



Preview – Information



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

- ✓ **A selection of worksheets included in each workbook. Keep scrolling to find the next resource included in the bundle.**

When you make a purchase, you will receive a folder with the .pdf workbook files inside.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Workbook Preview



Grade 8 – Health Unit

Substance Use Addictions Related Behaviours

	Expectations	Pages
	identify and describe the warning signs of problematic substance use and related behaviours	
	Preview of 80 pages from this product that contains 164 pages total.	
D13	legal consequences connected with underage cannabis use; aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; overdose as a result of misuse of prescription medications, including pain relievers such as opioids, or as a result of taking illicit drugs; inability to make healthy decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours related to having a mental illness such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder (FASD) in children as a result of alcohol abuse by the mother during pregnancy)	8-124

SUBSTANCE USE

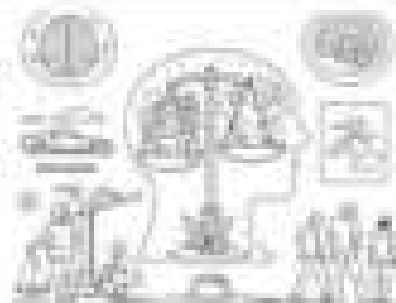
PREVIEW

AND ADDICTIONS

Understanding Substance Use and Behavioural Changes

What Happens When Substances Are Used

When people consume substances like alcohol, cannabis, or other drugs, chemicals in these substances can change the way their brain works. These changes can affect moods, emotions, and how someone behaves. Let's dive into how this happens and what it means for individuals and those around them.



Key Effects of Substances

Substances have a variety of effects on behaviour and personality. These effects can be temporary or long-lasting, depending on the substance and the individual. With continued use, they can lead to more long-term changes.

- **Mood Swings:** Some substances might quickly shift from feeling happy to sad without a clear reason.
- **Increased Risk-Taking:** Substances can lower inhibitions, leading to choices that are risky or harmful.
- **Changes in Social Behaviour:** Some individuals might withdraw from friends and family or start hanging out with different groups of people.
- **Difficulty Concentrating:** Substances can affect the brain's ability to focus and make it harder to remember things.

Substance Use and the Brain

When substances enter the body, they can interfere with the brain's normal processing paths. Here are some ways they do this:

- **Dopamine Levels:** Many substances increase the release of dopamine, a chemical in the brain that makes you feel pleasure. This can lead to a desire to use the substance again.
- **Neuroplasticity:** With regular use, the brain starts to adapt to the presence of the substance, changing the way it functions over time. This can affect personality and how one responds to daily stress.

Important Statistics

To understand the magnitude of substance use and its effects among youth, consider these facts:

- A significant percentage of teenagers experiment with substances at some point.
- Substance use can lead to lower academic performance and increased absences from school.
- Early substance use is linked to a higher risk of developing substance use disorders later in life.

Understanding the link between substance use and changes in behaviour is crucial for making informed decisions. Recognizing the signs of substance use and knowing its effects can help individuals and their communities address these challenges effectively.

Name _____

7

Substance Use and Abuse
2024

True or False

Is the statement true or false?

1) Substances can affect mood and emotions.	True	False
2) All substance use leads to social withdrawal.	True	False
3) Dopamine levels decrease with substance use.	True	False
4) The brain adapts to regular substance use.	True	False
5) Early use increases risk of later substance disorders.	True	False

Multiple Choice

Circle the letter of the correct answer.

1. What is a stimulant?	A. Brain function	B. Height
2. Which is an effect of alcohol?	A. Better sleep	B. Mood swings
3. Substances can lead to _____ inhibitions.	A. Increased	B. Strength
4. What can change due to chronic drug use?	A. Hair colour	B. Eye colour
5. How can substance use affect school performance?	A. It may improve grades	B. It may lower academic performance

Questions

Answer the questions below.

1) What is dopamine, and how is it affected by substance use?

2) How can substance use impact academic performance?

Pictionary with Substance Use Warning Signs

Objective

What are we learning about?

To enhance students' understanding and awareness of the warning signs of substance use through a visual and interactive game of Pictionary, focusing on behaviour changes, mental health impacts, and social withdrawal.

Material

What you will need for the activity:

- Whiteboard or flip chart
- Dry-erase markers
- Cards with substance use warning signs of
- substance use
- Timer



Instructions

How you will complete the activity:

1. Divide the class into two teams, ensuring a mix of ability in each group.
2. Shuffle the cards with the substance use warning signs.
3. One student from the first team draws a card and tries to draw a picture of the sign on the whiteboard without writing words or letters.
4. The student's team has 60 seconds to guess the term based on the drawing.
5. If the team guesses correctly, they earn a point. If not, the other team gets a chance to guess for a point.
6. Alternate turns between teams, with a new artist for each turn.
7. Keep the game light and respectful, emphasizing the importance of understanding these signs.
8. Continue the game until all cards have been used or as time allows.
9. Count the points, and briefly discuss the terms covered.

Cards

Cut out the Dictionary cards below

Mood swings	Isolation
Anxiety	Depression
Anger	Fatigue
Agitation	Insomnia
Financial problems	Neglecting hobbies
Memory lapses	Secretiveness
Weight loss	Unexplained injuries
Poor hygiene	Weight gain
Frequent sickness	Sudden changes
Nausea	Headaches
Impulsivity	Shaking
Agitation	Lack of focus
Borrowing money	Tolerance increase
Relationship issues	Legal troubles
	Lying

Mental Health and Substance Use

The Link Between Mental Health and Substances

Mental health and substance use are closely connected. Many individuals might use substances like alcohol, tobacco, or illegal drugs as a way to cope with mental health issues such as depression, anxiety, or stress. However, using these substances can lead to a cycle where mental health problems worsen over time.



How Substances Affect Mental Health

Substances can have a significant impact on a person's mental health. Here are a few key points to consider:

- **Temporary Relief vs. Long-Term Problems:** Substances might provide a short-term escape from mental health issues, but they often exacerbate these problems in the long term.
- **Dependency and Addiction:** Regular use of substances can lead to dependence and addiction, making it difficult to manage without them.
- **Changes in Brain Function:** Substance use can alter the way the brain functions, affecting mood, behaviour, and cognitive abilities.

Key Facts and Statistics

To better understand this issue, here are some key facts and statistics:

- Substance use can increase the risk of developing mental health disorders.
- Alcohol is linked to a range of mental health problems, including depression and anxiety.
- Cannabis use, especially in young people, can lead to conditions like schizophrenia or other forms of psychosis.

Exploring the Impact

The impact of substances on mental health varies depending on several factors, including the type of substance used, the amount, and the frequency. It's crucial to be aware of these impacts to make informed choices about substance use.

Prevention and Support

Awareness and education about the risks associated with substance use and mental health are vital. Seeking support from family, friends, or professionals can help individuals facing these challenges. Communities and schools play a critical role in providing resources and support systems for those in need.

True or False

Is the statement true or false?

1) Alcohol has no link to mental health problems.	True	False
2) Cannabis use can lead to psychosis in youth.	True	False
3) All substances have the same effect on everyone.	True	False
4) Mental health issues can lead to substance use.	True	False
5) Education on substance use can prevent mental health problems.	True	False

Question Answer the questions below.

1) How can alcohol use impact someone's mental health?

2) How can cannabis use affect young people's mental health?

Summarize

Write a summary of the text including the main idea and supporting details.

Tableaus on Substance Use Scenarios

Objective

What are we learning about?

To explore the consequences of substance use through the creation and analysis of visual tableaus, fostering a deeper understanding of the impact of such choices on individuals and their communities.

Materials

What you will need for the activity

- 4-6 substance use scenarios
- Space for the class to perform outside where students can perform the tableaus
- Camera or smartphone to capture the tableaus for further reflection
- Reflection journals



Instructions

How you will do it

1. Divide the class into small groups, assigning each group a different scenario related to substance use.
2. Each group discusses their scenario, deciding on the key elements to portray, focusing on the consequences and emotions involved.
3. Students plan their tableau, deciding on their poses, expressions, and props to include that convey the scenario's message.
4. Allow time for rehearsal, encouraging students to think deeply about the message they want to communicate.
5. Each group presents their tableaux to the class, holding their poses for about 20 seconds and moving to each subsequent pose to tell their story.
6. After each presentation, allow a brief moment for the audience to reflect silently on the tableau's impact.
7. If possible, take photos of each tableau for later analysis.
8. Lead a class discussion on the observed tableaux, focusing on the emotions, consequences, and messages conveyed.
9. Encourage groups to share their thought process and any challenges they faced in depicting their scenario.

Description of Scene for Tableau

A group of friends, including Alex, attends a party where they're faced with the choice of trying substances for the first time. While some friends are curious, others feel uncomfortable and pressured. The scenario explores the dynamics of peer pressure, the courage to say no, and the importance of supporting friends in making healthy choices.

Jordan, a promising young athlete, is offered performance-enhancing drugs to boost their athletic performance. The scenario delves into the temptation of instant success versus the long-term consequences on health and integrity, including the reaction of teammates, coaches, and family.

Sammy is helping Casey, struggling with substance addiction. The scenario covers the journey of recovery, confronting Casey, seeking help from adults, and the journey toward healing, focusing on the themes of family, support, and the challenges of overcoming addiction.

Riley is overwhelmed with school activities, extracurricular activities, and personal issues. They turn to substances as a way to cope. The scenario explores the buildup of stress, the decision point, the consequences of use, and the search for healthier coping mechanisms.

Harper sees constant social media posts glorify substance use by celebrities and influencers. Intrigued but conflicted, Harper navigates the world of social media, discerning reality from online personas, and making choices despite digital peer pressure.

A new student, Lee, is introduced to vaping as a harmless alternative to cigarettes. The scenario unpacks the misconceptions about vaping, the discovery of health risks, the peer dynamics that encourage its use, and the decision to seek accurate information.

A group of friends, led by curiosity and the desire for new experiences, experiment with substances found at home. The scenario highlights the dangers of misuse of prescription drugs, the consequences of curiosity without caution, and the importance of awareness and education.

Morgan's family is affected by a parent's journey through substance addiction and recovery. This scenario sheds light on the impact of substance use on family dynamics, the process of recovery, the role of support groups, and the power of forgiveness and resilience.

Reflection

Answer the questions below.

1) How did your tableau make you feel?

2) What roles does peer pressure play in substance use?

3) Was interpreting the tableau challenging?

4) How do substance use choices affect communities?

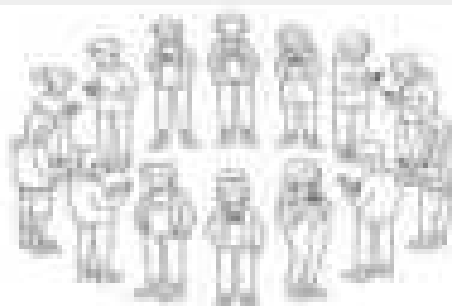
5) Draw a 4 scenes depicting a tableau from a scenario on substance use that you did not perform.

--	--	--	--

Substance Use & Isolation

Understanding Substance Use

Substance use involves consuming alcohol, drugs, or other substances that can alter one's mood and behaviour. While some might use these substances recreationally, misuse can lead to serious issues, including health problems, emotional instability, and social isolation.



Impact on Social Connections

When individuals become dependent on substances, their relationships with friends and family can be significantly impacted. Here are key reasons why:

- **Compulsive Use:** Substance dependence can make acquiring and using the substance a person's top priority, overshadowing relationships and responsibilities.
- **Behavioural Changes:** Substance use can alter a person's behaviour, making them act in ways that irritate or upset those around them.
- **Trust Issues:** Hidden use and the consequences often associated with substance misuse can erode trust, a cornerstone of any relationship.
- **Withdrawal and Isolation:** As dependence increases, individuals may withdraw from their social circles, leading to further isolation.

Statistics to Know

- A significant number of individuals with substance use disorders report feeling isolated from friends and family.
- Substance use disorders increase the risk of mental health issues, which can further contribute to social withdrawal.

Effects of Isolation

Isolation can have profound effects on an individual's mental and physical health, leading to increased risks of depression, anxiety, and physical health decline. This creates a vicious cycle where the individual uses more substances to cope with the isolation, further deepening their dependency and exacerbating their isolation.

Key Terms

- **Substance Dependence:** A condition where a person's use of alcohol or drugs leads to health issues or problems at work, school, or home.
- **Social Isolation:** A state of complete or near-complete lack of contact between an individual and society.

Learning from Facts

By understanding the connection between substance use and social withdrawal, we can better support those struggling and foster healthier communities. Recognizing the signs of substance misuse and its impact on relationships is crucial for providing the right help at the right time.

True or False

Is the statement true or false?

1) Substance use can change a person's behaviour.	True	False
2) Social withdrawal does not impact physical health.	True	False
3) Social isolation can improve mental health.	True	False
4) Substance dependence makes substances a top priority.	True	False
5) Substance use disorders can lead to mental health issues.	True	False

Question

Answer the questions below.

1) How does substance use affect relationships with friends and family?

2) Why do individuals with substance use disorders feel isolated?

Define

What do the terms below mean?

Isolation	
Substance Use	
Substance Dependence	

Substance Use and Academic Impact

Understanding Substance Use

Substance use involves consuming alcohol, drugs, or other chemicals that affect a person's mind or body. While some substances are legal, like alcohol and prescription medications, others are illegal or used in ways not prescribed by a doctor. It's crucial to understand how these substances can impact various aspects of life, especially for students.



How Substance Use Affects Students

Substance use has significant effects on the brain, particularly in areas responsible for judgment, learning, memory, and behaviour control. For students, this means substances can directly influence their academic performance in several ways:

- **Decreased Concentration:** Substances can make it hard for students to concentrate on their studies or participate in class.
- **Memory Issues:** Difficulty recalling what was taught in class or during study sessions.
- **Poor Decision-Making:** Increased risk of skipping classes or not completing assignments.
- **Mood Swings:** Emotional instability can disrupt social behaviour and peer relationships.

Key Facts and Statistics

- **Attendance and Grades:** Studies have shown that students who use substances regularly are more likely to have higher absentee rates and lower grades compared to their peers who do not use substances.
- **Risk Factors:** Teenagers are at a higher risk due to peer pressure and the ongoing development of their brains, which can make them more susceptible to the addictive qualities of substances.

Protecting Academic Performance

To safeguard academic achievements, it is important to:

- Encourage open discussions about the dangers of substance use.
- Promote healthy stress management techniques.
- Offer support and resources for those struggling with substance use.

Make sure the choices you make today can have a lasting impact on your future. Making informed decisions and seeking help when needed can steer you away from the negative effects of substance use on your academic journey.

True or False

Is the statement true or false?

1) Substance use can improve concentration in students.	True	False
2) Alcohol is an example of a substance.	True	False
3) Substance use affects memory and learning.	True	False
4) Substance use has no effect on academic performance.	True	False
5) Healthy stress management can protect academic performance.	True	False

Create _____ to support academic success and prevent substance use.

Goal for Success		
Healthy	School Strategies	Support Systems

Questions

Answer the questions below.

1) What are two effects of substance use on students' academic performance?

2) How does substance use affect a student's decision-making?

True or False

Is the statement true or false?

1) Substance use decreases the risk of gender-based violence.	True	False
2) Alcohol can impair judgment and increase aggression.	True	False
3) Dating violence is unrelated to substance abuse.	True	False
4) Recognising signs of abuse can help prevent violence.	True	False
5) Support and prevention are key to addressing dating violence.	True	False

Questions

Answer the questions below.

1) What is dating violence?

2) How does substance use relate to dating violence?

Draw

Design a poster that raises awareness about the connection between substance use and gender violence.

Substance Use and Self-Harm

Understanding the Link

Substance use and self-harm are two serious issues that often intersect, impacting individuals, especially teenagers, in various ways. It is essential to explore how these behaviours are connected to better understand and support those who may be struggling.

Key Factors and Statistics

Substance use refers to the consumption of alcohol, drugs, or other substances in a manner that is harmful to oneself. Self-harm, on the other hand, involves intentionally causing injury to oneself as a way to cope with emotional pain or distress. Studies show a significant link between these behaviours, suggesting that individuals who engage in substance use are at a higher risk of self-harming.

- **Reasons for the Link:** The connection between substance use and self-harm can be attributed to several factors. These include trying to cope with negative emotions, the influence of peer pressure, and the impact of substances on mental health.
- **Impact on Youth:** Teenagers are particularly vulnerable to this dangerous cycle. Substance use can lower inhibitions and increase impulsivity, leading to self-harm. Conversely, those who self-harm may turn to substances as a form of self-medication.

Prevention and Support

Understanding the signs of substance use and self-harm is crucial for prevention and early intervention. Here are some common signs to look out for:

- Changes in behaviour or mood
- Loss of interest in activities once enjoyed
- Unexplained injuries or a reluctance to explain them
- Increased secrecy about personal life or possessions
- Signs of substance use, such as finding drugs or alcohol among personal belongings

Taking Action

If you notice these signs in yourself or someone else, it is important to seek help. Talking to a trusted adult, such as a teacher, guidance counsellor, or family member, can be the first step towards getting the support needed.

Exploring the Connection

By learning about the link between substance use and self-harm, students can develop a deeper understanding of these complex issues. It is essential to approach these topics with empathy and openness, promoting a supportive environment for those who may be affected.



True or False Is the statement true or false?

1) Substance use is always safe for teenagers.	True	False
2) Self-harm is a coping mechanism for some.	True	False
3) Peer pressure can influence substance use.	True	False
4) Adults cannot help with substance use and self-harm.	True	False
5) Emotional pain can lead to self-harming behaviours.	True	False

Reflection Write out this chart based on what you learned.

Situation or Challenge	What Can Help?	What Did You Learn?
Feeling stressed or overwhelmed and thinking of unhealthy coping methods		
Noticing a friend showing signs of self-harm or substance use		
Struggling with emotions and not knowing how to cope		

Question What does substance use refer to?

Fact or Fiction – Substance Use and Self-Harm**Objective**

What are we learning about?

Students will identify important facts about the connection between substance use and self-harm and understand its effects on behaviour, emotions, and decision-making.

Materials

What will you need for the activity?

- Set of fact or fiction statements about substance use and self-harm
- One "FACT" sign and one "FICTION" sign
- Open space in the classroom where students can move safely

**Instructions**

How will you complete the activity?

1. Explain to the class that they will listen to statements about substance use and self-harm and decide if each is Fact or Fiction.
2. Show the FACT and FICTION signs and explain what each means.
3. Read one statement aloud.
4. Give students time to think about whether the statement is true or false.
5. Students move to the FACT side if they believe the statement is true, or to the FICTION side if they believe it is false.
6. Ask a few students to explain why they chose that side.
7. Reveal the correct answer and briefly explain, emphasizing awareness, prevention, and seeking help.
8. Students return to their seats and prepare for the next statement.
9. Repeat until all statements have been discussed.

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	Substance use can increase the risk of self-harm.	Fact
2	Alcohol and drugs can affect a person's judgment and decision-making.	Fact
3	Substance use always makes people feel better.	Fiction
4	Substance use can be a way to cope with stress or emotional pain.	Fact
5	Only adults should be allowed to use substances.	Fiction
6	Substance use can make feelings stronger or harder to control.	Fact
7	Teenagers are more likely to engage in risky behaviours, including self-harm.	Fact
8	Trying substances once can lead to addiction.	Fiction
9	Peer pressure can influence someone to try substances.	Fact
10	Self-harm is just a way to get attention.	Fiction
11	Substance use can lower inhibitions and increase risk-taking.	Fact
12	Self-harm is often linked to emotional distress.	Fact
13	Getting help from a trusted adult can prevent harmful situations.	Fact
14	Substance use helps people solve their problems permanently.	Fiction
15	Substance use can negatively affect mental health.	Fact
16	People struggling with self-harm may hide their injuries.	Fact
17	It is easy to stop using substances anytime.	Fiction
18	Support from friends and family can make a big difference.	Fact
19	Talking about self-harm will make things worse.	Fiction
20	Early intervention can help prevent serious consequences.	Fact

Exit Cards

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

Name: _____

What are warning signs that someone may be struggling?

Name: _____

What are warning signs that someone may be struggling?

Name: _____

What are warning signs that someone may be struggling?

Name: _____

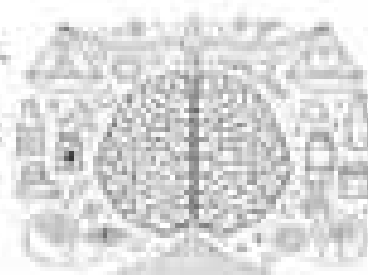
What are warning signs that someone may be struggling?

PREVIEW

Substance Use and Mental Illness

The Two-Way Street

Substance use and mental health disorders often exist in a complex, intertwined relationship, where each can significantly influence the development and outcome of the other. Understanding this dynamic is crucial for both prevention and treatment strategies.



