) Conclude with a reflection on how these rules can be applied in real life and the importance of adhering to safety protocols in all areas of life.

**Activities** Cut out the activities below.

Scenario	Descriptions
Hiking in a Local Park	Explore nature while ensuring safety through proper preparation, staying on marked trails, and using appropriate hiking gear.
Conducting a Science Experiment	Handle chemicals and laboratory equipment safely to prevent accidents and ensure a secure learning environment.
Playing on a Playground	Use playground equipment correctly, watch for others to avoid collisions, and follow rules to ensure everyone plays safely.
Using Social Media Responsibly	Discuss safe online behaviour, privacy settings, and the importance of not sharing personal information.
Browsing the Internet Safely	Learn how to identify safe websites, protect personal information, and avoid scams and malware.
Participating in a School Sports Day	Focus on using sports equipment properly, warming up properly to prevent injuries, and showing good sportsmanship.
Cooking in a Home Economics Class	Practise kitchen safety, including proper use of kitchen tools, understanding heat sources, and preventing food contamination.
Creating Content for a Class Blog	Address the responsibilities of digital citizenship, respecting copyright laws, and the ethics of content creation.
Attending a School Field Trip	Emphasize staying with the group, listening to chaperones, and being aware of the surroundings to enhance safety and enjoyment.
Working in a Computer Lab	Ensure proper usage of computer hardware, understand data security practices, and maintain an organized workspace.

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

## Rules To Follow

Activity: \_\_\_\_\_

Rule 1

Rule 2

Rule 3

Rule 4

Rule 5

**PREVIEW**

## Understanding Check

## Safety Rules Creation

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

How well do you understand the topics discussed below? Rate your understanding from 1 to 5 stars, with 1 being "I don't understand" and 5 being "I understand very well."

1) Why safety rules are important in different environments	☆☆☆☆☆
2) How safety rules reduce risks and prevent harm	☆☆☆☆☆
3) How emergency procedures help protect people	☆☆☆☆☆
4) How responsible behaviour supports community safety	☆☆☆☆☆
5) How creating clear rules improves safety for everyone	☆☆☆☆☆

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

How well do you understand the topics discussed below? Rate your understanding from 1 to 5 stars, with 1 being "I don't understand" and 5 being "I understand very well."

1) Why safety rules are important in different environments	☆☆☆☆☆
2) How safety rules reduce risks and prevent harm	☆☆☆☆☆
3) How emergency procedures help protect people	☆☆☆☆☆
4) How responsible behaviour supports community safety	☆☆☆☆☆
5) How creating clear rules improves safety for everyone	☆☆☆☆☆

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

How well do you understand the topics discussed below? Rate your understanding from 1 to 5 stars, with 1 being "I don't understand" and 5 being "I understand very well."

1) Why safety rules are important in different environments	☆☆☆☆☆
2) How safety rules reduce risks and prevent harm	☆☆☆☆☆
3) How emergency procedures help protect people	☆☆☆☆☆
4) How responsible behaviour supports community safety	☆☆☆☆☆
5) How creating clear rules improves safety for everyone	☆☆☆☆☆

## Social Media Post – When Safety Rules Feel “Uncool”

@RideStrongLucas 

Okay, I need to say this. Yesterday I didn't wear my helmet biking to the park because some older teens called it "little kid gear." I know helmets lower the risk of serious brain injury by more than half, but in that moment, I cared more about how I looked. Our town has bike lanes and great transportation planning to keep riders safe, but none of that helps if I ignore basic common sense. It's weird how social image can feel stronger than safety facts.

11:30 AM · 129 SHARES · 4,721 LIKES    

 OliviaVan22 - The pressure to fit in in public spaces is real. But brain injuries can affect memory, focus, and even mood for weeks or months.

 CarterLee09 - I get it, but safety isn't about reputation. Standing out in a busy plaza feels uncomfortable, but it's worth it.

 OliviaVan22 - Urban planning includes bike lanes and safe crossings to reduce transportation risk. Helmets are a personal responsibility in that system.

 CarterLee09 - True, but some people think safety is just a rule. That's where the "uncool" idea comes from.

 DanielNg15 - Confidence should come from values, not image. Because data shows injuries increase without protection.

 OliviaVan22 - Emergency departments report fewer severe head injuries when helmets are worn properly. That's evidence, not opinion.

 CarterLee09 - When you explain the long-term effects, it feels less about image and more about responsibility.

 MiaRoberts14 - My cousin skipped his helmet because friends teased him. He fell once on concrete and had headaches for weeks. It wasn't "uncool" after that.

 LoganK12 - Honestly, I think what's really awkward is getting hurt and having everyone ask what happened. I'd rather deal with helmet hair than that.