Understanding the Link

Substance use can lead to mental health disorders, and mental health conditions can also lead to substance use or abuse. This cycle can create a challenging path for individuals affected by either or both conditions. Here are some key factors that influence this link:

- **Self-Medication:** Individuals might use alcohol, drugs, or other substances to cope with the symptoms of mental health disorders such as anxiety, depression, or stress.
- **Substance-Induced Disorders:** Long-term substance use can lead to the development of mental health conditions. For example, prolonged alcohol use can result in depression, and the use of certain drugs can increase the risk of psychosis in vulnerable individuals.
- **Shared Risk Factors:** Both substance use and mental health conditions share common risk factors, including genetic predisposition, exposure to trauma, and stress.

Key Facts and Statistics

- Up to 50% of individuals with severe mental disorders experience substance abuse.
- Youth with substance use disorders are twice as likely to suffer from mood and anxiety disorders.
- Alcohol is involved in 1 out of every 3 incidents of violent crime.

Prevention and Intervention

Understanding the link between substance use and mental health is vital for developing effective prevention and treatment strategies. Here's a list of approaches that can make a difference:

- **Early Identification:** Recognising early signs of mental health disorders or substance use can lead to earlier intervention and better outcomes.
- **Integrated Treatment Programs:** Programs that address both substance use and mental health disorders simultaneously offer more comprehensive care.
- **Education and Awareness:** Increasing awareness about the risks of substance use and the importance of mental health can help reduce stigma and encourage individuals to seek help.

By exploring the intricate relationship between substance use and mental health, we can better support those affected and work towards more effective solutions.

True or False

Is the statement true or false?

1) Substance use can lead to mental health disorders.	True	False
2) Mental illness always causes substance abuse.	True	False
3) Alcohol use can result in feelings of depression.	True	False
4) Stress is unrelated to substance use and mental health.	True	False
5) Genetics can influence substance use and mental health.	True	False

Direct: _____ that show healthy choices for mental health and substance use prevention.

☐ Talking to a professional	☐ Supporting friends
☐ Using substances to cope	☐ Learning about risks
☐ Practising healthy coping (e.g., exercise, hobbies)	☐ Avoiding harmful habits
☐ Ignoring mental health problems	☐ Having mental health discussions
☐ Asking for help	☐ Seeking professional help for problems

Questions

Answer the questions below.

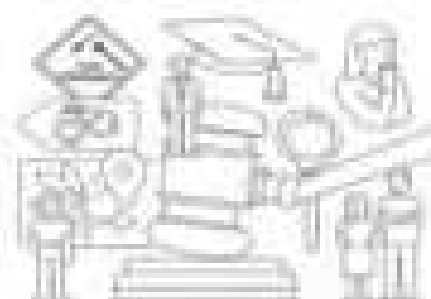
1) What is one reason individuals might use substances?

2) How can early identification help individuals with substance use and mental health disorders?

Legal Effects of Substance Misuse

Understanding Substance Misuse

Substance misuse involves the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. This can lead to addiction, physical harm, and significant legal troubles. For grade 8 students, it's crucial to understand that while experimenting may seem like a rite of passage, the consequences can be life-altering.



Key Legal Consequences

When someone is caught using or distributing illegal substances, they can face a variety of legal consequences. These can vary greatly depending on the substance, the amount involved, and the individual's criminal history. Here are some of the most common legal consequences:

- **Criminal Charges:** Possession, use, or distribution of illegal substances can lead to criminal charges ranging from misdemeanors to felonies.
- **Fines and Sentences:** Conviction can result in hefty fines, community service, or even imprisonment.
- **Record Impact:** Having a criminal record can severely impact future opportunities, such as employment, education, and housing.
- **Driving Restrictions:** In many places, a conviction can result in the loss of driving privileges.

Substance Categories and Penalties

Different substances are categorised by their potential for abuse and legal implications. Here's a simplified breakdown:

- **Schedule I:** High abuse potential, no accepted medical use. Penalties for possession or distribution are typically the most severe.
- **Schedule II-V:** Varying degrees of abuse potential, some accepted medical uses (e.g., cocaine, prescription painkillers). Legal consequences vary but are generally less severe than Schedule I substances.

Protecting Your Future

Understanding the legal ramifications of substance misuse is essential. Here are key points to remember:

- Substance misuse is not just a personal issue; it's a legal one.
- The consequences of drug charges can last a lifetime.
- Making informed choices helps protect your future opportunities.

Learning From Mistakes

Mistakes happen, but it's important to learn from them. Education on substance misuse and its legal consequences can guide better decision-making, ensuring a brighter, more secure future.

True or False

Is the statement true or false?

1) Substance misuse can lead to addiction.	True	False
2) Legal penalties only include fines.	True	False
3) A criminal record can impact future opportunities.	True	False
4) Driving privileges are unaffected by drug convictions.	True	False
5) Education about substance misuse can guide better decisions.	True	False

Questions 1-5: Answer the questions below.

1) What are some legal penalties for substance misuse?

2) What are the differences between the substances?

3) How can getting a criminal record affect you when you are older?

Role Play on Legal Consequences

Objective

What are we learning about?

To help students understand the legal consequences of substance use, such as impaired driving or underage use, through engaging role play that simulates interactions with the police and court system.



Material

What you will need for the activity

- Scenario cards depicting different situations related to substance use and its legal consequences.
- Props to set up the courtroom (e.g., a gavel, chairs for a judge and witnesses, etc.)
- Costume pieces to represent different roles (police officer, judge, defendant, etc.)
- A "courtroom" set up in the classroom.

Instructions

How you will conduct the activity

1. Divide the class into small groups and assign each group a scenario card.
2. Each group discusses their scenario and decides on roles to play (police officer, judge, defendant, lawyer, etc.).
3. Allow time for students to prepare their roles, using props and costumes as needed.
4. Set up the classroom to resemble a courtroom where the role play will be performed.
5. One group at a time performs their scenario in front of the class, simulating the process from police interaction to court proceedings.
6. After each performance, allow a brief Q&A session where students can ask questions about the scenario.
7. Encourage students to focus on the legal processes and consequences depicted in their role play.
8. Discuss as a class the different legal outcomes based on the decisions made in each scenario.
9. Conclude with a reflective discussion on the importance of understanding legal consequences and making responsible choices.

Scenarios

Role-Play Scenarios

Late at night, Alex decides to drive home after attending a party where they consumed alcohol. On the way, Alex is stopped by Officer Lee for erratic driving. The scenario leads to a sobriety test and charges.

Jamie has a party while their parents are out of town, and alcohol is served to underage friends. Neighbours complain about the noise, leading to Officer Singh being called to cover the underage drinking.

After consuming cannabis, Sam and Chris decide to shoplift snacks from a local convenience store. Caught on camera, and Officer Martinez must intervene, leading to charges for shoplifting and substance use.

Taylor uses a fake ID to purchase alcohol but is caught by the store clerk who calls the police. Officer Chen arrives to handle the situation, leading to a charge for identity fraud and underage alcohol purchase.

After vaping in the school bathroom, Jordan and a friend vandalize school property. The school's security cameras capture the act. Principal Gomez must address the vandalism and substance use. The police are called.

During a routine locker check, Principal Patel finds controlled substances in Avery's backpack. Officer Kim is called to the school to address the legal implications of possession on school grounds. Charges are laid.

After consuming alcohol, Riley sends harmful messages online to a classmate. The situation escalates until Teacher Lopez intervenes, leading to a discussion on the impact of substance use on decision-making and cyberbullying.

Reflection

Answer the questions below.

1) How do legal consequences affect individuals?

2) What do you learn about the court system?

3) How does impairment affect the court system?

4) Why is understanding legal consequences important?

5) What are some alternatives to fines and incarceration for remorseful youth. Research Youth court diversion.

PREVIEW

Legal Risks of Underage Cannabis Use

Understanding Cannabis Laws

In Canada, cannabis was legalised for adults over the age of 18 or 19, depending on the province, through the Cannabis Act of 2018. This law aims to prevent young people from accessing cannabis, protect public health, and deter criminal activity. However, for those under the legal age, possessing, using, buying, or growing cannabis remains illegal.



Legal Consequences for Minors

Underage cannabis use carries several legal risks and consequences. It's important for you to understand these implications:

- **Fines and Penalties:** Minors caught with cannabis could face fines or, in some cases, criminal charges. The severity of the penalty often depends on the amount of cannabis and whether it's for personal use or distribution.
- **Impact on Education:** Possessing or using cannabis at school can lead to suspension or expulsion, affecting your current and future opportunities.
- **Criminal Record:** A conviction for underage cannabis use can lead to a criminal record, making it difficult to find a job, or apply to post-secondary institutions in the future.

Key Facts and Statistics

- **Legal Age:** The minimum legal age for cannabis varies by province. Across Canada, it's 19 in Ontario.
- **Possession Limits:** Legal-aged individuals are allowed to possess up to 30 grams of dried cannabis (or its equivalent) in public.

Health and Safety Concerns

Cannabis use at a young age can have long-term effects on brain development, mental health, and physical well-being. Here are key points to remember:

- **Brain Development:** Cannabis use can alter the development of the brain, affecting memory, concentration, and decision-making skills.
- **Mental Health:** There's a strong association between frequent cannabis use in youth and an increased risk of mental health issues, including depression and anxiety disorders.

Protecting Yourself and Others

Understanding the legal implications of underage cannabis use is crucial. Here are steps to stay informed and make safe choices:

- **Educate yourself and your peers** about the risks and legal consequences.
- **Engage in open discussions** with family, teachers, and mentors about cannabis and other substances.
- **Seek support** if you're facing pressure to use cannabis or if you're struggling with substance use.

True or False: Is the statement true or false?

1) Cannabis was legalized for all Canadians in 2018.	True	False
2) Minors can face fines for possessing cannabis.	True	False
3) Cannabis use does not affect brain development.	True	False
4) Schools may expel students caught with cannabis.	True	False
5) Underage cannabis use can lead to a criminal record.	True	False

Fill in the blank: Circle the word that would complete the sentences.

1) Underage cannabis use can lead to legal _____.	consequences	rewards
2) Cannabis is legal for people _____ the legal _____.	age	height
3) Being caught with cannabis can result in _____ or _____ penalties.	prizes	fines
4) Cannabis use can affect brain _____.	development	colour
5) Underage use may lead to a criminal _____.	record	schedule

Questions: Answer the questions below.

1) How does cannabis affect the developing brains of teenagers?
2) What are two long-term effects of underage cannabis use?

Cannabis Risk Prevention Match-Up**Instruction**

Given key risks and consequences of underage cannabis use, think about strategies, supports, or actions that can help prevent or reduce these risks. Write your ideas in the space provided.

Legal Consequences**Brain Development****Mental Health and Behaviour**



Peer Pressure and Decision-Making



Effect on Education and Future Opportunities



Family and Social Relationships

PREVIEW

Exit Cards

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

Name: _____

3 key words about the lesson

2 questions I have:

1 Most important thing I've learned today:

Name: _____

3 key words about the lesson

2 questions I have:

1 Most important thing I've learned today:

Name: _____

3 key words about the lesson

2 questions I have:

1 Most important thing I've learned today:

Name: _____

3 key words about the lesson

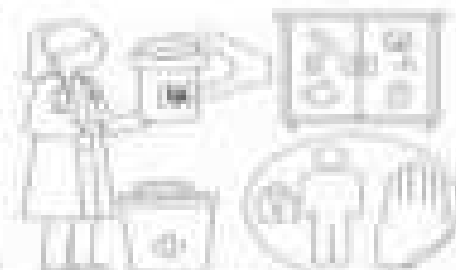
2 questions I have:

1 Most important thing I've learned today:

Prescription Medication Risks

Understanding Prescription Drugs

Prescription medications are drugs that doctors prescribe to help patients with their health issues. These can range from pain relief to managing chronic conditions like heart disease or diabetes. While these medications are beneficial when used correctly, misuse can lead to serious health risks, including addiction and overdose.



Risks of Misuse

Misusing prescription drugs means taking medication in a way or dose not prescribed, taking someone else's prescription, or taking the medication for the wrong purpose. Misuse can have severe consequences.

- **Addiction:** Certain prescription drugs, especially opioids and benzodiazepines, can lead to physical and psychological addiction. Addiction is a chronic disease that affects the brain's structure and function, leading individuals to compulsively seek out the drug despite harmful consequences.
- **Overdose:** Taking too much prescription medication can lead to overdose, which can be fatal. Symptoms of overdose vary by type of medication but can include confusion, seizures, slow heart rate, and loss of consciousness.

Key Facts and Statistics

- In Canada, nearly 1 in 4 people has used opioids in the past year. Among these, a significant number report misuse of these medications.
- Prescription drug misuse is one of the leading causes of accidental death in Canada.
- Adolescents and young adults are at a higher risk for prescription drug misuse.

Preventing Misuse

To prevent the misuse of prescription drugs, it is important to:

- **Follow the Prescription:** Always take medication exactly as prescribed by a healthcare provider.
- **Store Safely:** Keep medications in a secure place where others cannot access them.
- **Dispose Properly:** Dispose of unused or expired medications safely to prevent misuse.

Understanding the Dangers

Recognising the risks associated with prescription medication misuse is crucial. By following guidelines and being informed about the potential for addiction and overdose, individuals can make safer choices regarding their use of these drugs.

Educating yourself about the risks and how to prevent misuse can help protect your health and well-being.

True or False

Is the statement true or false?

1) Prescription drugs are safe for everyone.	True	False
2) Misuse can lead to physical dependence and addiction.	True	False
3) All medications have the same risk of overdose.	True	False
4) Adolescents are at a high risk for drug misuse.	True	False
5) Safe disposal of medications prevents misuse.	True	False

Questions

Answer the questions below.

1) What does misuse of prescription drugs mean?
2) Why is it important to dispose of unused medications properly?

Define

What do the terms below mean?

Prescription Medication	
Overdose	
Addiction	

Smart Choices: Prescription Medication Safety

Making safe choices about medication is important for your health. Read the situation and complete each step to guide your decision.

You have been feeling unwell during school, and your friend notices. They offer you their prescription medicine, saying it helped them feel better before and that it should work for you too. You are tempted because you want quick relief, but you are unsure if it is safe since the medicine was not prescribed for you. Your friend insists it is harmless and encourages you to take it.

What Is the Problem?

Problem:

What decision do you need to make?

What Do You Need to Know?

List important facts and possible risks.

What Are Your Choices?

List at least 3 safe and possible options.

Think It Through (Pros & Risks)

Make a decision

Pros

Cons

Smart Choices: Prescription Medication Safety

Making safe choices about medication is important for your health. Read the situation and complete each step to guide your decision.

You have an important test the next day and feel unprepared. A classmate suggests taking medication that helps people stay awake longer and focus better. They say many students use it during exams. You feel pressured because you want to do well, but you are unsure about the

What is the Problem?
What do you need to make

What Do You Need to Know?
List important facts and possible risks.

What Are Your Choices?
List at least 3 safe and possible options.

Think It Through (Pros & Risks)

Make a decision

Pros

Understanding Opioid Misuse

The Opioid Crisis Explained

Opioids are a class of drugs that include both prescription medications, such as painkillers, and illegal substances like heroin. Initially prescribed to treat pain, opioids have a high potential for misuse due to their powerful effect on the brain, leading to dependency and addiction.



Key Facts and Figures

Understanding the scope of the opioid crisis involves looking at some alarming statistics:

- In recent years, there has been a significant increase in opioid-related deaths, with thousands losing their lives.
- Prescription opioids are a common starting point for many individuals before transitioning to more dangerous substances.
- The crisis has spread, affecting people of all ages and backgrounds across the country.

How the Crisis Affects Individuals

Opioid misuse can lead to a range of health and social issues, including:

- **Addiction:** The powerful effects of opioids can lead to dependency.
- **Overdose:** Taking a large quantity of opioids can be leading to thousands of deaths annually.
- **Mental health:** Misuse often co-occurs with mental health issues, such as depression and anxiety.

Impact on Communities

The opioid crisis has far-reaching effects on communities, including:

- **Healthcare Strain:** Increased emergency room visits and the need for more treatment services.
- **Social Impact:** Families and communities face the loss and grief of loved ones, contributing to societal stress.
- **Economic Costs:** The crisis places a heavy burden on public health resources and law enforcement.

Understanding and Action

It's crucial for communities to come together to address the opioid crisis. This involves:

- **Education:** Raising awareness about the risks of opioid misuse.
- **Support:** Providing resources and support for those affected by addiction.
- **Prevention:** Implementing strategies to prevent opioid misuse and overdose.

By learning about the opioid crisis, students can better understand the complex challenges it presents and contribute to meaningful discussions on how to address this issue in their communities.

True or False

Is the statement true or false?

1) Opioids are only illegal substances like heroin.	True	False
2) Prescription opioids can lead to addiction.	True	False
3) The opioid crisis affects only adults.	True	False
4) Thousands of Canadians have died from opioid overdoses.	True	False
5) Education can prevent opioid misuse and overdose.	True	False

Questions 6-10: Answer the questions below.

1) How does the opioid crisis affect individuals?

2) How does the opioid crisis affect communities?

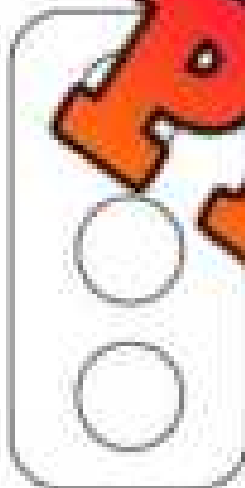
3) How can we stop the opioid crisis?

Exit Cards

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

Name: _____

Colour the light that matches how you feel after today's lesson.



Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



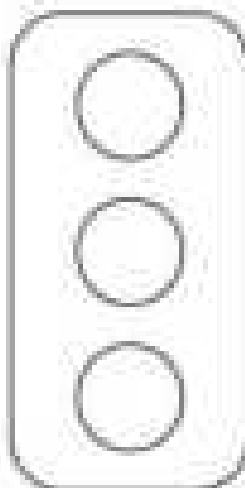
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



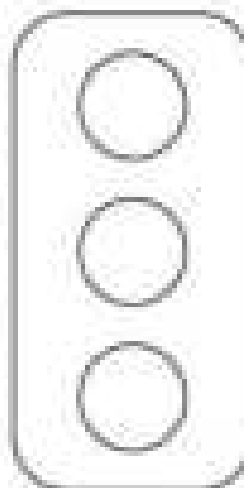
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



Stop! I don't understand.

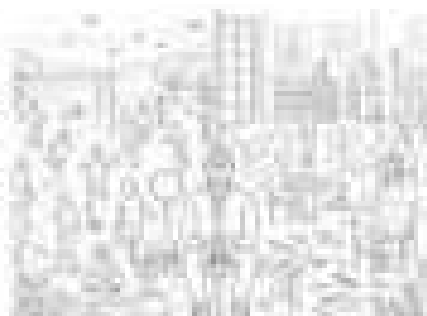
Slow down! I need more help.

Go ahead! I understand it.

Illicit Drug Use and Overdose

Understanding Illicit Drugs

Illicit drugs, often known as illegal or controlled substances, are drugs whose manufacture, sale, or use is prohibited by law. These substances can have significant effects on an individual's health, well-being, and overall life. It's crucial for us, especially as young individuals, to understand the risks and consequences associated with the use of these drugs.



Key Risks of Drug Use

- **Health Issues:** Using illicit drugs can lead to severe health issues, including heart problems, liver damage, and mental health disorders such as anxiety, depression, and psychosis.
- **Addiction:** Many illicit drugs are highly addictive, leading to a cycle of dependence that can be challenging to break. Dependence often negatively impacts one's personal, academic, and professional life.
- **Overdose Risks:** Illicit drug use can lead to fatal or non-fatal consequences, including coma, brain damage, and death. The risk is higher with illicit drugs due to their unregulated nature, variable potency, and unknown length or purity of the substance.

Illicit Drug Statistics

To understand the gravity of illicit drug use, let's look at some key statistics:

- **Increase in Overdoses:** Recent years have seen a significant rise in drug overdose deaths, with opioids being a leading cause.
- **Youth Impact:** A considerable percentage of drug use begins with experimentation often starting in the teenage years.

How Drugs Affect Communities

Illicit drug use doesn't only affect the individual; it impacts families, friends, and communities. Here are key aspects:

- **Public Health:** Increases in drug use strain public health systems, leading to higher costs for treatment and rehabilitation.
- **Crime and Safety:** Areas with high drug use often see increases in crime, affecting community safety and well-being.

Protecting Yourself and Others

Knowledge and understanding are our best tools in preventing drug misuse. Here are ways to stay informed and safe:

- **Education:** Learning about the effects of drugs helps in making informed decisions.
- **Support Systems:** Having a strong network of friends and family to talk to about pressures and problems can reduce the risk of turning to drugs for escape.
- **Seeking Help:** If you or someone you know is struggling with drug use, reaching out to a trusted adult, healthcare provider, or support service can make a significant difference.

True or False Is the statement true or false?

1) Illicit drugs are legal substances.	True	False
2) Addiction is a risk of using illicit drugs.	True	False
3) Crime rates drop with increased drug use.	True	False
4) Overdosing on drugs can lead to death.	True	False
5) Education can help prevent drug misuse.	True	False

Describe how each person might feel in a situation involving illicit drug use.

Person Using the Drug:	
Person Who Sees the Situation:	
Person at Risk of Overdose / Affected Individual:	

Questions Answer the questions below.

1) How does illicit drug use affect communities?

2) What are two ways to protect yourself from drug misuse?

Music and Lyrics Analysis

Objective

What are we learning about?

To foster critical thinking and media literacy among students by analyzing the portrayal of substance use in music lyrics, understanding its potential impacts on audiences and society.



Material:

What you will need for the activity.

- Internet access for students to research music.
- Audio equipment (e.g., computer, speakers).
- Notebooks and pens for students to write their observations and answers to reflection questions.

Instructions

How to conduct the activity

1. Introduce the activity by discussing the importance of media literacy and how music can influence perceptions and behaviors related to substance use.
2. Divide the class into small groups and have each group select a different song that mentions substance use. Discuss the impact of the lyrics on the audience.
3. Encourage each group to consider the artist's perspective, the context in which the song was released, and the audience's possible interpretation.
4. Have each group summarize their findings and share with the class, highlighting key points from their discussion.
5. Have each group provide a printout of their song's lyrics and play the song for the class. Ask students to listen carefully and read along with the lyrics.
6. After listening, lead a class discussion on the varied portrayals and impacts of substance use in the songs analyzed.
7. Ask students to reflect on the broader implications of these portrayals in music on society's perceptions of substance use. How are listeners affected?
8. Conclude by reinforcing the importance of critically analyzing media content and recognizing its influence on attitudes and behaviours.

Planning

Answer the questions below.

1) Which song did you choose?

2) Who is the artist of this song?

3) Write down from the song that mentions substance abuse.

4) Analyze the lyric and describe the message.

5) How might this song influence someone to try drugs?

PREVIEW

Planning

Answer the questions below.

6) What emotions or behaviours do you think this song is trying to evoke regarding substance use?

7) Discuss consequences or lessons about substance use? Explain.

8) Discuss whether the song glamorizes substance use or portrays it negatively.

9) How does the genre of music influence the message about substance use?

PREVIEW

The Consequences of Binge Drinking

"Risks of Binge Drinking"

Publish Date: March 10, 2024

Binge drinking, a term often heard but not always understood, refers to consuming a large amount of alcohol in a short period. This has become a worrying trend, especially among young people, posing significant health risks that many are overlooking. Experts warn that those who have experienced binge drinking first-hand are shedding light on the serious consequences it can have.

Dr. Amina Patel, a leading researcher in the field of addiction and alcohol-related diseases, emphasizes the dangers of binge drinking. "When individuals binge drink, they are not only at risk of immediate harm such as accidents and poor decision-making but are also exposing themselves to long-term health issues like liver disease, heart problems, and mental health disorders," she explains. This aligns with the definition by health authorities, which state binge drinking as consuming five or more drinks for men, and four or more for women, in about two hours.

A testimony from Alex Chen, a university student who has witnessed the effects of binge drinking first-hand, brings a human aspect to the issue. "I've seen friends

struggle with academic and social problems after nights of heavy drinking. It's not just the hangover; it's the missed classes and the strain on relationships," Alex shares, highlighting the immediate consequences that can disrupt daily life and the pursuit of future goals.

Statistics show that binge drinking is not just a problem among university students but affects a wide age range. According to recent studies, approximately 1 in 6 adults in the country engages in binge drinking four times a month, with an average of seven drinks per binge. This behaviour significantly increases the risk of developing chronic diseases and is linked to over 3,000 deaths annually related to alcohol use.

Binge drinking has a profound impact on society, contributing to issues like impaired judgment, and even suicide. Young adults, whose brains are still developing, are particularly vulnerable to its effects.

As awareness grows, it's crucial for communities to come together to address binge drinking. Educational programs, counselling services, and policy changes are among the strategies being implemented to reduce its prevalence. The aim is not only to inform individuals about the risks but also to provide support for those struggling with alcohol misuse, creating a healthier and safer environment for all.

True or False

Is the statement true or false?

1) Binge drinking can lead to heart problems.	True	False
2) Binge drinking has no effect on mental health.	True	False
3) Binge drinking causes immediate and long-term effects.	True	False
4) Only university students binge drink.	True	False
5) Educational programs can help reduce binge drinking.	True	False

Questions

Answer the questions below.

1) How often do you binge drink in a month? Is that a problem?

2) What long-term health issue can binge drinking cause?

Word Search

Find the words in the wordsearch.

Drink	Liver
Heart	Brain
Amino	Study
Risk	Youth
Aware	Help
Plans	Safe
Care	Harm

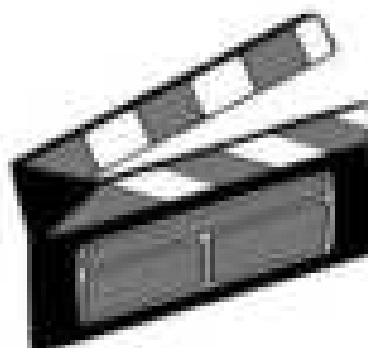
N	B	A	B	H	O	R	V	I	N	Y	O	Y		N	O	Y	E		
E	E	S	A	B	F	X	B	V	J	T	V	T		B	V	E	I	A	
V	O	T	H	U	J	G	H	H	R	L	G	M	Q	Q	A	D	U	V	H
L	O	U	I	O	A	N	L	V	V	L	C	H	H	J	G	F	N	P	F
Y	U	D	H	L	V	O	O	K	I	K	C	A	O	N	E	U	R	H	Y
U	N	Y	A	F	E	T	H	V	K	V	N	E	E	U	D	A	S	D	S
T	I	C	A	E	D	R	E	F	H	D	J	P	H	P	E	S	F	H	S
H	A	S	D	S	F	A	L	O	T	S	A	C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

Activity – Binge Drinking Consequences Role Play

Objective

What are we learning about?

Help students understand how binge drinking affects behaviour, health, and decision-making, and encourage them to make safe and responsible choices.



Materials

What do you need for the activity?

- Scenario cards related to binge drinking (peer pressure, parties, risky decisions, etc.)
- Pencil and paper
- Simple props (optional: cups, snacks, etc.)
- Space in the classroom for role-play

Instructions

How will you complete the activity?

1. Explain that alcohol, especially binge drinking, can affect judgment and decision-making.
2. Read and discuss examples of binge drinking consequences (e.g., accidents, poor choices, academic problems, mental health issues).
3. Divide the class into small groups and give each group a scenario card.
4. Ask each group to identify what is happening, the risks involved, and possible consequences.
5. Let groups act out their scenarios, showing both the negative effects of binge drinking and a safer, responsible choice.
6. After each role play, discuss as a class what could have been done differently and how to avoid similar situations.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Peer Pressure to Drink	You are at a party where friends are drinking alcohol. Someone offers you a drink and says, "Everyone is doing it." Others encourage you so you won't feel left out. You feel pressured and think about what choice you should make.
Party Drinking Challenge	At a social gathering, people are doing a drinking challenge to see who can drink the most. Your friends invite you to join. You feel you don't want to look weak. Think about the consequences.
Seeing Alcohol in Movies	While watching a movie, characters drink a lot and still seem fine and happy. So, drinking alcohol looks fun and harmless. You think about whether movies show the real consequences.
Social Media Influence	You see posts online of teens drinking and having fun at parties. The posts don't show any negative effects. You wonder if it's safe since many people are doing it.
Wanting to Fit In	A group you want to be friends with drinks alcohol during hangouts. They invite you to join so you can belong. You feel unsure but want to fit in. Think about a healthy choice.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Family Member Who Drinks Often	Someone at home drinks regularly during gatherings. You start to think it is normal behaviour. You consider how this might influence your own decisions about alcohol.
Stress and Drinking	Feel stressed about school and hear others say drinking helps to relax. You consider trying it to feel better. Think about the scope.
Celebration Drinking	At a celebration, older teenagers are drinking alcohol and encouraging younger students to "try this once." You feel tempted but unsure about the risks.
Drinking Before an Event	Friends suggest drinking alcohol before a school event to feel more confident and have fun. You think about how it might affect your behaviour and safety.
Ignoring the Risks	You hear about someone getting sick from drinking too much, but others say it rarely happens. Your friends still plan to drink. You think about whether to follow them or make a different choice.

Exit Cards

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

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

Fetal Alcohol Spectrum Disorder

The Basics of FASD

Fetal Alcohol Spectrum Disorder (FASD) is a term that describes a range of effects that can occur in an individual whose mother consumed alcohol during pregnancy. These effects include physical, behavioural, and learning issues. Despite varying degrees of severity, all are significant and preventable.



How FASD Affects Health

Children and youth with FASD may face numerous challenges:

- **Physical Features:** Some individuals might include abnormal facial features, such as a smooth ridge between the nose and upper lip, smaller head size, and shorter-than-average height.
- **Learning Difficulties:** Challenges with attention, memory, and problem-solving skills are common.
- **Behavioural Issues:** These range from poor social skills to difficulties in school and with the law.

Prevalence and Statistics

Understanding the scope of FASD is crucial for awareness.

- It's estimated that FASD affects approximately 1 in 100 live births in Canada.
- There are no safe amounts or types of alcohol during pregnancy. Any consumption can risk FASD.

Prevention and Support

Preventing FASD is straightforward in theory but requires education and support:

- **Absolute Avoidance of Alcohol:** The only sure way to prevent FASD is to avoid alcohol throughout pregnancy.
- **Community Support:** Expectant mothers should be supported by family, friends, and healthcare providers to maintain an alcohol-free pregnancy.
- **Education:** Raising awareness about the risks of alcohol consumption during pregnancy is crucial.

Living with FASD

Support for individuals with FASD and their families is vital:

- **Early Intervention:** Access to services from a young age can help manage symptoms.
- **Tailored Education Plans:** Schools can adapt learning methods to suit each child's needs.
- **Ongoing Support:** Adults with FASD benefit from continued support to lead fulfilling lives.

Understanding FASD is crucial for students, as it highlights the importance of making informed decisions and supporting those affected. Remember, FASD is entirely preventable through choices made during pregnancy.

True or False

Is the statement true or false?

1) FASD is preventable by avoiding alcohol during pregnancy.	True	False
2) The alcohol type consumed affects the risk of FASD.	True	False
3) There is a safe amount of alcohol during pregnancy.	True	False
4) Early intervention can help manage FASD symptoms.	True	False
5) Community support is crucial for preventing FASD.	True	False

Summarize _____ summary of the text including the main idea and supporting details.

PREVIEW

Questions

Answer the questions below.

1) What does FASD stand for, and what does it describe?

2) Why is it important for pregnant individuals to avoid alcohol?

Memory Game on Fetal Alcohol Spectrum Disorder (FASD)

Objective

What are we learning about?

To help students learn and remember key concepts about Fetal Alcohol Spectrum Disorder (FASD), including its causes, effects, and prevention, through an engaging memory game.

Materials

What will you need for the activity?

- Cards
- Markers or labels
- A list of FASD terms and definitions (e.g., FASD, prenatal exposure to alcohol, learning difficulties, physical disabilities)



Instructions

How will you complete the activity?

1. Print the cards using cardstock (term cards and definition cards).
2. Divide the class into groups of 3 or 4.
3. Distribute the cards to each group. Have students cut along the back, label cards as T (Term) or D (Definition).
4. Shuffle all the cards and place them face down in a grid pattern.
5. Students take turns flipping two cards (one T and one D) to find matching pairs.
6. If the cards match, the student keeps the pair and takes another turn.
7. If they do not match, turn the cards back over and the next student takes a turn.
8. The game continues until all pairs are matched.
9. After the game, discuss key ideas such as how FASD happens, its effects, and how it can be prevented.

Cards

List of Substance Use Terms and Their Definitions

Term	Definition
FASD (Fetal Alcohol Spectrum Disorder)	A group of conditions caused by alcohol exposure before birth.
Prenatal Exposure	When a baby is exposed to substances, like alcohol, before birth.
Brain Development	The growth of the brain, which is affected by substance use during pregnancy.
Learning Difficulties	Challenges in understanding, remembering, or applying new information.
Behavioural Problems	Difficulties in managing actions, emotions, or social interactions.

Cards

List of Substance Use Terms and Their Definitions

Term	Definition
Physical Effects	Changes in body features or growth caused by alcohol exposure.
Prevention	Actions taken to stop FASD, such as avoiding alcohol during pregnancy.
Alcohol-Free Pregnancy	Not drinking alcohol at all during pregnancy.
Support Systems	Help from family, friends, or professionals for individuals with FASD.
Early Intervention	Getting help early to improve development and learning outcomes.

PREVIEW

Cards

List of Substance Use Terms and Their Definitions

Term	Definition
Memory Problems	Difficulty remembering information or instructions.
Attention Problems	Trouble focusing, staying on task, or avoiding distractions, which can make learning more challenging.
Decision-Making Challenges	Difficulty understanding the consequences of decisions or making safe choices in different situations.
No Safe Amount	The fact that there is no known safe level of alcohol during pregnancy, meaning any amount can potentially cause harm.
Lifelong Condition	A condition that does not go away and affects a person throughout their life, requiring ongoing support and understanding.

Exit Cards

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

Name: _____

Circle the actions that help prevent FASD.

Listening to advice	Making unsafe decisions
Ignoring health risks	Making informed choices
Offering support	Pressuring others to drink
Spreading awareness	Spreading false information
Encouraging healthy choices	Thinking about consequences

Name: _____

Circle the actions that help prevent FASD.

Listening to advice	Making unsafe decisions
Ignoring health risks	Making informed choices
Offering support	Pressuring others to drink
Spreading awareness	Spreading false information
Encouraging healthy choices	Thinking about consequences

Name: _____

Circle the actions that help prevent FASD.

Listening to advice	Making unsafe decisions
Ignoring health risks	Making informed choices
Offering support	Pressuring others to drink
Spreading awareness	Spreading false information
Encouraging healthy choices	Thinking about consequences

Name: _____

Circle the actions that help prevent FASD.

Listening to advice	Making unsafe decisions
Ignoring health risks	Making informed choices
Offering support	Pressuring others to drink
Spreading awareness	Spreading false information
Encouraging healthy choices	Thinking about consequences

Schools vs Substance Use

Understanding Substance Use

Substance use involves consuming alcohol, drugs, or other substances that can alter a person's thoughts, feelings, or behaviour. It's crucial for students your age to understand not just the consequences of substance use, but also how it can impact your health, relationships, and future.

Schools as Support Systems

Schools play a pivotal role in preventing and addressing substance use among students. They provide a safe environment where you can learn about the risks associated with substance use and seek support if needed.

Educational Programs

One of the primary ways schools help is through education. By integrating discussions on the impacts of substance use into the curriculum, schools aim to equip you with the knowledge to make informed choices. Topics covered might include:

- The physical and mental health effects of substance use.
- Legal consequences of underage substance use.
- How to resist peer pressure.

Support Services

Schools offer various support services for students who might be facing substance use issues. These include:

- Counselling services where students can talk about their struggles and feelings.
- Referral services to connect students with professional help outside the school.
- Support groups for students to share their experiences and coping strategies.

Creating a Supportive Environment

Schools work to create an environment where all students feel supported and understood. This involves:

- Training teachers and staff to recognize signs of substance use and how to approach students who may need help.
- Encouraging open conversations about substance use and mental health.
- Implementing policies that provide help rather than punishment for students struggling with substance use.

Key Takeaways

- Substance use refers to consuming substances that affect your mind and body.
- Schools educate students about the risks and provide support to those in need.
- A variety of services and a supportive environment help students facing these challenges.



True or False

Is the statement true or false?

1) Substance use only includes the use of drugs.	True	False
2) Schools play a key role in preventing substance use.	True	False
3) Peer pressure has no impact on substance use.	True	False
4) Schools provide counselling services for students.	True	False
5) Substance use doesn't affect mental health.	True	False

Questions

Answer the questions below.

1) How can schools help students facing substance use issues?

2) Why is it important for schools to create a supportive environment for students?

Draw

Draw how schools can help prevent substance use and support students.

Supportive School			Risky Environment
-------------------	--	--	-------------------

Activity - Healthy Decision-Making Sharing Circle

Objective

What are we learning about?

To help students understand and practise strategies for making healthy decisions, especially when facing peer pressure or challenging situations.

Materials

What will you need for the activity?

- Space for students to sit in a circle
- Scenario cards with challenging situations
- Chart paper or board
- Markers or pens



Instructions

How will you complete?

1. Arrange students in a circle and explain the goal is to learn how to make safe and responsible decisions.
2. Introduce key strategies for healthy decision-making: thinking ahead, considering consequences, asking for help, staying true to yourself.
3. Present a scenario (e.g., being pressured to try substances, skip class, or follow risky behaviour).
4. Ask students to share what decision they would make and which strategy they would use.
5. Encourage students to explain their reasoning and reflect on possible outcomes of their choices.
6. Promote active listening by having students restate or build on a classmate's idea before sharing their own.
7. End with a class reflection on how using decision-making strategies can help them handle peer pressure and make better choices.

Scenario

Cut the cards below.

Peer Pressure to Try Substances

Your friends invite you to try alcohol at a party. They say it's harmless and everyone is doing it. You feel pressured but unsure.

Skipping Responsibilities

Your friends want you to skip class to hang out. They say it's just one day and won't matter.

Influence

You see influence promoting risky behavior. Making it fun. Your friends want to

Cheating on a Test

A classmate offers you answers during a test. You are not fully prepared and feel tempted to accept.

Staying Out Late

Your friends want to stay out late without telling their parents. They ask you to join them.

Trying to Fit In

A friend pressures you to accept, but it goes against your values.

Helping a Friend in Trouble

You notice a friend making unsafe choices. You're unsure whether to step in or stay silent.

Online Pressure

Your friends challenge you to join a risky online trend. They say you'll get more likes and attention.

Feeling Stressed

You feel overwhelmed with schoolwork and hear others say unhealthy habits help them cope.

Riding with an Unsafe Driver

A friend offers you a ride home, but you know they are not in a safe condition to drive.

Scenario

Cut the cards below.

Breaking Rules for Fun

Your friends want to break school rules for fun and encourage you to join.

Speaking Up

You see someone being treated unfairly, but your friends tell you to ignore it.

Breaking Without Permission

Your friend takes someone else's belongings without asking. You tell them you it's okay and encourage them to do it again.

Lying to Avoid Trouble

You made a mistake, and your friend suggests lying so you won't get in trouble.

Pressure to Share Personal Info

Friends ask you to share someone else's private message or secret in a group chat.

Ignoring Health Rules

Your friend decides to ignore safety rules (e.g., wearing protective gear) and encourages you to join.

Making Fun of Others

Your friends laugh at someone and expect you to join in so you won't be left out.

Trying Something New

Your friends suggest trying something risky "just for fun" and say nothing bad will happen.

Following the Crowd

Everyone in your group is making the same poor choice, and you feel unsure whether to follow or stand your ground.

Being a Positive Influence

You have a chance to encourage your friends to make a safer, healthier decision, but you're not sure how they will react.

Exit Cards

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

Name: _____

Draw a 4-panel comic showing how you make a healthy decision.

Name: _____

Draw a 4-panel comic showing how you make a healthy decision.

Name: _____

Draw a 4-panel comic showing how you make a healthy decision.

Name: _____

Draw a 4-panel comic showing how you make a healthy decision.

Supporting Struggling Students

Allies in Healing

In a small town in Canada, there lived a Grade 8 student named Arjun. Arjun noticed that his classmate, Leyla, seemed withdrawn and was often missing school. Concerned, Arjun approached Leyla and learned she was struggling with substance use, a challenge faced by approximately 5% of Canadian adolescents, according to recent surveys.



Determined to help, Arjun sought Ms. Chen, their understanding teacher, who highlighted the importance of a supportive environment for students like Leyla. Ms. Chen explained that substance use can be influenced by various factors, including stress, peer pressure, and mental health issues. She emphasized the crucial role of empathy, non-judgment, and creating a space where students could feel safe and supported.

Arjun and a group of classmates formed a support circle, encouraging open discussions and sharing information about professional resources and counselling services. They learned that early intervention could significantly alter a young person's life, reducing the risk of long-term dependency issues.

Together, they initiated a peer support program in their school, advocating for mental health awareness and the dangers of substance misuse. The program provided workshops, resources, and a platform for students to share their stories and coping strategies, promoting a culture of understanding and assistance.

Leyla felt a renewed sense of hope, knowing she wasn't alone. With the collective effort of her peers and educators, she embarked on a journey towards recovery, illustrating the power of community support in overcoming challenges.

Questions

Answer the questions below.

1) What factors contribute to adolescent substance use according to the story?

2) What role did Ms. Chen play in supporting Leyla?

True or False

Is _____ true or false?

1) Substance use affects about _____ students.

True

False

2) Leyla was struggling with attending _____ regularly.

True

False

3) Arjun decided to ignore Leyla's situation.

True

False

4) A support circle was formed for Leyla by class _____.

True

False

5) The peer support program discouraged open discussion.

True

False

Connecting

Describe a time when you were supported or when you supported a peer, for any reason.