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

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**Questions**

Answer the questions below.

1) List two safety features the town has for cyclists.

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2) Describe two effects brain injuries can have.

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3) Describe how social image affected the student's choice.

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**True or False**

Is the statement true or false?

1) Helmets reduce serious brain injuries by more than 80%.	True	False
2) Social image can feel stronger than safety facts.	True	False
3) Brain injuries only affect physical movement, not mood.	True	False
4) Transportation planning removes the need for personal safety choices.	True	False
5) The post suggests confidence always comes from appearance.	True	False

**Opinion**

Write a comment that you would add to this conversation.

Username: \_\_\_\_\_ Date: \_\_\_\_\_

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## Concussion Protocols: Brain Injury Consequences

### What is a Concussion?

A **concussion** is a mild traumatic brain injury caused by a hit, blow, or sudden jolt to the head. The brain moves rapidly inside the skull, which can stretch and damage brain cells. This injury affects how the brain works, even if there is no visible wound. Doctors create concussion protocols to protect the brain while it heals. These rules often include immediate removal from play, medical assessment, and a gradual return to activity.

### Long-Term Cognitive Damage

Ignoring concussion protocols can cause lasting cognitive harm. When a student returns to sports or physical activity too soon, the brain may not have fully healed. This can lead to problems with memory, attention, and decision-making. Some people experience slower thinking speed and difficulty concentrating. Repeated concussions increase the risk of **chronic traumatic encephalopathy**, a brain disease linked to long-term brain-cell damage. This can affect learning ability, planning skills, and emotional control.

### Second-impact Syndrome

Second-impact syndrome occurs when a person suffers another concussion before the first one has healed. The brain can swell rapidly, cutting off oxygen and increasing pressure inside the skull. This condition is rare but extremely dangerous. It can cause permanent brain damage, coma, or even death within minutes. Young athletes are at higher risk because their brains are still developing.

### Physical and Emotional Effects

When concussion rules are ignored, both the body and emotions can be harmed. Students may have ongoing headaches, dizziness, and trouble with balance. Bright lights and loud sounds can feel overwhelming. Some may notice mood changes such as irritability, anxiety, or sadness. Sleep problems are also common and can delay brain healing.

**PREVIEW**



**Define**

What do the terms below mean?

<b>Concussion</b>	_____
<b>Second-Impact Syndrome</b>	_____
<b>Chronic Traumatic Encephalopathy</b>	_____

**Discuss**

Use information from the text to support your answer.

21 Why is it important to follow a protocol after a concussion?	_____
22 List three steps included in concussion protocol.	_____



**Word Search**

Find the words in the word search.

Concussion	Protocol
Injury	Brain
Memory	Attention
Recovery	Syndrome
Assessment	Cognitive
Dizziness	Irritability

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

# Exit Cards

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

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

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	The brain can be injured without skull damage.
<input type="checkbox"/>	Concussions can affect memory and decision-making skills.
<input type="checkbox"/>	A second concussion cannot cause serious harm.

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

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	The brain can be injured without skull damage.
<input type="checkbox"/>	Concussions can affect memory and decision-making skills.
<input type="checkbox"/>	A second concussion cannot cause serious harm.

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

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

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

2 Truths and a Lie - Can you find the one that's not true?

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

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<input type="checkbox"/>	The brain can be injured without skull damage.
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<input type="checkbox"/>	A second concussion cannot cause serious harm.



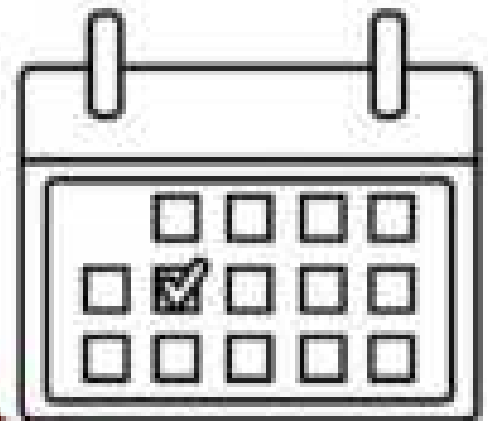
## Activity – My Six-Day Safety Action Tracking Plan

**Objective** What are we learning about?

Students will monitor and record daily safety actions over six days to better understand how everyday choices affect personal and community safety. Students will analyze patterns in their behaviour and reflect on how responsibility, prevention, and self-control support safe environments.