Drawing Activity – Supporting Others in Difficult Times**Objective**

What are we learning about?

To help students understand the importance of empathy, support systems, and helping others who may be struggling with challenges such as substance use or mental health.

Materials

What will you need for the activity?

- Drawing paper (or a larger workspace)
- Pencils, eraser
- Colouring materials (markers, coloured pencils)
- Rulers (optional)

**Instructions**

How will you do it?

1. Begin with a class discussion about how it may feel to be someone who is struggling and why empathy is important.
2. Distribute drawing paper and materials to each student.
3. Ask students to divide their paper into two sections.
4. On one side, students will draw a situation where someone is struggling (isolated, stressed, or facing challenges).
5. On the other side, students will illustrate how support from friends, teachers, or family can help that person feel safe and improve their situation.
6. Encourage students to include actions such as listening, offering help, or connecting someone to support systems.
7. Allow time for students to complete their drawings thoughtfully.
8. Organize a gallery walk where students can view each other's work and reflect on different ways to support others.
9. Conclude with a class discussion about how they can be supportive and make a positive difference in their community.

Drawing Activity – Supporting Others in Difficult Times

PREVIEW

Gaming and Gambling Costs

Understanding Financial Risks

Gaming and gambling online have become popular activities for people of all ages. While they offer entertainment, they also carry significant financial risks, especially when not done responsibly. It's essential to understand these risks to make informed decisions.



Financial Consequences of Addiction

When gaming or gambling turns into an addiction, it can have severe financial consequences. Individuals may spend more money than they can afford, leading to debt, savings depletion, and financial instability.

The Risk of Impulse Purchases

Online gaming can lead to impulse purchases that might seem small at first but add up quickly. These can include:

- Buying game add-ons or downloadable content (DLC).
- In-game purchases for virtual items or currency.
- Subscriptions for online multiplayer access.

These expenses can significantly impact your budget, especially without careful monitoring.

Gambling: A Risky Bet

Online gambling poses even higher financial risks than gaming, often leading to significant losses. Key facts to consider include:

- **Chance of Winning:** The odds are usually in favour of the house, meaning losses are more likely than wins.
- **Unexpected Expenses:** Gambling can lead to spending money on non-essentials like rent, food, or education.
- **Long-Term Consequences:** Chronic gambling can lead to long-term financial difficulties, including credit score damage and bankruptcy.

Making Informed Choices

It's crucial to approach gaming and gambling with awareness and responsibility. Here are some tips:

- **Set a budget** for how much you can spend on gaming and gambling.
- **Keep track** of all your expenses to ensure you don't go over your budget.
- **Understand the odds** of winning in gambling and recognise that losses are part of the experience.
- **Seek help** if you feel that gaming or gambling is becoming a problem.

This knowledge will empower you to enjoy these activities without falling into financial difficulties, ensuring a balanced and responsible approach to online entertainment.

True or False

Is the statement true or false?

1) Online gaming can lead to significant financial risks.	True	False
2) Gambling odds are typically in the player's favour.	True	False
3) Monitoring expenses can prevent overspending on gaming.	True	False
4) Gambling expenses never impact one's budget.	True	False
5) Seeking help for gambling addiction is recommended.	True	False

Question

Answer the questions below.

1) What is the potential negative consequence of gaming addiction?
2) Why are the odds usually in favour of the house in gambling?

Checklist

Create a checklist of smart money habits.

✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

Is It A Smart Choice?

Definition

Smart financial choices involve managing money wisely, understanding risks, and avoiding spending that can lead to debt or financial problems.



Decide

Is it a smart choice or not? (Yes or No)

1) A student spends money on small in-game purchases every day without tracking how much they spend.	Yes	No
2) Someone asks a friend for more buying games or online items.	Yes	No
3) A teen uses a credit card or debit card supplies to pay for online gambling.	Yes	No
4) A player understands that their odds are not in their favour but continues to bet anyway.	Yes	No
5) A student saves part of their allowance instead of spending it all on games.	Yes	No
6) Someone subscribes to multiple game services without checking if they can afford them.	Yes	No
7) A player keeps track of their spending on games to stay within their budget.	Yes	No
8) A teen borrows money to continue gambling after losing their own.	Yes	No
9) A student compares prices before buying a game or add-on.	Yes	No
10) Someone believes they will win back lost money by gambling more.	Yes	No
11) A player stops spending when they notice it is affecting their budget.	Yes	No
12) A student ignores bills or responsibilities to spend money on gaming.	Yes	No
13) A teen asks a parent or guardian before making a big purchase online.	Yes	No
14) Someone buys game items using money they cannot afford to lose.	Yes	No
15) A student plans their spending to make sure they still have savings left.	Yes	No
16) A player feels pressured by friends to spend money on games to fit in.	Yes	No
17) A teen sets limits on how much they can spend each week on gaming.	Yes	No

Media Influence on Expectations of Intimacy

Navigating Digital Intimacy

Date: March 01, 2024

Author: By: Jordan Chen

2-minute read

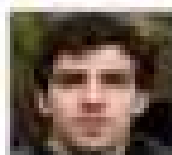
In our connected world, the digital realm significantly shapes our perceptions and expectations, particularly around intimacy. Unrealistic portrayals of relationships and sexual encounters online can distort our understanding of healthy connections. By critically examining the media we consume, we can start to distinguish between authentic expressions of intimacy and fabricated scenarios designed for entertainment or other motives.

Recognizing these portrayals requires a level of digital literacy that goes beyond basic internet navigation skills. It involves an awareness of the sources of our information and understanding their potential biases and intentions. Cultivating this awareness can help us form healthier expectations and relationships, grounded in reality rather than the idealized images presented online.

As we become more adept at navigating the digital landscape we encounter, we can better navigate the complexities of intimacy in the real world. This skillset is crucial for fostering connections that are genuine and fulfilling, free from the often misleading narratives found in online spaces.

Until we meet again,
Jordan Chen

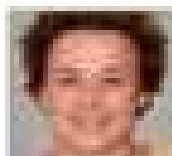
Comments:



Liam Patel, March 03, 2024

Understanding the impact of media on our intimacy expectations is crucial. It's not just about discerning real from fake but about building a foundation for healthier relationships.

Like Reply 4h ago



Sophie Tremblay, March 01, 2024

While it's important to address how online portrayals affect our views on intimacy, we also need to emphasize the development of emotional intelligence in digital interactions. Recognising and respecting the complexity of human emotions goes hand in hand with media literacy.

Like Reply 2d ago

True or False

Is the statement true or false?

1) Digital media shapes our intimacy expectations.	True	False
2) All online portrayals of intimacy are realistic.	True	False
3) Critical examination of media can improve relationship expectations.	True	False
4) Authentic expressions of intimacy are common online.	True	False
5) Emotional intelligence is not important in digital interactions.	True	False

Questions Answer the questions below.

1) What does digital literacy in the context of understanding intimacy?
2) How can unrealistic portrayals of intimacy online affect people's expectations?

Define

What do the terms below mean?

Digital Literacy	
Unrealistic Portrayals	

Activity – Talk For A Minute

Objective

What are we learning about?

Students will be able to share their understanding of how media influences expectations of intimacy, recognize unrealistic portrayals, and practise expressing their ideas respectfully and confidently.

Materials

What do you need for the activity?

- "Talk for a Minute" prompt worksheet
- Timer or stopwatch
- Open space or seating for groups
- Paper and pencil (optional for notes)



Instructions

How will you complete the activity?

1. Divide the class into small groups.
2. Explain that students will take turns speaking for one minute about a topic related to media influence and intimacy.
3. Show the list of discussion prompts and remind students to respond respectfully and thoughtfully.
4. One student chooses a prompt and speaks for one minute while others listen attentively.
5. When time is up, another student selects a new prompt and takes their turn.
6. Encourage students to share ideas based on what they learned about media, relationships, and expectations.
7. Remind students they may pass if they feel uncomfortable answering a prompt.
8. Continue until all students have had a chance to speak.

Activity – Talk For A Minute

How does social media influence how people view relationships?	What are some unrealistic expectations about relationships shown online?	Why is it important to question what we see in movies or social media?	How can media affect how people treat each other in relationships?
What role does social media play in relationships? Like in real life?	How can we tell if something online is realistic or not?	Why do some people compare their relationships to what they see online?	How can media pressure people to act a certain way in relationships?
What are the risks of believing everything we see online?	How can we tell if something online is realistic or not?	Why is communication from social media different in real relationships?	How can friends help each other build healthy relationships?
What is the difference between real and fake portrayals of intimacy?	How can media affect self-esteem and confidence?	Why is it important to set personal boundaries in relationships?	How can people be responsible in relationships?
What role does trust play in healthy relationships?	How can we respond to peer pressure influenced by media?	Why is it important to think critically about what we watch or see online?	What is one lesson you learned about relationships and media?
How can media shape people's ideas about love and attraction?	What are some signs that a relationship shown online is not realistic?	How can you stay true to your values despite media influence?	Why is it important to respect yourself in any relationship?

Unit Test – Substance Use Addictions Related Behaviours

Multiple Choice

/10

1. What decreases with substance use? a) Energy levels b) Dopamine levels c) Study focus d) Social connections	2. Alcohol can lead to: a) Better grades b) Mental health issues c) Faster running d) Healthier skin
3. Cannabis can be a cause: a) Improved memory b) Schizophrenia c) Taller height d) Better vision	4. Cannabis in Ontario is legal for adults over... a) 16 b) 18 c) 19
5. People who misuse substances: a) More likely to study for tests b) More likely to be aggressive c) More likely to find a good job d) More likely to be happy long term	6. Which prescription drug is often misused? a) Cannabis b) Antidepressants c) Insulin d) Opioids
7. Underage cannabis use can lead to: a) A criminal record b) Better swimming c) Higher IQ d) Improved painting	8. Binge drinking is defined as consuming: a) 2 or more drinks b) 4 or more drinks c) 1 or more drinks d) 3 or more drinks
9. How often do 1 in 6 adults engage in binge drinking a month? a) 1 time b) 4 times c) 7 times d) 10 times	10. Misusing substances can lead to... a) Criminal charges b) Fines and imprisonment c) Criminal record d) All of the above

Define

What do the terms below mean?

Term	Definition - What does it mean?
Substance Misuse	
Binge Drinking	

Short Answer

Answer the questions below - Each question is worth 3 marks.

1) Why might individuals use substances to cope with stress?

2) Describe the opioid crisis.

3) Why is peer support crucial in preventing substance misuse?

Answer the questions below - Each question is worth 5 marks.

1) Why do people use alcohol? What are some of the negative effects of using alcohol?

2) What are the legal ramifications of using Case 1 on this effect you in the future?



Workbook Preview



Grade 8 – Health Unit

Healthy Eating

	Curriculum Expectations	Pages
02.1	Evaluate personal eating habits and food choices on the basis of the curriculum expectations for <i>Personal Food</i>	21
03.1	Identify strategies for promoting healthy eating habits and food choices within the school, home, and community (e.g., implementing school healthy food policies, launching healthy-eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to highlight healthy food choices)	14–16, 87–115

**Preview of 70 pages from
this product that contains
159 pages total.**

NAME _____

Healthy Eating



Introduction to Canada's Food Guide

The Evolution of Canada's Food Guide

Canada's Food Guide has undergone several changes since its first publication in 1942. Originally designed to help Canadians make nutritious food choices during a time of war and food rationing, the Guide has evolved to meet the changing needs of Canadians. The most recent update in 2019 shifted the focus towards plant-based foods, water as the drink of choice, and the importance of cooking and eating with others.

Importance of the Food Guide

The Food Guide serves as a reliable source of information on making healthy food choices and living an active lifestyle. It helps Canadians understand what types of food are beneficial and how much food they should be eating. By following the Guide, Canadians can ensure they are getting the necessary nutrients to grow, learn, and play.

Food Categories and Servings

The latest version of the Food Guide simplifies food categorization into three main groups:

- Fruits and Vegetables
- Whole Grains
- Proteins (with an emphasis on plant-based options)



Recommended Servings for Adolescents:

- **Fruits and Vegetables:** It's recommended that half the plate for each meal should consist of fruits and vegetables.
- **Whole Grains:** One quarter of the plate should be whole grains like bread, or rice.
- **Proteins:** The remaining quarter should be protein sources, with a focus on plant-based options such as beans, lentils, and tofu, though lean meats and dairy, fish, eggs, and dairy are also included.

Key Takeaways:

- The Food Guide emphasizes the importance of meal balance rather than specific servings, encouraging a visual method of portion control.
- Drinking plenty of water and limiting processed foods are also significant aspects of the Guide.
- Cooking more often and eating meals with others are encouraged to promote healthier eating habits and social connection.

Understanding and applying the principles of Canada's Food Guide can help adolescents make healthier food choices that contribute to their overall well-being.

Your Canada Food Guide Plate

Draw

Draw foods on your plate that you like that fit into the food groups below

Proteins

Salmon	Lobster	Turkey	Milk
Moose meat	Beef	Cod	Cheese
Venison	Chicken	Trout	Lentils
Bison	Pork	Halibut	Chickpeas
Arctic char	Pork	Eggs	Black beans

Wheat	Wild rice	Ram	Chia seeds
Oats	Quinoa	M	Hemp seeds
Barley	Buckwheat	Tritic	um
Rye	Amaranth	Durum whe	
Corn	Spelt	Flaxseed	

Fruits & Vegetables

Apples	Raspberries	Grapes	Cauliflower
Blueberries	Strawberries	Cherries	Corn
Cranberries	Pears	Potatoes	Peas
Saskatoon berries	Peaches	Carrots	Tomatoes
Zucchini	Plums	Broccoli	Cucumbers

Name _____

8

Learning Objectives
143

Your Canada Food Guide Plate

Draw

Draw foods on your plate that you like that fit into the food groups below



True or False

Is the statement true or false?

1) Canada's Food Guide was first published in 1942.	True	False
2) The Guide recommends water as the only drink.	True	False
3) Cooking more often is encouraged by the Guide.	True	False
4) Whole grains should fill half of your plate.	True	False
5) Plant-based proteins are emphasized in the Guide.	True	False

Questions Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) What are two benefits of following Canada's Food Guide?

2) Why does Canada's Food Guide recommend eating meals with others?

The Role of Macronutrients

Understanding Macronutrients

Macronutrients are vital nutrients that our bodies need in large amounts to function correctly. These include carbohydrates, proteins, and fats. Each plays a unique role in our health and well-being.

Carbohydrates: The Energy Providers

Carbohydrates are the primary energy source for our bodies. They are found in foods like bread, pasta, fruits, vegetables, and grains. When we eat carbohydrates, our body breaks them down into glucose, which is used for energy to support daily activities and maintain bodily functions.

Key Facts:

- Source of quick energy
- Should make up 45-65% of your daily calorie intake



Proteins: The Building Blocks

Proteins are crucial for building and repairing tissues, making enzymes and hormones, and supporting immune function. They are made up of amino acids, some of which are essential and must be obtained from our diet. Good sources of protein include meat, fish, dairy products, and legumes.

Key Facts:

- Essential for growth and repair
- Should account for about 10-30% of daily calorie intake

Fats: Essential for Health

Fats provide energy, support cell growth, protect our organs, and help absorb nutrients. They are divided into saturated, unsaturated, and trans fats. Unsaturated fats, found in foods like avocados, olive oil, and fish, are considered healthy.

Key Facts:

- Supports cell structure and hormone production
- Should comprise about 20-35% of daily calorie intake

Balancing Macronutrients

For a healthy diet, it's important to balance these macronutrients. Here's a simple list to help remember their roles:

- Carbohydrates: Main energy source
- Proteins: Support growth and repair
- Fats: Essential for overall health

Eating a variety of foods from each macronutrient group ensures our bodies get the energy and nutrients needed to function optimally.

True or False Is the statement true or false?

1) Carbohydrates are the body's primary energy source.	True	False
2) Fats should make up about 50% of daily calories.	True	False
3) Proteins are essential for growth and repair.	True	False
4) Carbohydrates are mainly found in meats and fish.	True	False
5) Proteins can be obtained from legumes and nuts.	True	False

Direction Actions that show healthy macronutrient choices.

☐ Eating a variety of foods with carbohydrates and fats	☐ Choosing lean protein like fish, beans, or nuts
☐ Choosing whole grains	☐ Eating too much fried and fatty food
☐ Eating only sugary drinks	☐ Drinking water instead of sugary drinks
☐ Including fruits and vegetables in meals	☐ Choosing healthy fats like avocado or olive oil
☐ Skipping meals regularly	☐ Eating too much completely

Questions Answer the questions below.

1) What are macronutrients, and why are they important?

2) How does balancing macronutrients contribute to a healthy diet?

Exploring Micronutrients

The Role of Micronutrients in Our Health

Micronutrients, including vitamins and minerals, play a crucial role in maintaining our overall health. They support various bodily functions, from bone health to the immune system. Let's dive into the significance of three key micronutrients: Vitamin D, calcium, and iron.

Vitamin D: The Sunshine Vitamin

Vitamin D is essential for strong bones because it helps our body absorb calcium. Unlike other vitamins, our body can produce Vitamin D when our skin is exposed to sunlight. However, we can also obtain it from certain foods.

Sources of Vitamin D:

- Fatty fish like salmon and mackerel
- Egg yolks
- Fortified foods like milk, orange juice, and cereals



Calcium: Building Strong Bones

Calcium is the most abundant mineral in our body, primarily found in our bones and teeth. It's vital for maintaining bone density and supporting muscle function, nerve signalling, and heart health.

Sources of Calcium:

- Dairy products like milk, cheese, and yoghurt
- Leafy green vegetables, such as broccoli and spinach
- Fortified plant milks and juices

Iron: Essential for Healthy Blood

Iron is a key component of haemoglobin, a protein in red blood cells that carries oxygen from our lungs to the rest of our body. Adequate iron intake is necessary to prevent anaemia, which can cause fatigue and weakness.

Sources of Iron:

- Red meat and poultry
- Beans and lentils
- Fortified cereals and whole grains

Important Micronutrient Facts:

- Teenagers need more calcium during their growth spurt.
- Vitamin D deficiency can lead to weak bones and increased fracture risk.
- Iron is more easily absorbed from animal sources than plant sources.

By including a variety of foods rich in these micronutrients in our diet, we can support our body's needs and maintain good health.

True or False Is the statement true or false?

1) Vitamin D is also known as the Sunshine Vitamin.	True	False
2) Our body cannot produce Vitamin D.	True	False
3) Iron helps carry oxygen in our blood.	True	False
4) Teenagers do not need more calcium.	True	False
5) Only animal products contain iron.	True	False

Multiple Choice Choose the correct answer.

1. Which micronutrient helps build bones and teeth?	A. Calcium	B. Iron
2. Which micronutrient helps the body absorb iron?	A. Vitamin D	B. Iron
3. Which micronutrient helps the body absorb calcium?	A. Vitamin D	B. Iron
4. Which micronutrient helps prevent weakness and fatigue?	A. Calcium	B. Iron
5. Which micronutrient comes from sunlight exposure?	A. Vitamin D	B. Calcium

Question What role does Vitamin D play in our body?

Jeopardy-Style Game: Micronutrients Edition

Objective

What are we learning about?

To engage students in a fun and interactive review of micronutrients (Vitamin D, calcium, and iron) and their roles in maintaining overall health.

Materials

What will you need for the activity?

- Whiteboard or poster board
- Marker or chalk
- Sticky notes
- Tape or marbles (for hanging a board)
- Buzzer or bell (optional for signaling)

**Instructions**

How will you play the game?

1. Divide the students into two groups for this Jeopardy.
2. As an option, give each team a bell or buzzer to signal.
3. Select two students to go first, one from each group.
4. Ask one of the two players to start by selecting how many points they want for the first question - 1 to 5.
5. Read them the corresponding question.
6. Students will race to answer the question. They can push a buzzer or ring a bell or raise their hand. The first person to signal they have an answer, gets the first chance to answer.
7. If they get the answer correct, they get the allotted points.
8. Keep a total of the points on the board where students can see.
9. Continue until all questions are answered.

Jeopardy Question

Ask students the questions below.

1 Points	2 Points	3 Points	4 Points	5 Points
What vitamin do we get from sunlight? (Vitamin D)	What food is rich in calcium? (Milk)	This mineral helps carry oxygen in the blood. (Iron)	What vitamin helps the body absorb calcium? (Vitamin D)	What happens if you lack iron? (Anemia)
What mineral strengthens bones? (Calcium)	What food is rich in Vitamin D? (Fish/Egg yolk)	What nutrient is important for strong teeth? (Calcium)	What food is fortified with Vitamin D? (Milk/Cereal)	What deficiency can cause weak bones? (Vitamin D deficiency)
What micronutrient helps build strong bones? (Calcium)	What food has Vitamin D? (Fish/Egg yolk)	What mineral prevents fatigue? (Iron)	What happens if you lack Vitamin D? (Weak bones)	What type of iron is better absorbed by the body? (Animal sources)
What mineral is found in leafy greens? (Iron)	What dairy product contains calcium? (Cheese, Yogurt)	What vitamin supports bone health? (Vitamin D)	What are symptoms of low iron? (Tiredness, Weakness)	What happens if you don't get enough Vitamin D? (Bone problems)
What nutrient helps prevent anemia? (Iron)	What green vegetable is rich in iron? (Spinach, Kale)	What nutrient supports muscle and nerve function? (Calcium)	Why is Vitamin D important? (Helps absorb calcium)	Why is calcium important for teenagers? (Bone growth)

Exit Cards

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

Name: _____

Micronutrients Check

1) Vitamins and minerals are important for health.	Yes	No
2) Vitamin D helps absorb calcium.	Yes	No
3) Calcium strengthens bones.	Yes	No
4) Iron carries oxygen in the blood.	Yes	No
5) Micronutrients are not needed by the body.	Yes	No

Name: _____

Micronutrients Check

1) Vitamins and minerals are important for health.	Yes	No
2) Vitamin D helps absorb calcium.	Yes	No
3) Calcium strengthens bones.	Yes	No
4) Iron carries oxygen in the blood.	Yes	No
5) Micronutrients are not needed by the body.	Yes	No

Name: _____

Micronutrients Check

1) Vitamins and minerals are important for health.	Yes	No
2) Vitamin D helps absorb calcium.	Yes	No
3) Calcium strengthens bones.	Yes	No
4) Iron carries oxygen in the blood.	Yes	No
5) Micronutrients are not needed by the body.	Yes	No

Name: _____

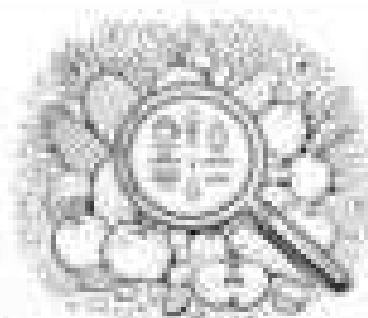
Micronutrients Check

1) Vitamins and minerals are important for health.	Yes	No
2) Vitamin D helps absorb calcium.	Yes	No
3) Calcium strengthens bones.	Yes	No
4) Iron carries oxygen in the blood.	Yes	No
5) Micronutrients are not needed by the body.	Yes	No

Understanding Food Labels

Exploring Food Labels

Food labels are like a secret code to understanding what's inside our food. They help us make informed choices about what we eat and drink. By learning to read them, we can pick healthier options and understand how food affects our bodies.



Serving Size: The Starting Point

The serving size tells us the amount of food that is considered a single portion. It is crucial because all the nutritional information listed on the label is based on this amount. It's not always the same as how much we eat in one sitting, so we need to adjust our understanding accordingly.

Calories: The Energy Count

Calories measure the energy we get from a serving of food. Knowing about calories is important because it helps us balance the energy we take in with the energy we use throughout the day. Consuming more calories than we need can lead to weight gain.

Macronutrients: The Big Three

- **Fats:** Not all fats are bad, but it's important to limit saturated and trans fats to keep our hearts healthy.
- **Carbohydrates:** They are our body's main energy source. Choose products high in dietary fibre and low in sugars.
- **Proteins:** Essential for building and repairing tissues. Look for a good amount of protein per serving.

Ingredient List: What's Inside

The ingredient list shows everything that's in the food, starting with the largest amount. It's a good way to check for things we might want to avoid because of allergies, dietary restrictions, or personal preferences.

Why Reading Food Labels Matters

Understanding food labels can help us make healthier choices. For example, comparing labels can help us choose products with lower amounts of added sugars, salt, and unhealthy fats. It also makes us more aware of portion sizes, leading to better eating habits.

By becoming savvy readers of food labels, we can take control of our dietary choices and move towards a healthier lifestyle.

Deep Dive - Food Labels

Decoding Food Labels

Date: Feb 24, 2024

Author: By Sara Johnson

3-minute read

In today's fast-paced world, understanding food labels is more than just a skill; it's a necessity for maintaining a healthy lifestyle. A quick glance at the ingredient list can reveal a lot about the food we consume, from nutritional value to the presence of potentially harmful additives. Learning to decode these labels enables us to make healthier choices, understand nutritional content, and avoid substances that may be detrimental to our health.

Navigating through complex information on food packages can be overwhelming. However, mastering the art of reading ingredient lists and nutritional facts empowers us to take control of our diet. This knowledge helps us compare products effectively, choose items with less sugar and sodium, and select foods that contribute positively to our overall well-being.

The significance of this skill extends beyond individual health. By choosing healthier options, we encourage food manufacturers to offer better quality products. This collective consumer behaviour can drive a healthier industry and a more responsible food industry ultimately making the world a better one, one meal at a time.

Bye for now,
Sara Johnson

Comments:



Ethan Brown, February 26, 2024

Absolutely agree! Understanding food labels has changed the way I shop and eat. It's crucial for making informed dietary choices.

Like Reply 2h ago



Ava Wilson, February 24, 2024

It's not just about individual health, it's about demanding transparency and quality from food producers. Knowledge is power, especially when it comes to our food.

Like Reply 2d ago

True or False

Is the statement true or false?

1) Reading food labels helps us make healthier choices.	True	False
2) All food additives are harmful to health.	True	False
3) Knowledge of labels affects consumer behaviour.	True	False
4) Food labels only show nutritional value.	True	False
5) Healthier choices can lead to a healthier society.	True	False

Question: _____ the questions below.

1) What is the purpose of understanding food labels?

2) How can mastering food labels empower consumers?

Define

What do the terms below mean?

Nutritional Value	
Additives	

Memory Game: Food Label Terms

Objective

What are we learning about?

To enhance understanding of nutritional terms found on food labels through a fun and engaging memory game. This activity aims to improve students' ability to recognize and understand key nutritional information that affects their health.

Materials

What you will need for the activity

- Index cards or cardstock
- Markers or colored pens
- List of nutritional terms and their definitions (e.g., sugar, fiber, iron, unsaturated fat, potassium, etc.)



Instructions

How to play the activity

1. Divide the class into groups of 3 or 4.
2. Distribute sets of the memory cards provided. Each group should mix the cards well and lay them face down in a grid on a table.
3. Students will take turns flipping over two cards at a time to find a match between a term and its definition.
4. If a student finds a match, they keep the pair and take another turn. If not, the cards are flipped back over, and it's the next student's turn.
5. The game continues until all the cards have been matched.
6. Keep the game engaging by encouraging students to discuss the terms and definitions when a match is found.
7. To add a competitive element, you can time the rounds or count the matches to declare a winner.
8. Encourage students to create their own cards with additional nutritional terms and definitions to expand the game.
9. Reflect on how understanding these terms can influence daily food choices.
10. Discuss the importance of paying attention to nutritional labels when shopping for groceries.

Cards

Compilation of Nutritional Terms and Their Definitions

Term	Definition
Sugar	A sweet substance that adds flavour and energy to food but should be eaten in moderation.
Fiber	A type of carbohydrate that your body can't digest, which helps move waste through the body.
Calories	A measure of the amount of energy food provides to your body.
Saturated Fat	A type of fat found in animal products and some plant oils, which can raise cholesterol levels.
Unsaturated Fat	A healthier type of fat found in plant oils and fish that can help reduce cholesterol.

Cards

Compilation of Nutritional Terms and Their Definitions

Term	Definition
Potassium	A mineral that helps your nerves and muscles work properly.
	Nutrients, which have letter names, your body needs in small amounts to stay healthy and work properly.
Sodium	A mineral that is important for your body but should be consumed in moderation to prevent high blood pressure.
Protein	A nutrient that is important for building and repairing tissues in your body.
Cholesterol	A substance found in your blood that's needed to build cells but can lead to heart problems if levels are too high.

Cards

Compilation of Nutritional Terms and Their Definitions

Term	Definition
Micronutrients	Vitamins and minerals needed by the body in small amounts.
Saturated Fat	A type of fat that is created by adding hydrogen to vegetable oil, increasing the risk of heart disease.
Total Fat	The sum of saturated, trans, and monounsaturated fats in a food.
Serving Size	The recommended amount of food to be consumed in one sitting, according to the nutrition label.
Carbohydrates	A major source of energy found in foods like bread, rice, and fruits, which includes sugars and fibres.

Food Marketing

Understanding Food Marketing

Food marketing plays a significant role in influencing our food choices, particularly among teenagers. This report explores how advertising shapes our perceptions of what is considered healthy and encourages critical thinking about various food marketing strategies.



The Power of Advertising

Advertisements are everywhere - on TV, the internet, social media, and in magazines. These ads often showcase foods that are high in sugars, fats, and calories, making them irresistible. The goal is to make these foods so appealing that we feel compelled to consume them, regardless of their nutritional value.

Key Facts:

- Teenagers are a primary target for marketers because of their spending power and brand loyalty potential.
- Advertisements often use celebrities or influencers to endorse products, implying that consuming these foods is trendy and socially accepted.
- Studies show that teenagers exposed to more food advertisements are more likely to consume fast food and sugary beverages.
- Food marketing has been linked to increased rates of obesity among young people due to the promotion of high-calorie, low-nutrient foods.

Impact on Teenage Food Choices

The influence of food marketing on teenagers can be profound. It creates a perception that certain foods are not just tasty but also trendy and desirable. This can lead to poor eating habits, as many marketed foods lack essential nutrients while being high in calories and sugar.

Encouraging Critical Thinking

It's crucial for teenagers to develop critical thinking skills when it comes to food marketing. Understanding the strategies used in advertisements can help make more informed food choices.

Strategies to Watch For:

- Emotional Appeal: Ads that make foods seem like a key to happiness or social acceptance.
- Misleading Health Claims: Products advertised as "healthy" or "natural" that may not be beneficial to your health.
- Limited Time Offers: Creating a sense of urgency to buy something that might not be needed.

By being aware of these tactics, teenagers can learn to question the true value and healthfulness of marketed foods, leading to better dietary choices.

True or False

Is the statement true or false?

1) Food marketing doesn't influence teenagers' food choices.	True	False
2) Advertisements often promote high-sugar, high-fat foods.	True	False
3) Understanding ads can help us make healthier food choices.	True	False
4) All advertised foods are good for your health.	True	False
5) Food marketing can lead to unhealthy eating habits.	True	False

Draw

Draw examples of food advertisements you have seen (TV, social media, posters, etc.) and label them.

Questions

Answer the questions below?

1) Why are teenagers a major target for food marketers?

2) How do celebrities and athletes influence food marketing?

Role Play: Navigating Food Marketing

Objective

What are we learning about?

To understand the impact of food marketing on our choices and develop critical thinking skills to make informed decisions.

Materials

What you will need for the activity.

- Scenario cards for various food marketing
- Props for role-play (e.g., product packaging, sign, chart)
- Whiteboard
- Markers
- Timer or stopwatch
- Reflection question sheet



Instructions

How you will complete the activity

1. Start with a class discussion on food marketing.
2. Divide students into groups of 3-4.
3. Hand out scenario cards to each group.
4. Give groups time to plan their role-plays based on their scenario.
5. Groups will perform their role-play, demonstrating their decision-making process.
6. Rotate through the groups allowing each to present.
7. After each presentation, facilitate a brief class discussion.
8. Repeat until all groups have presented.
9. Wrap up with a class discussion on the learnt lessons.

Scenarios

Role-Play Scenarios

You and your friends are in a bustling supermarket aisle with shelves of colourful, tempting snacks. You scrutinize nutrition labels, trying to decide between a vibrantly packaged treat and a less appealing, but healthier option. Your friends offer opinions about choices.

You are in a school cafeteria, bombarded with ads for a sugary energy drink. You're discussing with friends the true cost of a quick energy fix versus the drink's sugar content. Create dialogue that weighs the pros and cons.

You're sitting on the TV with friends in a cosy living room scene. A fast-food commercial plays. Instead of watching, you're using a laptop to research healthier meal options. Discuss what your friends could prepare.

Depict a bright morning with you and friends. A flashy new cereal ad on TV. Next to you, a computer screen shows an open source of nutritional information, as you compare the marketed image with the actual media. What do you ask your Mom to buy?

Capture a moment at a school vending machine where you and your friends are debating snack choices. Create dialogue that discusses the advertised snack and other healthier snack options, as you weigh your decision. What do you choose?

Conceive a scene in your bedroom with friends where your smartphone shows a social media influencer promoting a snack. Surround yourself with open books on nutrition. Create dialogue where you and your friends ask critical questions about the endorsed product.

Imagine a party scene with a table laden with food. You want to make healthy choices. You're there with friends, deciding what to place on your plate thoughtfully. What goes into the decision?

Role Plays Tips

Include some of the considerations below in your Role-Play.

Question the Claims: Teach students to ask critical questions about advertised claims, like "Is this product as healthy as the ad says?"

Change the Conversation: Encourage students to shift discussions towards the nutritional value and health benefits rather than just the taste or popularity of the food item.

Seek Credible Sources: Have students research the food item from credible nutrition websites or sources to get accurate information.

Compare and Contrast: Students can practice comparing the product with a known healthier option, looking for things like sugar content, artificial additives, and whole grain vs. refined grain.

Recognize Marketing Tactics: Educate students on common marketing tactics like bright packaging or buzzwords such as 'natural', etc., and how they might not always mean the product is healthy.

Long-term Impact Over Immediate Gratification: Introduce the concept of long-term health benefits over short-term satisfaction, prompting students to think about how their choice affects their health in the long run.

Budgeting for Health: Introduce the idea of budgeting for health, showing students how to get the best nutritional bang for their buck.

Peer Pressure Resistance: Role-play scenarios where they practice resisting peer pressure by suggesting healthier alternatives or expressing a firm no thanks.

The Influencer Flip: When faced with an influencer promoting a product, students could discuss or mimic creating their own content that promotes a healthier option or exposes the marketing tactics.

Understanding Ingredients: Teach them to read and understand ingredient labels, highlighting the importance of recognizing every item listed, especially the first three ingredients.

Mindful Eating: Encourage mindfulness in eating, which involves paying full attention to the experience of eating and drinking, both inside and outside the body.

The Five-Ingredient Rule: Promote a simple rule where students choose foods with five or fewer ingredients to avoid highly processed foods.

Blog Post: Healthy Hydration

Hydration for Health

Date: Feb 15, 2024

Author: By Lucas Chen

3-minute read

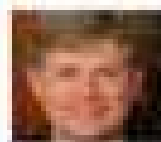
Staying hydrated is crucial for maintaining good health, but not all drinks are created equal. Water, being the most natural form of hydration, offers numerous benefits without the added sugars and calories found in many other beverages. By making water our drink of choice, we support our body's natural processes, from digestion to detoxification, ensuring we perform at our best.

Comparing water to sugary drinks highlights a clear choice for our well-being. While sugary drinks offer a temporary energy boost, they often lead to energy crashes and contribute to long-term health issues like obesity and diabetes. Water, on the other hand, hydrates the body, helps in maintaining a healthy weight, and can even improve cognitive function.

Embracing water as our primary source of hydration is a simple yet effective step towards a healthier lifestyle. It's not just about quenching thirst; it's about nurturing our body with what it needs to thrive. Let's prioritize water in our daily lives and enjoy the wide-ranging health benefits it brings.

Until we meet again,
Lucas Chen

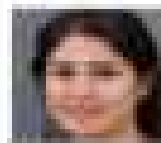
Comments:



Elijah Patel, February 16, 2024

Making water the main choice for hydration has changed my energy levels and overall health. It's amazing how a simple change can make such a big difference.

Like Reply 4h ago



Sophia Tremblay, February 15, 2024

Absolutely agree! Beyond health benefits, choosing water over sugary drinks also promotes a sustainable lifestyle. It's a win-win for our health and the environment.

Like Reply 3d ago

True or False

Is the statement true or false?

1) Water helps in the body's digestion process.	True	False
2) Sugary drinks provide long-term energy.	True	False
3) Water can improve cognitive function.	True	False
4) Choosing water supports a sustainable lifestyle.	True	False
5) All beverages hydrate the body equally.	True	False

Questions

Answer the questions below.

1) How does water compare to sugary drinks in terms of health benefits?

2) Why is it important to make water the drink of choice for athletes?

Define

What do the terms below mean?

Hydration	
Cognitive Function	

DIY Water Bottle Decorating

Objective

What are we learning about?

To promote healthy hydration habits and environmental awareness through personalizing reusable water bottles. This activity encourages creativity and personal expression while highlighting the importance of choosing water as a primary drink.

Material:

What you will need for the activity.

- Reusable water bottles (preferably clear or light-coloured for easy visibility)
- Permanent markers in various colours
- Washable paint (optional)
- Stencils (optional)
- Washi tape
- Stickers (water-themed or motivational)



Instructions

How you will conduct the activity

1. Start by ensuring each student has a clean, reusable water bottle.
2. Lay out the decorating materials on a central table for easy access.
3. Demonstrate how to use washi tape to create patterns and designs.
4. Show the students how to apply stickers without creating air bubbles.
5. Encourage the use of permanent markers to draw or write motivational water-drinking reminders.
6. If using paint, explain the importance of thin coats to avoid peeling.
7. Demonstrate the use of stencils for those who might feel less confident in their freehand drawing skills.
8. Allow for drying time if necessary, especially for paint and glitter glue.
9. Conclude by having students share their decorated bottles and the ideas behind their designs.

Reflection

Answer the questions below.

1) How does your design reflect your personality?

2) What message does your bottle convey about hydration?

3) How does using a reusable bottle protect the environment?

4) How might this bottle encourage you to drink more water?

5) Write a slogan for your water bottle promoting hydration.

PREVIEW

Blog Post: Mindful Eating**Mindful Eating**

Date: Feb 05, 2024

Author: By Sarah Jensen

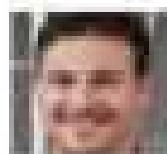
3-minute read

In a world overflowing with dietary advice, the concept of mindful eating offers a refreshing approach to nutrition. It encourages us to listen to our body's hunger and fullness cues, promoting a healthier relationship with food. By paying attention to how we eat, rather than just what we eat, we can enhance our eating experience and make choices that benefit our overall health.

Mindful eating is about being fully present during meals, savouring each bite, and acknowledging the sensations of hunger and fullness. This practice can lead to better digestion, reduced overeating, and a greater appreciation for the food on our plates. It's a step towards not only healthier eating but also a more intentional way of living.

Adopting mindful eating can transform our meals from mindless consumption to moments of genuine enjoyment. It provides an opportunity to pause in our fast-paced lives and truly connect with the food we eat, leading to a deeper understanding of our eating patterns and preferences.

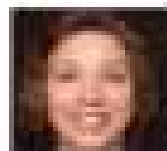
Regards,
Sarah Jensen

Comments:

Ethan Nguyen, February 08, 2024

Incorporating mindful eating into my routine has significantly improved my relationship with food. It's a game-changer.

[Like](#) [Reply](#) [1h ago](#)



Lily Moran, February 05, 2024

Mindful eating has taught me to truly appreciate the flavours and textures of my meals. It's been a journey towards healthier habits.

[Like](#) [Reply](#) [3d ago](#)

True or False

Is the statement true or false?

1) Mindful eating ignores hunger and fullness cues.	True	False
2) It enhances the eating experience.	True	False
3) Mindful eating can lead to overeating.	True	False
4) This practice appreciates food's flavour and texture.	True	False
5) Mindful eating encourages fast consumption of meals.	True	False

Question

How does mindful eating affect our relationship with food?

Direction

Check (✓) the column that best describes you.

Statements	No	Maybe
I pay attention to my hunger and fullness when eating.		
I eat slowly and enjoy each bite of my food.		
I avoid distractions (phone, TV) while eating.		
I notice the taste, smell, and texture of my food.		
I stop eating when I feel full.		
I think about whether my food choices are healthy.		
I sometimes eat without thinking or paying attention.		
I feel more satisfied when I eat mindfully.		
I try to make balanced and thoughtful food choices.		
I reflect on my eating habits after meals.		

Story: Mindfulness and Emotional Eating

Mindful Bites, Peaceful Minds

In the bustling city of Toronto, Aarav, a Grade 8 student, found himself reaching for a bag of chips every time he felt stressed or bored. He noticed this habit was affecting his mood and energy levels, but didn't know how to change it.



One day, their teacher, Mr. Singh, introduced the class to the concept of emotional eating. He explained that many people eat food in response to feelings rather than hunger. Aarav learned that about 20% of individuals use food to cope with emotions. This statistic made him realize he wasn't alone.

Mr. Singh shared strategies to manage emotional eating through mindfulness, a practice focusing on being fully present in the moment. He suggested starting with recognizing the triggers of stress or boredom that lead to emotional eating.

Aarav decided to keep a food diary, jotting down what he ate and how he felt. This helped him identify patterns and emotional triggers. He also learned the "mindful eating" technique, which involves eating slowly, savouring each bite, and paying attention to the taste, texture, and aroma of the food.

By applying these strategies, Aarav began to notice a shift. He was eating less out of emotion and more out of genuine hunger. He felt more energetic and noticed his mood improved significantly.

Through mindfulness and understanding his emotional eating habits, Aarav learned to nourish his body and mind, realizing that every bite was an opportunity to choose health and happiness.