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

- Six-Day Safety Action Tracking List
- Reflection journal (if using)
- Pencil



**Instructions** How will you complete the activity?

- 1) Begin with a class discussion about how everyday choices affect personal and community safety.
- 2) Review common safety rules connected to daily activities (e.g., online use, school, public places).
- 3) Give each student a Six-Day Safety Action Tracking Chart to use at school.
- 4) Each day, students record their safety actions in real-life situations (crossing streets, online behaviour, sports, transportation).
- 5) Students note any moments when safety rules were challenged and how they responded.
- 6) At the end of each day, students write a short reflection about how their choices protected themselves or others.
- 7) After six days, students review their completed charts and look for patterns in their safety behaviour.
- 8) Students complete a final reflection analyzing which safety habits were strong and which need improvement.

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

75

Description: Description  
4/15/20

## Safety Action Check - Day 1

#	Daily Situation	What I Did Today	Yes	Sometimes	No
1	Walking Home	I stayed aware and avoided distractions near roads.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Crossing Streets	I used crosswalks and waited for safe signals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Car Safety	I wore my seatbelt every time I rode in a car.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Online Safety	I thought carefully before posting or sharing online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Texting	I did not send harmful or inappropriate messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Sports / Rec	I followed safety rules during sports and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	School Hallways	I walked safely and avoided running in hallways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Bike / Scooter	I wore my seatbelt and helmet when riding a bike or scooter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Respect for Property	I did not misuse or damage school property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Personal Choices	I made choices that reduced my risk of injury.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Peer Pressure	I said no to unsafe stunts or risky behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Weather Safety	I dressed appropriately for weather conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Reflect:** Was there a moment you felt unsafe? How did your actions protect you or others?

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One safety action I will focus on tomorrow is:

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## Safety Action Check - Day 3

#	Daily Situation	What I Did Today	Yes	Sometimes	No
1	Walking Home	I stayed aware and avoided distractions near roads.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Crossing Streets	I used crosswalks and waited for safe signals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Car Safety	I wore my seatbelt every time I rode in a car.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Online Safety	I thought carefully before posting or sharing online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Texting	I did not send harmful or inappropriate messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Sports / Rec	I followed safety rules during sports and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	School Hallway	I walked safely and avoided running in hallways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Bike / Scooter	I wore my helmet and used safety gear when riding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Respect for Property	I did not misuse or damage school property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Personal Choices	I made choices that reduced my risk of injury.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Peer Pressure	I said no to unsafe games or risky behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Weather Safety	I dressed appropriately for weather conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Reflect:** Was there a moment you felt unsafe? How did your actions protect you or others?

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One safety action I will focus on tomorrow is:

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

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Description: Description  
4th, 5th

## Safety Action Check - Day 4

#	Daily Situation	What I Did Today	Yes	Sometimes	No
1	Walking Home	I stayed aware and avoided distractions near roads.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Crossing Streets	I used crosswalks and waited for safe signals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Car Safety	I wore my seatbelt every time I rode in a car.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Online Safety	I thought carefully before posting or sharing online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Texting	I did not send harmful or inappropriate messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Sports / Rec	I followed safety rules during sports and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	School Hallways	I walked safely and avoided running in hallways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Bike / Scooter	I wore my seatbelt and helmet when riding a bike or scooter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Respect for Property	I did not misuse or damage school property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Personal Choices	I made choices that reduced my risk of injury.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Peer Pressure	I said no to unsafe games or risky behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Weather Safety	I dressed appropriately for weather conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Reflect:** Was there a moment you felt unsafe? How did your actions protect you or others?

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One safety action I will focus on tomorrow is:

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Reflection

Answer the questions below.

1) What is one safety habit you followed every single day?

2) When was it hardest to make a safe choice? What made it difficult?

3) Describe a moment this week when your actions protected you.

4) Describe one moment when you helped protect someone else.

5) Did you ever feel pressured to do something unsafe? How did you handle it?

6) What patterns did you notice in your behaviour across the six days?

7) What is one safety habit you still need to strengthen?

**PREVIEW**

## Activity – Personal and Community Safety Pledge

**Objective** What are we learning about?

To develop personal standards for safety and responsibility by creating a pledge that protects yourself and the people around you in daily activities.

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

- Personal and community safety template
- Pens or pencils
- Poster board or paper for displaying pledges



**Instructions** How will you complete the activity?

- 1) **Review Safety Responsibilities:** Discuss safety responsibilities in school, sports, and community spaces, and social situations.
- 2) **Think About Consequences:** Consider how unsafe choices can affect you physically, socially, or emotionally.
- 3) **Create Your Safety Pledge:** Write clear commitments about how you will make safe decisions, follow rules, and prevent harm.
- 4) **Protect Others:** Include specific promises about how you will help protect classmates, friends, and family members.
- 5) **Speak Up:** Add a commitment about reporting unsafe behaviour or seeking help when needed.
- 6) **Share and Discuss:** Present your pledge and explain how your actions support a safe community.
- 7) **Display and Reflect:** Post your pledge and reflect on how it guides your daily choices.