Questions

Answer the questions below.

1) How can mindfulness help with emotional eating?

2) What is the purpose of keeping a food diary?

True or False

Is the statement true or false?

1) Emotional eating is eating to cope with stress.	True	False
2) Nearly 45% of individuals eat to cope with stress.	True	False
3) Mindfulness can help us manage emotional eating.	True	False
4) Keeping a food diary is unnecessary for mindfulness.	True	False
5) Emotional triggers for eating can include stress and boredom.	True	False

Connecting

Contrast the 2 eating experiences considering mindful eating and Food Guide recommendations.

Eating Pizza While Watching TV

Eating a Family Meal at the Kitchen Table

Would You Rather: Mindful Eating Edition

Objective

What are we learning about?

Students will practise mindful thinking and communication by reflecting on emotional eating habits, recognizing triggers, and making healthier food choices.

Materials

What will you need for the activity?

- "Would You Rather" cards (mindful eating situations)
- A small container for cards
- Open space for students to sit in a circle

WOULD
YOU
RATHER

Instructions

How will you complete the activity?

1. Have students sit together in a circle.
2. Place the "Would You Rather" cards in a container and shuffle.
3. Ask one student to pick a card and read the two choices aloud.
4. The student chooses one option and explains their reason.
5. Encourage students to connect their answers to emotions, hunger, or habits.
6. Invite one or two classmates to share if they would choose differently.
7. Continue around the circle until several students have participated.
8. After the activity, discuss how mindful eating helps manage emotions and improve health.

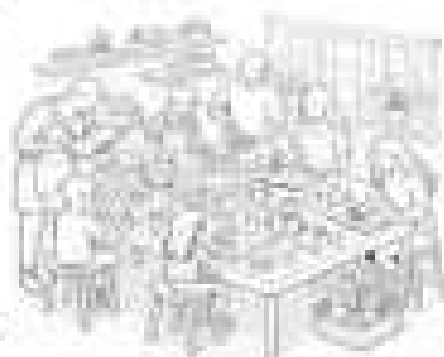
Would You Rather: Mindful Eating Edition

Would you rather eat when you feel bored	or	wait until you are truly hungry?
Would you rather snack while watching TV	or	eat without distractions?
Would you rather eat quickly	or	take time to enjoy each bite?
Would you rather choose junk food when hungry	or	choose a healthier option?
Would you rather eat when you're stressed or sad	or	talk about them instead of eating?
Would you rather eat because of local emotions	or	eat because of hunger?
Would you rather keep a food journal	or	track what you eat?
Would you rather eat alone without thinking	or	eat mindfully with awareness?
Would you rather choose comfort food	or	eat something new?
Would you rather rush your meals	or	chew slowly and savor?
Would you rather drink sugary drinks when stressed	or	drink water and relax?
Would you rather eat when you feel sad	or	do a different activity like walking or talking to a friend?
Would you rather overeat your favourite food	or	eat just the right portion mindfully?
Would you rather eat while using your phone	or	focus only on your meal?
Would you rather recognize your hunger signals	or	ignore them and eat anytime?

Family Meal Planning and Food Preparation Skills

Together, We Cook

In the heart of Vancouver lived Maya, a Grade 8 student passionate about basketball. However, her energy levels were often low, impacting her game. Her teacher, Mr. Chen, noticed this and introduced the class to the concept of family meal planning and the importance of food preparation skills.



Mr. Chen shared stories of families who plan and prepare meals together, and how this led to a 30% increase in consumption of fruits and vegetables. This inspired Maya to try it at home. She realized that her sporadic eating habits might be the reason for her low energy.

Eager to change, Maya proposed a weekly cooking session to her family. Initially hesitant, her family agreed. Together, they chose delicious recipes that everyone could help prepare. Maya was surprised to learn that basic cooking skills could lead to delicious and healthy meals.

The first dish they tried was a vibrant vegetable stir-fry. Maya enjoyed chopping the vegetables, a task she found therapeutic. As the weeks passed, these cooking sessions became a cherished family activity. Maya felt her energy levels surge, not just from the healthier food, but from the joy of spending quality time with her family.

Through meal planning and cooking, Maya and her family discovered new dishes, shared laughs, and strengthened their bond. More importantly, Maya learned that healthy eating was not just about what you eat but how you prepare it and who you share it with. This lesson was one she planned to carry with her, both on and off the basketball court.

Questions

Answer the questions below.

1) How can family meal planning and preparation influence energy levels?

2) What are some benefits of involving the entire family in meal planning?

True or False

Answer true or false?

1) Family meal planning can influence energy levels.

True

False

2) Cooking skills are unrelated to health eating.

True

False

3) Meal planning reduces fruit and vegetable consumption.

True

False

4) Everyone can participate in meal planning and preparation.

True

False

5) A vegetable stir-fry is an example of a nutritious recipe.

True

False

Connecting

Write the recipe for a healthy meal you cook.

Family Meal Planning

Objective

What are we learning about?

Students will understand the importance of balanced meal planning and develop skills to incorporate a variety of healthy foods into weekly meal plans.

Materials

What will you need for the activity?

- Paper plates to represent each day of the week
- Magazine cutouts or printed images of various foods
- A bowl of colorful fruits
- Blank weekly meal planning template
- Information about food safety and healthy eating guidelines



Instructions

How will you let them know?

1. Start with a brief discussion about the benefits of healthy eating and the components of a balanced meal.
2. Assign students to small family groups. Hand out the materials and templates to each group to create the meal plates.
3. Each group plans family meals for 1 week. Make sure to consider Canada's food guide, budget and time needed to prepare the meals. Encourage groups to consider use of leftovers in their meal planning.
4. Groups use the magazine cutouts to select foods, ensuring they meet the balanced diet criteria. Each member of the group creates one of the meals they planned on a paper plate to present to the class.
5. Each group discusses their meal choices, focusing on variety and nutritional value.
6. Each group fills in the weekly meal planning template with the chosen meals for breakfast, lunch, and dinner.
7. Present meal plans to the class, explaining their choices.
8. Discuss potential challenges and solutions in family meal planning.

**Meal
Planning**

Write what you will eat for each meal. Check off if the meal includes fruits/vegetables, grains, and/or protein.

	Breakfast	Lunch	Dinner
Monday	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein
Tuesday	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein
Wednesday	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein
Thursday	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein
Friday	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein
Saturday	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein
Sunday	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein	☐ FV ☐ Grains ☐ Protein

Weekly Totals

Fruits and Vegetables

Grains

Protein

Nutrition and Mental Health

The Link Between Eating and Feeling

Nutrition and mental health are closely connected, more than we might think. What we eat doesn't just affect our physical health but our feelings and thoughts too. This connection is due to the way certain foods influence our brain's function and, in turn, our mood and mental abilities.



Key Nutrients for a Healthy Mind

To understand how nutrition impacts mental health, let's look at some essential nutrients:

- **Omega-3 Fatty Acids:** Found in fish like salmon and seeds like flaxseed, omega-3s are crucial for brain health. They can help improve mood and are linked to a lower risk of depression.
- **Vitamins and Minerals:** Vitamins B6, B12, and D, along with minerals like iron and magnesium, play significant roles in brain regulation and preventing mood disorders. For example, Vitamin B12 deficiency is linked to depression.
- **Antioxidants:** Foods rich in antioxidants, such as berries and leafy greens, protect the brain from stress and inflammation, which can affect mood and mental well-being.

How Food Affects Our Feelings

Certain foods can directly impact our mood and cognitive function.

- **Sugar and Processed Foods:** High consumption of these can lead to energy spikes and crashes, and may contribute to the development of disorders such as anxiety and depression.
- **Complex Carbohydrates:** Foods like whole grains release glucose slowly, providing a steady energy source, helping maintain a stable mood.

Feeding Your Brain

Making wise choices about what we eat can support our mental health. Here's a simple list to keep in mind:

- Eat plenty of fruits, vegetables, and whole grains.
- Include sources of omega-3 fatty acids in your diet.
- Limit intake of processed foods and sugary snacks.

Understanding the connection between nutrition and mental health can empower us to make choices that support both our physical and mental well-being.

True or False

Is the statement true or false?

1) Omega-3 fatty acids are found in salmon.	True	False
2) Antioxidants can increase brain stress and inflammation.	True	False
3) Sugar consumption can lead to stable moods.	True	False
4) Leafy greens are rich in antioxidants.	True	False
5) Processed foods are good for mental health.	True	False

Directions

List many foods as you can that help improve your mood and support mental health.

Questions

Answer the questions below.

1) What role do vitamins B12 and D play in mental health?

2) What effect does consuming high amounts of sugar have on mood?

Nutrition Myths and Facts

Understanding Nutrition

Nutrition is the study of how food affects the health and well-being of our bodies. It's essential to know what's true and what's not to make informed decisions about our diet. Let's explore some common myths and uncover the facts.



Myth 1: Skipping Meals Helps Lose Weight

Many believe that skipping meals, especially breakfast, can help lose weight. However, this practice can actually lead to overeating later in the day. Eating regular meals helps maintain a balanced metabolism.

- **Fact:** Eating regular meals throughout the day supports weight management more effectively than skipping meals.

Myth 2: All Fat is Bad

The notion that all fat is harmful and should be avoided is one of the most common nutrition myths.

- **Fact:** Our bodies need energy, and to absorb certain nutrients. The key is to choose healthy fats like avocados, nuts, and fish, instead of saturated and trans fats.

Myth 3: Carbohydrates Make You Gain Weight

Carbohydrates have been wrongly accused of causing weight gain. The truth is, they are a primary energy source for our bodies.

- **Fact:** Incorporating a balanced amount of whole grains and vegetables provides the energy and nutrients needed without contributing to weight gain.

Debunking Myths with Facts

Let's break down some facts to counter common misconceptions:

- **Balanced Diet:** Eating a variety of foods from all food groups is crucial for maintaining health.
- **Hydration:** Drinking enough water is essential for overall health, not just sodas or sugary drinks.
- **Moderation is Key:** It's not about eliminating foods but about balancing what we eat.

Critical Thinking in Nutrition

Encouraging critical thinking about nutrition involves questioning where our information comes from and understanding the science behind food choices. By learning how to differentiate between myths and facts, you can make healthier decisions that support your body and well-being. Always remember, what works for one person might not work for another, so it's important to listen to your body and consult with healthcare professionals when making significant changes to your diet.

True or False

Is the statement true or false?

1) Skipping meals is an effective weight loss strategy.	True	False
2) Drinking water is crucial for overall health.	True	False
3) All fats are harmful and should be avoided.	True	False
4) Healthy fats are found in avocados and nuts.	True	False
5) Eating balanced meals can help manage weight.	True	False

Question Answer the questions below.

1) Why is fiber considered healthy, and can you name two sources?

2) Why is hydration important, and how can you stay hydrated?

DirectionCheck the statements that show **FACTS** about

1) Skipping meals helps you lose weight.	
2) Eating balanced meals supports healthy weight.	
3) All fats are bad for your body.	
4) Healthy fats are important for the body.	
5) Carbohydrates always cause weight gain.	
6) Carbohydrates provide energy for the body.	
7) Drinking water is important for health.	
8) Only sugary drinks can keep you hydrated.	

Vegetarian and Vegan Diets

What Are Vegetarian and Vegan Diets?

Vegetarian and vegan diets are plant-based eating plans that exclude certain animal products. Vegetarians do not eat meat, while vegans avoid all animal products, including dairy, eggs, and honey. These diets are chosen for health, environmental, or ethical reasons.



Nutritional Benefits

Vegetarian and vegan diets are rich in fruits, vegetables, legumes, nuts, and whole grains, which provide a high intake of dietary fibre, vitamins C and E, and magnesium. These nutrients are essential for maintaining good health and preventing chronic diseases.

Meeting Dietary Needs

One common concern about vegetarian and vegan diets is getting enough protein, vitamins, and minerals that are typically found in animal products. However, with careful planning, it's possible to meet all your dietary needs on a vegetarian or vegan diet. Here are some key nutrients and where to find them:

- **Protein:** Essential for building and repairing tissues. Plant-based sources include lentils, chickpeas, tofu, quinoa, and nuts.
- **Calcium:** Needed for strong bones and teeth. Found in fortified plant milks, almonds, tahini, and green leafy vegetables.
- **Iron:** Important for blood production. Found in lentils, chickpeas, tofu, pumpkin seeds, and fortified cereals.
- **Vitamin B12:** Necessary for nerve function and blood formation. Consider fortified foods or supplements, as B12 is naturally found in animal products.
- **Omega-3 Fatty Acids:** Important for heart and brain health. Sources include flaxseeds, chia seeds, and walnuts.

Challenges and Considerations

While vegetarian and vegan diets can provide numerous health benefits, it's important to be aware of potential nutritional deficiencies. Planning meals and snacks that include a variety of foods is crucial to ensure all nutritional needs are met. Supplements may be necessary for some individuals to ensure adequate intake of vitamin B12, iron, and omega-3 fatty acids.

By understanding these aspects of vegetarian and vegan diets, students can learn about the importance of dietary choices and how they impact health and the environment.

True or False

Is the statement true or false?

1) Vegans avoid all animal products.	True	False
2) Vegan diets lack dietary fibre.	True	False
3) Tofu is a good source of protein.	True	False
4) Vitamin B12 is found in plant foods.	True	False
5) All nutritional needs are met easily with planning.	True	False

Questions Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) What are two reasons people choose vegetarian or vegan?

2) Why is vitamin B12 important, and how can vegans ensure they get enough of it?

Healthy Snacking

Elevating Energy Levels

Date: March 01, 2024

Author: By: Sara Jennings

3-minute read

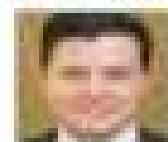
In today's fast-paced lifestyle, maintaining high energy levels is essential, but often challenging. Healthy snacking plays a pivotal role in this endeavour, offering a sustainable source of fuel that keeps our bodies and minds sharp. Rather than reaching for sugary treats or caffeine, opting for nutritious snacks can provide a steadier source of energy, preventing the dreaded crash. Incorporating foods like almonds, Greek yogurt, or sliced cucumbers into your daily routine can make a significant difference in our overall vitality.

Understanding that convenience and nutrition is key to healthy snacking. It's not just about choosing healthy options, but also about having them readily available. Preparing simple snacks like veggie sticks with hummus, or whole grain toast with avocado, ensures you have quick access to energy-boosting nutrients without compromising on taste. This strategic approach to snacking can significantly enhance our productivity and overall well-being.

The impact of healthy snacking on our energy levels cannot be overstated. It supports not only our physical health but our mental acuity, enabling us to tackle our tasks with renewed vigour. By making informed choices about what we consume, we empower ourselves to lead a more energetic and fulfilling life.

Regards,
Sarah Jennings

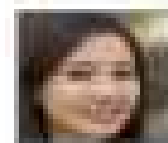
Comments:



Ethan Clark, March 04, 2024

Embracing healthy snacking has transformed my workdays. It's amazing how the right food choices can elevate energy and focus.

Like Reply 4h ago



Leah Nguyen, March 01, 2024

Absolutely agree with the benefits of healthy snacking. It's also a great way to introduce variety and nutrition into our diets, making eating well more enjoyable and sustainable.

Like Reply 3d ago

True or False

Is the statement true or false?

1) Healthy snacks can prevent an energy crash.	True	False
2) Sugary treats are recommended for steady energy.	True	False
3) Almonds are a good snack for energy.	True	False
4) Hummus and veggie sticks boost productivity.	True	False
5) Snacking on candy bars is beneficial.	True	False

Questions

Answer the questions below.

1) What is a major benefit of healthy snacks over sugary treats?

2) How does healthy snacking impact mental acuity and physical health?

Define

What do the terms below mean?

Energy Levels

Nutritious Snacks

The Sugar Debate

Sweet or Sour? Understanding Sugar

Sugar is a carbohydrate found in many of the foods and drinks we enjoy. It's not just in desserts and candies; sugar hides in places you might not expect, like bread, sauces, and even some packaged fruits and vegetables. While sugar can make foods taste better, consuming too much has been linked to various health issues.



Sugar and Health

When consumed in moderation, our bodies use it for energy. However, eating too much sugar can lead to health issues such as weight gain, tooth decay, and increased risk of diseases like type 2 diabetes, heart disease, and certain cancers. It can also lead to higher levels of triglycerides and lower levels of good cholesterol.

How Much Is Too Much?

Health experts have set guidelines to help us understand how much sugar is safe to consume. For children and teenagers, the recommended limit is no more than 25 grams (or 6 teaspoons) of added sugar per day. For adults, the limit is no more than 37 grams (or 9 teaspoons) of added sugar per day. These limits refer to added sugars, not those naturally occurring in foods but added during processing or preparation.

Tips for Reducing Sugar Intake

Reducing sugar intake doesn't have to be a daunting task. Here are some simple strategies to help you cut back:

- **Read Food Labels:** Look for terms like glucose, fructose, and sucrose. Pay attention to the total sugar content per serving.
- **Choose Natural Sweeteners:** Opt for natural sources of sweetness like fruits. Adding berries to your cereal or yogurt is a great way to sweeten them without added sugars.
- **Drink Smart:** Prefer water, milk, or unsweetened beverages over sugary drinks. If you like flavoured drinks, try adding a slice of lemon or lime to water.
- **Cook at Home:** Preparing meals at home allows you to control the amount of sugar added to your food.
- **Snack Wisely:** Choose snacks that are low in added sugars, such as nuts, cheese, or yogurt.

By becoming more aware of the sugars in our diet and making small changes, we can significantly impact our overall health. Remember, the goal isn't to eliminate sugar completely but to enjoy it in moderation as part of a balanced diet.

True or False

Is the statement true or false?

1) Eating too much sugar can lead to weight gain.	True	False
2) Sugar is only found in sweets and desserts.	True	False
3) Drinking water is preferred over sugary drinks.	True	False
4) Added sugars are naturally occurring in all foods.	True	False
5) Reading food labels can help reduce sugar intake.	True	False

Spot the added sugars. Put a ✓ next to the foods that contain added sugars.

☐ Candy	☐ White bread	☐ Soda
☐ Apples	☐ Milk	☐ Milk
☐ Chocolate cake	☐ Raisins	☐ Orange juice (packed)
☐ Chips	☐ Flavored yogurt	☐ Ice cream

Questions

Answer the questions below.

1) What are two health problems linked to excessive sugar consumption?

2) Why is it important to choose snacks wisely in terms of sugar content?

Activity – The Sugar Debate

Objective What are we learning about?

Students will analyze the effects of sugar on health and develop critical thinking and communication skills through a structured debate.

Materials What will you need for the activity?

- Reading: The Sugar Debate
- Paper and markers
- Timer



Instructions How will you do the activity?

1. Begin by reviewing the article "The Sugar Debate," and discussing key ideas about sugar, including its benefits and risks.
2. Divide the class into two groups: Team A: Sugar is an essential part of a healthy diet if eaten in moderation. Team B: Sugar should be completely avoided in a healthy diet.
3. Give each group time to prepare their arguments. They may refer back to the article. Students may list reasons, examples, and supporting facts.
4. Each team selects speakers who will present their ideas clearly and confidently to the class.
5. Conduct the debate by allowing each team to present an opening statement, followed by sharing their main arguments, and then responding to the opposing team's ideas.
6. Encourage respectful listening while students take notes on important points shared during the debate.
7. After the debate, guide a class discussion about which arguments were strong and what students learned from both sides.
8. Conclude the activity by asking students to reflect on how they can make healthier choices about sugar in their daily lives.

Instruction

Answer the questions based on the article.

Part 1: Understanding the Topic

What is sugar and where can it be found?

What are some health problems caused by too much sugar?

How much is recommended per day for teenagers?

Part 2: Preparing Your Argument

Write at least 3 strong points to support your team's position.

Part 3: Evidence and Examples

List facts or examples from the article to support your argument.

Part 4: Responding to the Other Team

What might the other team say?

How will you respond to their argument?

Part 5: During the Debate

Write down one strong point from the other team:

Write one new idea you learned:

Physical Activity and Nutrition

The Power of Physical Activity

Physical activity is essential for staying healthy, feeling good, and having energy for all the fun and work in your day. It's not just about sports; activities like walking, cycling, dancing, or even playing in the park count. For young people like you, it's recommended to get at least 60 minutes of physical activity each day. This helps maintain a healthy heart, muscles, and bones, and even improves mood and concentration.

Nutrition: Fuel Your Adventures

Think of your body as a car. Just as cars need the right fuel to run smoothly, your body needs the right food to perform well, especially when you're active. Eating a balanced diet is the key to providing your body with the right mix of foods:

- **Fruits and Vegetables:** Eat a rainbow of colours to get a wide range of vitamins and minerals.
- **Proteins:** Foods like chicken, fish, and lentils help repair and build muscle, especially important after a workout.
- **Whole Grains:** Foods like brown rice, oats, and pasta provide energy that lasts longer, keeping you going through the day.
- **Dairy or Alternatives:** These are great sources of calcium, which is crucial for strong bones and teeth.

Building Muscle with Nutrition

To grow muscle, your body needs protein. Protein acts as the building blocks for repairing and building muscle tissues, especially after you've been active. Foods that are high in protein include:

- Chicken and turkey
- Fish, such as salmon and tuna
- Dairy products like milk, cheese, and yoghurt
- Plant-based options like beans, lentils, and tofu

Combining regular physical activity with the right balance of proteins, carbohydrates, and fats ensures your body has what it needs to grow stronger. Remember, staying hydrated with plenty of water is also key to both your physical activity and nutrition plan.

By understanding the relationship between physical activity and nutrition, you can make choices that support your health and help you feel your best every day. Whether you're in a sports team, enjoy bike rides, or like a dance-off in your room, fueling your body correctly will help you do your best and grow stronger.

True or False

Is the statement true or false?

1) Physical activity is only about playing sports.	True	False
2) A balanced diet includes a variety of fruits.	True	False
3) You should drink plenty of water for hydration.	True	False
4) Proteins are not important for building muscle.	True	False
5) Whole grains provide energy that lasts longer than energy from sugary foods.	True	False

Directions

Label foods that help your body before and after physical activity.

--	--

Questions

Answer the questions below.

1) Why is protein important after physical activity?

2) How does a balanced diet support physical health?

Activity: Taste Exploration Role Play

Objective

What are we learning about?

Help students understand how taste influences food choices and practise making healthier decisions by exploring different taste preferences.



Materials

What will you need for the activity?

- Scenario cards showing taste situations (e.g., choosing between sweet vs. healthy foods, trying new flavours, influence on food choices)
- Simple props (e.g., menus, containers, etc.)
- Open space for role play

Instructions

How will you complete the activity?

1. Prepare scenario cards that show situations related to food choices (e.g., choosing sugary snacks, trying vegetables, trying new flavours, exploring new flavours).
2. Begin with a short discussion about the five basic tastes (sweet, salty, sour, bitter, and umami) and how they affect our food preferences.
3. Divide students into small groups and give each group one scenario card.
4. Allow groups time to read their scenario and plan a short role play showing both the situation and a healthier or balanced food choice.
5. Students perform their role play while classmates observe how taste preferences influenced the decisions.
6. After each performance, discuss what taste was involved and how students made healthier choices.
7. Conclude with a reflection on how understanding taste can help improve eating habits and encourage trying new foods.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Trying New Foods	During lunch, your friend refuses to try vegetables or new dishes and only eats familiar junk food. They say healthy food tastes bad. They seem unwilling to explore new flavours. What do you do?
Peer Pressure Eat Unhealthy Snacks	Your friend says they don't like how they look because their body is changing. They avoid joining activities and compare themselves to others. They feel embarrassed and insecure. What do you do?
Skipping Meals	Your friend often skips breakfast because they are too busy or not hungry. They feel low energy in class. What do you do?
Overeating Junk Food	Your friend eats a lot of fast food after school and says it helps them feel better when stressed. They are starting to feel unhealthy but don't know how to stop. What do you do?
Food Allergies Concern	Your friend has a food allergy but feels shy about telling others. They worry about being judged or left out during meals. What do you do?

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Following Food Trends Online	Your friend follows diet trends from social media that are not healthy or balanced. They believe everything they see online and start skipping important nutrients. What do you do?
Low Energy Poor Diet	Your friend feels tired all the time and struggles to focus in class. They only eat processed snacks and rarely eat fruits and vegetables. What do you do?
Not Drinking Enough Water	Your friend prefers sugary drinks and rarely drinks water. They complain about headaches and feeling tired during the day. What do you do?
Fear of Trying Healthy Options	Your friend says healthy food is boring and refuses to try anything new, even when given options. They stick to unhealthy choices out of habit. What do you do?
Balancing Taste and Health	Your friend loves sweet and salty foods and avoids healthier options. They think healthy food cannot taste good. What do you do?

Exit Cards

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

Name: _____

Circle the face that matches how the statement relates to healthy taste choices.

1) Trying new healthy foods like vegetables.		
2) Only eating sugary and salty foods		
3) Learning to enjoy natural flavours over time.		
4) Choosing a variety of foods for better health.		

Name: _____

Circle the face that matches how the statement relates to healthy taste choices.

1) Trying new healthy foods like vegetables.		
2) Only eating sugary and salty foods		
3) Learning to enjoy natural flavours over time.		
4) Choosing a variety of foods for better health.		

Name: _____

Circle the face that matches how the statement relates to healthy taste choices.

1) Trying new healthy foods like vegetables.		
2) Only eating sugary and salty foods		
3) Learning to enjoy natural flavours over time.		
4) Choosing a variety of foods for better health.		

Name: _____

Circle the face that matches how the statement relates to healthy taste choices.

1) Trying new healthy foods like vegetables.		
2) Only eating sugary and salty foods		
3) Learning to enjoy natural flavours over time.		
4) Choosing a variety of foods for better health.		

Overcoming Food Allergies

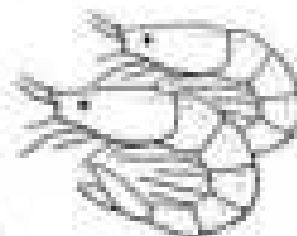
Understanding Food Allergies and Intolerances

Food challenges like allergies and intolerances can make eating a bit tricky, but understanding them is the first step to managing your diet safely and healthily. A food allergy involves the immune system and can cause serious reactions, while an intolerance usually affects digestion and is less severe.

Common Culprits

The most common food allergies include:

- Nuts (including peanuts)
- Shellfish
- Dairy
- Eggs
- Soy
- Wheat



Intolerances often include lactose (milk sugar intolerance) and grains that contain gluten.

Healthy Eating with Restrictions

Maintaining a balanced diet when you have food challenges requires a bit of creativity and planning. Here's how you can ensure you're getting the nutrients you need:

- **Read Labels:** Always check food labels for allergen information.
- **Find Substitutes:** Use alternatives for common allergens, such as almond milk instead of cow's milk, or gluten-free flour instead of wheat flour.
- **Focus on Variety:** Concentrate on the wide range of foods that are safe to eat. Fruits, vegetables, lean meats, and many grains are safe for most diets.
- **Prepare Your Own Meals:** Cooking at home lets you control what goes into your food.

Tips for Success

- Keep a food diary to track what you eat and how it affects you.
- Learn to recognize symptoms of a reaction and know what to do in case of an emergency.
- Educate friends and family about your food challenges to make social situations easier.

By understanding your dietary restrictions and planning accordingly, you can enjoy a wide variety of nutritious and delicious foods while managing your health effectively. Remember, focusing on what you can eat rather than what you can't is key to a positive outlook and a healthy diet.

True or False

Is the statement true or false?

1) Food allergies involve the immune system.	True	False
2) Food intolerances are more severe than allergies.	True	False
3) Peanuts are a common food allergy.	True	False
4) Reading food labels can help you manage allergies.	True	False
5) All proteins come from animal products.	True	False

DirectionMark safe choices and **X** for unsafe choices for people with food allergies.

Checking food labels	Choosing safe alternatives
Eating without checking	Eating trigger foods
Asking about allergies	Telling others about your allergy
Ignoring allergy warnings	Ignoring your allergy
Knowing symptoms	Ignoring reactions

Questions

Answer the questions below.

1) What's the difference between a food allergy and a food intolerance?

2) Why is it important to read food labels if you have food allergies?

Healthy Eating on a Budget

Smart Shopping Strategies

When it comes to eating healthily on a budget, smart shopping is key. Planning ahead and knowing what to buy can make a big difference in how much you spend on food. Here are some strategies to help you save money while still eating nutritious meals:



- **Make a Shopping List:** Before heading to the grocery store, write down everything you need. This helps you stick to your budget and avoid buying items you don't really need.
- **Buy in Bulk:** Purchasing items like rice, pasta, and dried beans in bulk can save money. These staples have a long shelf life and can be used in many meals.
- **Choose Seasonal Produce:** Fruits and vegetables that are in season are usually less expensive and tastier. This is a great way to add variety to your meals throughout the year.
- **Look for Sales and Discounts:** Keep an eye on store flyers for sales and collect coupons for additional savings.

Meal Planning Magic

Meal planning is a fantastic way to eat healthily and save money. By planning your meals for the week, you can make sure you're buying all the ingredients you need, reducing waste and saving time. Here's how to get started:

- **Plan Your Meals Around Sales:** Check grocery store flyers for weekly sales and plan your meals around these items.
- **Cook in Batches:** Prepare and cook meals in large quantities. You can then portion them out for later, saving both time and money.
- **Use Leftovers Wisely:** Get creative with leftovers. A roast chicken, for example, can be used for sandwiches, salads, or soups.

Healthy Eating on a Budget

- **Proteins:** Choose less expensive protein sources like lentils, chickpeas, and canned fish. These can be just as nutritious as more costly meat options.
- **Vegetables and Fruits:** Frozen vegetables and fruits can be more affordable and are just as nutritious as fresh ones.
- **Whole Grains:** Opt for whole grains like brown rice and whole wheat pasta. They're more filling and have more nutrients than their refined counterparts.

Make sure, eating healthily doesn't have to break the bank. With some planning and smart shopping, you can enjoy delicious and nutritious meals that are also easy on your wallet.

True or False

Is the statement true or false?

1) Buying in bulk is a way to save money.	True	False
2) Fresh vegetables are cheaper than frozen ones.	True	False
3) Planning meals around sales can reduce food costs.	True	False
4) Coupons have no impact on saving money on food.	True	False
5) Cooking in batches can save both time and money.	True	False

Question

Answer the questions below.

1) When are you using a shopping list before going to the grocery store?

2) How does meal planning help with staying on budget?

Direction

Draw or write the healthy foods you would put in your shopping bag and explain why you chose those foods.



Memory Game: Healthy Habits

Objective

What are we learning about?

To reinforce the understanding of healthy eating habits and their specific benefits, encouraging students to make informed daily health choices.

Materials

What you will need for the activity

- Printed cards
- Markers
- List of healthy habits and their benefits
- Timer (optional)



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 healthy eating.

Cards

Collection of Healthy Habits and Their Specific Benefits

Healthy Habits

Benefits

Healthy Eating

Choosing foods that are good
for your body's health.

Stay hydrated

Drinking enough water to keep
your body properly hydrated.Getting recommended daily
amount of VitaminsNutrients that your body needs
to function properly, found in
foods and supplements.

Daily Physical Activity

Moving your body to keep it
strong and healthy.

Getting Enough Sleep

Resting enough each night to
allow your body to recover and
stay healthy.**PREVIEW**

Cards

Collection of Healthy Habits and Their Specific Benefits

Healthy Habits	Benefits
Maintaining Mental Wellbeing	Taking care of your mind and emotions to stay happy and balanced.
Portion Control	Eating the right amount of food for your body's needs.
Eating a Rainbow of Fruits and Vegetables	Eating a variety of these to get essential nutrients.
Choosing Whole Grains instead of processed white flour foods.	Choosing grain foods that are more natural and less processed.
Eating recommended daily amount of Protein	Eating foods that help build and repair body tissues.

Cards

Collection of Healthy Habits and Their Specific Benefits

Healthy Habits	Benefits
Limiting Sugars	Reducing the amount of sugar you consume to stay healthy.
Choosing healthy fats	Choosing fats that are good for your heart and overall health.
Eating Calcium-Rich Foods	Eating foods high in calcium to support bone health.
Eating Fibre-rich foods	Consuming foods high in fibre to aid digestion and health.
Mindful Eating	Being aware of what and how much you eat to maintain health.

PREVIEW

Unit Test – Healthy Eating**Multiple Choice**

/10

1. Sodium refers to... a) Protein levels b) Cholesterol levels c) Vitamin levels d) Salt levels	2. How should adolescents' plates be divided according to the Guide? a) Mostly proteins b) Mostly fruits and vegetables c) Equal parts of all categories d) Mostly whole grains
3. What provides most of energy in our diet? a) Proteins b) Carbohydrates c) Fats d) Vitamins	4. Which vitamin helps absorb calcium? a) Vitamin A b) Vitamin B12 c) Vitamin C d) Vitamin D
5. What is a significant source of omega-3 fatty acids? a) Salmon b) Beef c) Pork d) Chicken	6. Which mineral is crucial for healthy blood? a) Calcium b) Iron c) Magnesium d) Zinc
7. Which is not a new technological food advancement? a) Plant-based proteins b) Lab grown meat c) Eating robotic plants and animals d) Vertical farming	8. What should make up half of every meal for adolescents? a) Whole grains b) Proteins c) Fruits and vegetables d) Dairy products
9. Which of these is not a main group in Canada's Food Guide? a) Fruits and Vegetables b) Whole Grains c) Processed Foods d) Proteins	10. What is the role of antioxidants in our diet? a) Increase energy levels b) Protect cells against damage c) Promote weight gain d) Decrease muscle mass

Define

What do the terms below mean?

Term	Definition - What does it mean?
Macronutrients	
Micronutrients	

Short Answer

Answer the questions below - Each question is worth 3 marks.

1) Why is it important to understand the terms listed on food labels?

2) Describe the Canada Food Guide and how it helps us make healthy choices.

3) Are all sugars bad for you? Explain.

Long Answer

Answer the questions below – Each question is worth 5 marks.

1) In what ways does food marketing influence teenagers' food choices, and why is it important for them to develop critical thinking skills regarding food advertisements?

PREVIEW

2) Explain what mindful eating is and how mindful eating can help with food choices.



Workbook Preview



Grade 8 – Health Curriculum

Human Development and Sexual Health

	Expectations	Pages
D1.4	identify and explain factors that can affect an individual's decisions about sexual activity	6-43
D1.5	demonstrate an understanding of gender identity (e.g., male, female, Two-Spirit, transgender), gender	
D2.3	demonstrate an understanding of abstinence, contraception and the use of effective and suitable protection to prevent pregnancy and STBIs, and the concept of consent, as well as the skills (e.g., self-awareness, communication, assertiveness, and refusal skills) they need to apply in order to make safe and healthy decisions about sexual activity	62-77
D3.3	analyse the attractions and benefits associated with being in a healthy relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy	78-107

**Preview of 75 pages from
this product that contains
148 pages total.**

HUMAN DEVELOPMENT AND SEXUAL HEALTH

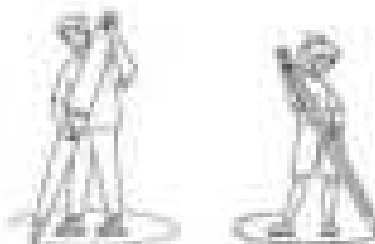
PREVIEW



Understanding Personal Limits

Recognizing Personal Boundaries

Understanding personal limits, especially in the context of sexual activity, is crucial for maintaining your well-being and ensuring respectful interactions. It involves knowing and setting your own boundaries, which are influenced by your values, beliefs, and comfort levels. Recognizing these boundaries helps you navigate relationships with confidence and assertiveness.



The Importance of Boundaries

Personal boundaries are guidelines for what you are comfortable with in various situations, including sexual activity. Establishing these boundaries is essential for a number of reasons:

- **Safe and Consensual Interactions:** Ensures interactions are consensual and comfortable for everyone involved.
- **Self-Respect:** Reinforces your decisions, fostering a strong sense of self-worth.
- **Healthy Relationships:** Promotes communication and respect, which are foundational to any relationship.

Key Terms to Understand

- **Consent:** A mutual agreement between individuals to engage in a specific activity at a specific time.
- **Boundaries:** Personal limits set by an individual, which can be physical, emotional, or digital.
- **Values:** Core beliefs or principles that guide an individual's choices and decision-making.

Statistics to Consider

- A study indicates that individuals who have a clear understanding of their boundaries are more likely to experience positive interactions in relationships.
- Research shows that communication about personal limits and consent is linked to higher satisfaction in relationships.

Setting Your Boundaries

Here's a list to help guide you in establishing your own personal limits:

- **Reflect on Your Values:** Consider what is most important to you.
- **Communicate Clearly:** Always be open and honest about your limits with others.
- **Respect Your Feelings:** It's okay to say no or to change your mind at any time.
- **Seek Support:** If you're unsure, talk to someone you trust for advice.

Understanding and respecting personal limits are key to navigating relationships and experiences confidently. By setting clear boundaries based on your values, you can ensure that your interactions are healthy, respectful, and fulfilling.

Name _____

7

Relationship Connection
ELA

True or False

Is the statement true or false?

1) Personal limits guide what we're comfortable with.	True	False
2) Consent is a one-time agreement.	True	False
3) Communication about limits improves relationship satisfaction.	True	False
4) Consent requires mutual agreement.	True	False
5) Values have no impact on personal boundaries.	True	False

Questions

Answer the questions below.

1) Why are personal boundaries important?
2) How can someone set their personal boundaries?

Direction

Put a ✓ if you allow it or do not allow it.

Situations	Allow	Do Not Allow
1) Someone hugs you without asking.		
2) A friend asks before borrowing your things.		
3) A classmate reads your messages.		
4) A classmate shares your photo without asking.		
5) Someone teases you after you said stop.		

Understanding Boundaries Through Role Play

Objective

What are we learning about?

To help students understand the importance of communication and mutual respect in relationships. This activity aims to foster empathy and respect for personal boundaries and consent.

Materials

What you will need for the activity:

- Scenario cards
- Role cards
- A quiet, comfortable space for role play
- Timer



Instructions

How to implement the activity:

1. Divide the class into small groups. Assign each group a scenario card that describes a situation involving boundaries or consent levels in relationships.
2. In each group, students decide who will play each role in the scenario. Roles include the individuals in the scenario and an observer to provide feedback.
3. Give students 10 minutes to discuss their roles and plan out the scenario, focusing on communication strategies and respecting boundaries.
4. Each group acts out their scenario in front of the class. Use a timer so each performance lasts no more than 5 minutes.
5. After each performance, allow 5 minutes for the observer in the group to provide feedback on how the situation was handled, particularly noting communication and respect for boundaries.
6. Lead a class discussion on the different scenarios, highlighting effective communication strategies and the importance of consent and respecting boundaries.
7. Ask students to reflect on how they would feel in each situation and the importance of mutual respect in relationships.
8. Encourage students to think about real-life applications of these lessons, discussing how they can apply what they've learned in their own relationships.

Strategies

Use the strategies below to navigate these situations safely.

- 1) **Use "I" Statements.** When expressing feelings or setting boundaries, start sentences with "I feel" or "I think" to make the conversation more about personal feelings and less accusatory. For example, "I feel uncomfortable when my things are used without asking."
- 2) **Active Listening.** Show you're listening by nodding, maintaining eye contact, and repeating back what you've heard to ensure understanding. For instance, "So, you're saying I feel left out when I don't share my plans with you?"
- 3) **Express Empathy.** Try to understand and verbalize the other person's feelings. For example, "It sounds like you're really passionate about this project, and I understand you want to work on it independently."
- 4) **Seek Consent.** Always ask for permission before sharing someone's personal information or borrowing their belongings. "Is it okay if I borrow your notebook?" shows respect for their privacy and belongings.
- 5) **Offer Alternatives.** When declining a request, suggest another activity or time. For example, "I can't join this event this week, but would you like to catch a movie next week instead?"
- 6) **Set Clear Boundaries.** Be specific about what you are and are not okay with. "If you're uncomfortable with certain topics or actions, please let me know. I prefer not to talk about my family situation with others."
- 7) **Change the Subject.** If a conversation becomes uncomfortable, gently steer it towards a neutral or positive topic. "Speaking of weekends, did anyone catch the new movie release?"
- 8) **Use Humour Carefully.** A light joke can ease tension, but make sure it's appropriate and won't be misunderstood. "I guard my art supplies like a dragon with treasure, gotta ask before you borrow!"
- 9) **Practice Assertiveness.** Stand up for yourself without being aggressive. Maintain a calm tone and posture. "I really need to focus on my own work right now, but I appreciate your offer to collaborate."
- 10) **Seek Support.** If a situation feels overwhelming, it's okay to involve a trusted adult, like a teacher or counsellor, especially if privacy or personal safety is a concern. "I'm not sure how to handle this situation. Can we talk about it?"

Scenarios

Role-Play Scenarios

Jasmine, a new student, feels overwhelmed trying to fit in. During lunch, she sits alone, and a group of students, led by Alex, decides to invite her to join them. Alex needs to navigate asking Jasmine to join them in a way that respects her possible desire for solitude or fear of intrusion.

In Mr. Singh's class, students are choosing partners for a science project. Harpreet wants to work with Jordan, but Jordan prefers to work alone due to past group conflicts. Harpreet must communicate understanding and respect for Jordan's boundaries while expressing his desire to collaborate.

Sofia and Leo are friends who often play online games together. One day, Leo starts using a game character that makes Sofia uncomfortable. Sofia needs to express her feelings to Leo, highlighting the importance of respect and consent even in virtual spaces.

During a group chat, Aiden shares a personal story that deeply upsets Priya. Priya feels her privacy was violated. The scenario involves Priya expressing her feelings with Aiden, focusing on the importance of consent and not sharing personal information or photos.

Maria is at a party where her friends start pressuring her to do something she's uncomfortable with. She needs to assert her boundaries clearly, communicate her feelings, and maintain her friendships, emphasizing her right to make personal choices.