# Personal and Community Safety Pledge

## Introduction:

As a student, I promise to make safe choices that protect myself and the people around me. I understand that my actions can affect others.

### 1) Identifying Safety Risks

*I promise to think about possible risks before I act and make safe choices in school and community activities.*

Write your pledge here:

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### 2) Following Safety Rules

*I promise to follow safety rules, use protective equipment when required, and respect guidelines meant to keep everyone safe.*

Write your pledge here:

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### 3) Understanding Consequences

*I promise to consider the physical, social, and emotional consequences of unsafe behaviour.*

Write your pledge here:

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**4) Getting Help in Unsafe Situations**

I promise to tell a trusted adult or authority if someone is at risk of being hurt.

Write your pledge here:

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**5) Community Responsibility**

I promise to help in my community because community safety is everyone's responsibility.

Write your pledge here:

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**Signature:**

I understand that my choices can affect the safety of myself and others. I will follow safety rules, think about risks and consequences, and take responsibility for helping create a safe community.

Sign here: \_\_\_\_\_

Date: \_\_\_\_\_

Partner's Signature: \_\_\_\_\_





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

## Unit Test Safety

Total		Mark	/
/			
<p>1. Risk is most accurately defined as:</p> <ul style="list-style-type: none"><li>a) The chance that harm or loss could occur</li><li>b) A guaranteed harmful event</li><li>c) A rule created to prevent injury</li><li>d) A feeling of fear during danger</li></ul>	<p>2. The legal age to buy alcohol in Canada:</p> <ul style="list-style-type: none"><li>a) 18 in every province</li><li>b) 18 or 19 depending on the province</li><li>c) 21 nationwide</li><li>d) 18 in all provinces</li></ul>		
<p>3. What does  mean?</p> <ul style="list-style-type: none"><li>a) Broken safety equipment</li><li>b) Bicycle lane</li><li>c) Bicycle repair</li><li>d) No bicycles allowed</li></ul>	<p>4. Chronic traumatic encephalopathy (CTE) is associated with:</p> <ul style="list-style-type: none"><li>a) Repeated hits to the brain over time</li><li>b) Short-term dehydration</li><li>c) Not exercising enough</li><li>d) Broken safety equipment</li></ul>		
<p>5. The Tobacco and Vaping Regulations were created mainly to:</p> <ul style="list-style-type: none"><li>a) Promote tobacco products to adults</li><li>b) Increase youth access to vaping</li><li>c) Remove warning labels from packages</li><li>d) Regulate sales, advertising, &amp; packaging</li></ul>	<p>6. Health warnings must cover what percentage of cigarette packages?</p> <ul style="list-style-type: none"><li>a) 10%</li><li>b) 20%</li><li>c) 30%</li><li>d) 90%</li></ul>		
<p>7. Accountability in safety means:</p> <ul style="list-style-type: none"><li>a) Blaming others</li><li>b) Accepting responsibility for actions</li><li>c) Avoiding difficult choices</li><li>d) Following majority decisions</li></ul>	<p>8. Speed limits are based on:</p> <ul style="list-style-type: none"><li>a) Fuel consumption</li><li>b) Road maintenance costs</li><li>c) Traffic volume</li><li>d) Crash impact force</li></ul>		
<p>9. Smoking trends among Canadian teens in recent years have been:</p> <ul style="list-style-type: none"><li>a) Increasing steadily</li><li>b) Decreasing significantly</li><li>c) Remaining unchanged</li><li>d) Rising in every province</li></ul>	<p>10. Real bravery in safety decisions involves:</p> <ul style="list-style-type: none"><li>a) Following crowd behaviour</li><li>b) Acting without thinking</li><li>c) Making wise choices under pressure</li><li>d) Avoiding all challenges</li></ul>		

**PREVIEW**

**Yes or No** Is the person affirming their personal safety standards?

	Mark	/
1) Liam refuses to bike without a helmet even when his friends say helmets are unnecessary.	Yes	No
2) Ava agrees to cross the street without using the crosswalk because her friends are in a hurry.	Yes	No
3) Emma chooses not to attend a party where there will be underage drinking.	Yes	No
4) Jordan reports online bullying instead of ignoring it to avoid attention.	Yes	No
5) Mia reports that she will not share her private password with a friend.	Yes	No
6) Ethan reports that he will not get a short car ride because it feels uncomfortable.	Yes	No

**Short Answer**

Answer the questions below.

Mark

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1) How does a measured risk differ from an assessed risk?

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2) List at least four student rights in a safe school environment.

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3) Describe the steps involved in a concussion protocol.

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