Elias receives an invitation to join a weekend trip from a classmate he doesn't know well and feels uneasy about it. Elias must politely decline the invitation, conveying his feelings without offending the other student.

Talia notices that her friend, Noah, has been using her art supplies without asking. Although she doesn't mind sharing, she wants to be asked first. Talia needs to communicate her feelings to Noah, emphasizing the importance of asking for permission and respecting others' belongings.

Reflection

Answer the questions below.

1) How important is communication here?

2) How can I respect boundaries better?

3) What does mutual respect mean?

4) How can misunderstandings be avoided?

5) What strategies can improve communication?

PREVIEW

Navigating Curiosity and Desire

Empowering Choices: Sexual Health

Date: March 13, 2024

Author: By Jordan Paterson

2-minute read

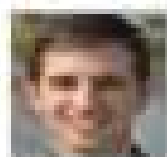
Curiosity and desire are fundamental human experiences, driving much of our learning and personal development. However, when it comes to sexual activity, balancing these feelings with informed choices and safety is crucial. Statistics show a significant gap in sexual education, emphasizing the need for comprehensive understanding and safe practices.

Understanding key concepts like consent, safe sex, and boundaries is essential in navigating sexual health. It's not just about the mechanics of sex but also about the emotional and physical well-being. Informed decisions can lead to safer and more fulfilling experiences, avoiding unwanted outcomes.

Empowerment in sexual health comes from knowledge. By equipping ourselves with accurate information and understanding the importance of consent and safety, we can make choices that respect both our desires and our well-being. This balance is key to enjoying healthy, consensual relationships.

Until we meet again,
Jordan Paterson

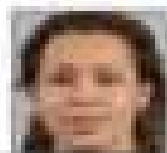
Comments:



Ethan Tremblay, March 13, 2024

Understanding the balance between curiosity, desire, and informed choice is fundamental in fostering healthy sexual relationships. It's about more than just safety; it's about respect and mutual understanding.

[Like](#) [Reply](#) [3h ago](#)



Sophia Chen, March 13, 2024

Highlighting the importance of consent and education in discussions about sexual health is crucial. Knowledge empowers us to make choices that are not only safe but also aligned with our values and desires.

[Like](#) [Reply](#) [2d ago](#)

True or False

Is the statement true or false?

1) Curiosity plays a key role in sexual decisions.	True	False
2) Informed choices do not impact sexual health.	True	False
3) Consent is an essential aspect of sexual activity.	True	False
4) Safety considerations are unnecessary in sexual health.	True	False
5) Knowledge reduces risks in sexual activity.	True	False

Questions

Answer the questions below.

1) What is the role of curiosity and desire?

2) What role does emotional and psychological health play in sexual health?

Direction

Write three things you are curious about relationships and intimacy.



Curiosity Head – Navigating Curiosity and Desire

Objective What are we learning about?

Students will reflect on their thoughts, questions, and understanding of sexual health, consent, and boundaries in a safe and age-appropriate way.

Materials What will you need for the activity?

- [Curiosity Head worksheet](#) (boy/girl version)
- [Curiosity Head worksheet](#) (boy/girl version)
- Coloring materials



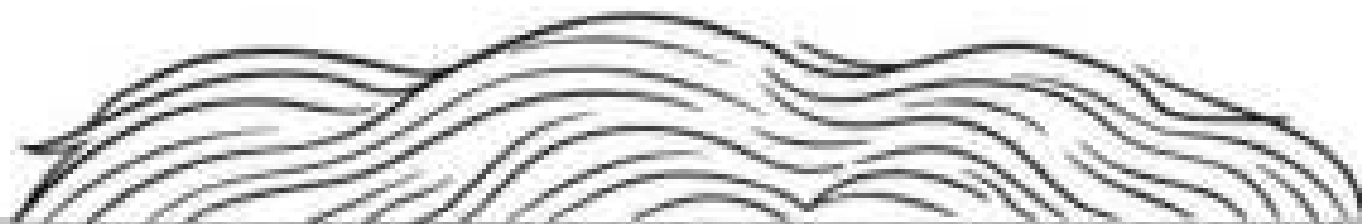
Instructions How will you do this activity?

1. Look carefully at the head template. The lined box represents your thoughts, ideas, and questions, which place responsibility on you as a learner making decisions about your well-being.
2. In the lined box, write three to five meaningful questions you have about topics such as consent, boundaries, relationships, and making responsible choices. Think about real situations you may experience with friends, or online. Your questions should be respectful, honest, and appropriate for classroom discussion.
3. After writing your questions, read them again and choose one question that you think is the most important or meaningful to you. This is the question you are most curious about or want to understand better.
4. Be prepared to share your chosen question with a partner, small group, or the whole class if asked. Remember that this is a safe space, so listen respectfully to others and value different ideas and perspectives.

Name _____

11

Copyright © 2014
www.ahgah.com



PREVIEW





PREVIEW



Exit Cards

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

Name: _____

Does this show a safe and responsible choice?

1) Asking questions to understand relationships	Yes	No
2) Ignoring possible consequences of actions	Yes	No
3) Respecting personal boundaries	Yes	No
4) Giving in to pressure from others	Yes	No
5) Thinking carefully before making decisions	Yes	No

Name: _____

Does this show a safe and responsible choice?

1) Asking questions to understand relationships	Yes	No
2) Ignoring possible consequences of actions	Yes	No
3) Respecting personal boundaries	Yes	No
4) Giving in to pressure from others	Yes	No
5) Thinking carefully before making decisions	Yes	No

Name: _____

Does this show a safe and responsible choice?

1) Asking questions to understand relationships	Yes	No
2) Ignoring possible consequences of actions	Yes	No
3) Respecting personal boundaries	Yes	No
4) Giving in to pressure from others	Yes	No
5) Thinking carefully before making decisions	Yes	No

Name: _____

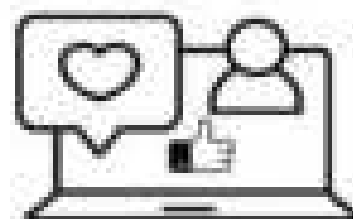
Does this show a safe and responsible choice?

1) Asking questions to understand relationships	Yes	No
2) Ignoring possible consequences of actions	Yes	No
3) Respecting personal boundaries	Yes	No
4) Giving in to pressure from others	Yes	No
5) Thinking carefully before making decisions	Yes	No

Impact of Media on Sexual Health Decisions

Understanding the Influence

Media plays a significant role in shaping the opinions and decisions of young people, especially when it comes to sexual health. Various forms of media, including television shows, movies, social media, and advertisements, often present skewed and unrealistic portrayals of relationships and sexual behaviour. These portrayals can lead to misconceptions and risky behaviours if not critically assessed.



Key Terms

- **Media Literacy:** The ability to access, analyze, evaluate, and create media in a variety of forms.
- **Sexual Health:** The physical, emotional, mental, and social well-being related to sexuality.
- **Influence:** The power to have an effect on the character, development, or behaviour of someone or something.

The Statistics Speak

- A survey showed that teenagers who are exposed to sexual content in media are twice as likely to initiate sexual activity compared to their less-exposed peers.
- About 80% of TV shows/movies contain some sexual content, but only 15% discuss the risks or responsibilities of sexual activity.

Critical Thinking is Key

It's important for students to develop critical thinking skills to evaluate the messages about sexual health that media presents. Here are some strategies:

- **Question the Message:** Always ask who created this message and why. Are they trying to convince you of?
- **Seek Reliable Information:** Compare the information in media to what credible health sources say. Websites like those of the Canadian Public Health Association offer accurate sexual health information.
- **Discuss Openly:** Talking with trusted adults, teachers, or peers about media messages can help clarify misconceptions.

Media Literacy for Healthy Decisions

Emphasizing media literacy is crucial. Understanding that media content is crafted with specific goals in mind can help young individuals make informed decisions about their sexual health. Encouraging discussions and education on this topic supports students in critically assessing media messages and seeking out credible information for their questions and concerns.

Questions

Answer the questions below.

1) How does media influence teenagers' perceptions of sexual health?

2) Why is it important to discuss media messages about sexual health?

ConnectingExplain some ways that media can affect ideas about sexuality.
Consider fashion and music.**True or False**

Is the statement true or false?

1) Media has no impact on sexual health decisions.

True

False

2) Media literacy helps analyze media content critically.

True

False

3) All TV shows accurately portray sexual health risks.

True

False

4) Discussing media messages can help clarify misconceptions.

True

False

5) Critical thinking skills are unnecessary for media consumption.

True

False

Speaking Cards: Media Influence and Healthy Decisions**Objective**

What are we learning about?

Students will develop their oral communication skills by discussing how media influences thoughts, attitudes, and decisions about relationships, consent, and sexual health, while practising critical thinking and respectful dialogue.

Materials

What will you need for the activity?

- Speaking Cards (1-20)
- Timer (optional)
- Paper and pen (optional)

**Instructions**

How will you do the activity?

1. Students will work in pairs or small groups. Each student will take turns picking a speaking card and responding to the question or statement written on it. The student should speak clearly and answer in complete sentences, sharing their ideas, opinions, and examples related to media influence and healthy decisions.
2. After one student responds, their partner or groupmate should listen and may ask follow-up questions or share their own thoughts about the topic. Students are encouraged to express their ideas respectfully and consider different perspectives during the discussion.
3. Each student should answer several cards within the given time. The teacher may set a time limit for each response to ensure that all students have the opportunity to participate.
4. At the end of the activity, selected students may share their answers with the class, or the teacher may lead a short discussion to highlight important ideas about media literacy, consent, and making safe and responsible choices.

Speaking Cards

Cut out the cards.

We are talking about social media. Introduce yourself. Then share one type of media you often watch (e.g., TikTok, YouTube). Describe what kind of content you usually see and how it might influence your thoughts about relationships or behaviour.

Think about a popular trend you have seen on social media (such as TikTok or Facebook). Describe what people are doing in the trend and what message it sends about relationships or behaviour. Do you think this trend promotes safe and responsible choices? Explain your answer.

Describe a video or post you saw about relationships or dating. Is the message realistic or not? How might it influence your thoughts?

You are a new student. Introduce yourself and ask your classmate what kind of media they watch. Ask if they think media always shows safe and responsible choices. Respond to their answer.

Pretend a younger student is asking for advice. Explain how media can sometimes give misleading information about relationships or sexual health. Give one example and advice on what to do.

You and a friend are planning a group discussion about social media. Share what you know about media content and boundaries. Explain how media sometimes shows safe and responsible choices, and how it can be incorrect.

Ask your partner questions about how they feel when they see certain media (e.g., romantic scenes, influencers, trends). Then share your own thoughts. Do these influence your decisions? Why or why not?

Talk about a video or post you saw about relationships. Ask your partner questions about how they feel about believing what you see on social media.

Talk about a time when media influenced how people should look or act in relationships. Do you think this message is realistic? Why or why not?

Imagine your friend believes everything they see online about relationships. What advice would you give them to help them make better decisions?

Describe how influencers or celebrities can affect young people's choices. Give one example of a positive influence and one negative influence.

You saw a viral video about relationships or dating. Explain what message it shows. Do you agree or disagree with it? Why?

Speaking Cards

Cut out the cards.

I am interviewing you. Tell me how media can influence young people's decisions about relationships and body image. Give one positive and one negative example.

Think of a time when media made something look normal or acceptable, even if it may not be safe or respectful in real life. Describe the situation and explain your opinion about it.

Many advertisements show "perfect" relationships and lifestyles. Describe an advertisement and the message does it send. How should we act in relationships? Do you think this is realistic?

Some shows or videos do not clearly show respect for consent and boundaries. Describe how this can affect viewers. Why is it important to understand consent even if media shows something different?

Imagine your friend is watching a movie or series about relationships. Explain why they might be confused or misled. What advice would you give your friend? How can they help them make better and safer decisions?

Social media can create pressure to act, dress, or behave in a certain way. Describe how this pressure can affect people's decisions. What can help resist this pressure?

Media often shows certain body types or appearances as "ideal." How can this affect how young people feel about themselves? Explain how this might influence their decisions or behaviour.

Shows often influence how people understand love and relationships. Describe a show and explain how it might affect someone's expectations.

You see a post online that gives advice about relationships or sexual health. Explain how you can check if the information is true, safe, and reliable before believing or following it.

You watch a video that makes risky behaviour look fun, exciting, or normal. Explain what you should think about before copying what you saw. What are the possible consequences?

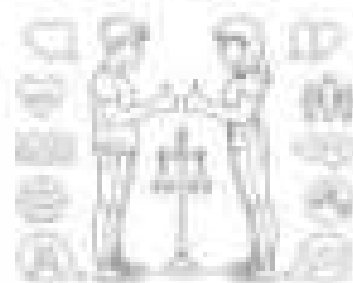
Your classmate shares a viral video about relationships or "love advice." Describe how you would evaluate whether the message is healthy or unhealthy. What questions would you ask?

Not everything on social media is true or appropriate. Explain why it is important to think carefully before copying what you see online. Give an example.

Legal Aspects of Sexual Activity

Legal Foundations

In Canada, the law is very clear about sexual activity and consent. Consent means agreeing to something, and in the context of sexual activity, it's about all parties agreeing to participate without feeling pressured or forced. It's crucial for young people to understand these laws to make informed and respectful decisions.



Age of Consent

The age of consent is the minimum age at which a person is considered legally competent to consent to sexual activities.

In Canada, the age of consent is 16 years old. However, there are exceptions to this rule, designed to protect young people from exploitation.

- **Close-in-Age Exceptions:** These provisions allow for consensual sexual activity between teens. For example, a 14 or 15-year-old can consent to sexual activity with someone less than 5 years older, and a 12 or 13-year-old can consent to sexual activity with someone less than two years older.

Key Terms and Their Meanings

- **Consent:** Permission for something to happen or agreement to do something.
- **Age of Consent:** The age at which a person is considered legally competent to consent to sexual activities.
- **Exploitation:** Taking advantage of someone in a way that is harmful or abusive.

Legal Protections Against Exploitation

Canadian law protects individuals, especially those under 18, from sexual abuse. This includes laws against sexual activity with someone in a position of authority or trust, even if the younger person consents, until they are 18 years old.

Statistics for Awareness

- A significant percentage of teenagers are unaware of the specific age of consent laws in their province or territory.
- Education on consent and sexual health significantly impacts the decisions teens make regarding sexual activity.

The Importance of Understanding Consent

Understanding and respecting consent is crucial for healthy relationships. It's about communication, respecting boundaries, and ensuring that any sexual activity is agreed upon by everyone involved. This knowledge empowers individuals to protect themselves and make informed decisions.

True or False

Is the statement true or false?

1) Consent means agreeing to participate without pressure.	True	False
2) A 14-year-old can consent to someone 6 years older.	True	False
3) Exploitation refers to taking unfair advantage of someone.	True	False
4) Education on consent affects teenagers' sexual decisions.	True	False
5) Anyone can consent to sexual activity with a person in authority at 16.	True	False

Question Answer the questions below.

1) What are close relationships? Give an example.

2) Why is understanding consent important in relationships?

Direction

Decide whether the situation is legal, illegal, or needs more information.

1	A person is convinced to do something they are not ready for.	
2	Grade school students are already in a serious relationship.	
3	A teenager is dating someone much older (adult).	
4	A couple agrees on their boundaries.	
5	A couple respects each other's limits.	
6	One person is underage in a romantic relationship.	
7	A person says "no" but the partner continues.	

Cultural and Religious Beliefs about Sexuality

Exploring Diversity

Sexuality is a fundamental aspect of human life, influenced by a variety of factors including culture and religion. Understanding these influences is essential for respecting others' beliefs and making informed decisions.



Cultural Influences

Cultures across the world have diverse beliefs about sexuality. These beliefs can shape behavior and attitudes towards sexual activity. For example, some cultures value abstinence, while others may have more open attitudes towards sexuality. It's crucial to respect these differences to foster an inclusive environment.

Religious Beliefs

Religious teachings play a significant role in shaping views on sexuality. Different religions have distinct perspectives on sexual activity.

- **Christianity:** Often promotes abstinence before marriage and fidelity within marriage.
- **Islam:** Emphasizes modesty and prohibits both premarital and extramarital sexual activities.
- **Hinduism:** Views on sexuality vary, with some sects celebrating it as a part of life and others advising moderation.
- **Buddhism:** Encourages followers to avoid excessive sexual activity, focusing on moderation.

Respecting Diverse Perspectives

It's important to understand and respect the wide range of beliefs about sexuality. Mutual respect fosters a supportive environment for everyone, regardless of their religious background.

Key Terms to Remember

- **Abstinence:** Choosing not to engage in sexual activity.
- **Fidelity:** Being faithful to one's partner by not engaging in sexual activities outside the relationship.
- **Modesty:** Dressing or behaving so as not to display or suggest sexual interest.
- **Premarital:** Before marriage.

Statistics and Examples

While it's challenging to quantify beliefs due to their personal and varied nature, surveys show that attitudes towards sexuality are greatly influenced by cultural and religious backgrounds. For instance, in countries with strong religious influences, there's a higher likelihood of abstinence being valued.

Questions

Answer the questions below.

1) How do cultural beliefs influence attitudes towards sexual activity?

2) Why is it important to respect diverse perspectives on sexuality?

Fill in the Blanks

Write the missing word.

1)	Culture and religion influence how people view _____ relationships.	weather
2)	Some cultures value _____ before marriage.	spending
3)	Religious beliefs can shape people's _____ and choices about _____.	height
4)	It is important to _____ different beliefs.	object
5)	Modesty means dressing or behaving in a _____ way.	respect, careless

True or False

Is the statement true or false?

1) Cultures around the world view sexuality in the same way.	True	False
2) Religious beliefs do not influence views on sexuality.	True	False
3) Christianity promotes abstinence before marriage.	True	False
4) Premarital refers to behaviours before marriage.	True	False
5) Respect for diverse beliefs fosters an inclusive environment.	True	False

Family Values & Health Choices

Understanding Family Values

Family values are the beliefs and principles that are passed down from parents to children, shaping their attitudes, behaviours, and decisions in life. When it comes to sexual health, the role of these values is significant, influencing how young people make decisions about relationships, intimacy, and their own bodies.



Influencing Sexual Health

Family values affect sexual health decisions in several ways. By discussing sexual health openly and setting expectations, families can guide their children towards making informed choices. Here are key areas influenced by family values:

- **Communication:** Open dialogue about sexual health can lead to better awareness and understanding.
- **Beliefs and Expectations:** Family beliefs influence decisions about when to start being sexually active, and whether to use contraception and safe sex practices.
- **Cultural and Religious Beliefs:** These often shape attitudes towards sex, influencing decisions on premarital sex, contraception, and views on LGBTQ+ relationships.

Key Statistics and Facts

To understand the impact of family values on sexual health, consider these statistics:

- A study found that teens who had open conversations with their parents about sex were more likely to delay sexual activity and use contraception.
- Cultural beliefs play a significant role in sexual health decisions. In cultures that emphasize abstinence until marriage, significantly fewer teens use contraception.
- Research indicates that comprehensive sexual education, combined with family support, leads to healthier sexual behaviours among teenagers.

Important Terms

- **Sexual Health:** A state of physical, emotional, mental, and social well-being in relation to sexuality.
- **Contraception:** Methods or devices used to prevent pregnancy.
- **Abstinence:** Choosing not to have sexual intercourse.

By understanding the role of family values in shaping sexual health decisions, students can appreciate the complexities of how personal beliefs and societal norms intersect with health and well-being.

True or False

Is the statement true or false?

1) Family discussions about sex can delay sexual activity.	True	False
2) Cultural beliefs do not influence sexual health decisions.	True	False
3) Abstinence means using contraception effectively.	True	False
4) Open dialogue with parents leads to healthier behaviours.	True	False
5) Comprehensive sexual education opposes family values.	True	False

Define

What do the terms below mean?

Abstinence	
Contraception	

Questions

Answer the questions below.

1) How do family values affect decisions on sexual health?

2) What role do cultural beliefs play in sexual health decisions?

Substance Impact on Choices

“Choices Under Influence”

Publication Date: March 26, 2024

In recent years, the topic of how alcohol and drugs influence decision-making has gained attention among young people. Experts advise that those with firsthand experience have shared insights that are crucial for understanding the impact of substances and promoting safer choices.

Alcohol and drugs are known to impair judgment and decision-making abilities. When under the influence, individuals may find it harder to assess situations accurately and make safe choices. Dr. Maria Chen, a psychologist specializing in adolescent behavior, explains, “Alcohol and substances affect the brain’s ability to process information and make decisions, often leading to actions one might not consider when sober.”

Statistics from a national survey reveal that nearly 30% of teenagers admit to making less cautious decisions about sex when under the influence of alcohol or drugs. This behavior increases the risk of unwanted pregnancies and sexually transmitted infections (STIs). The survey also highlighted a concerning lack of awareness about the effects of substances on decision-making capabilities among youth.

The impact of these substances goes beyond physical health. Emotional and psychological effects can also result from decisions made

under the influence, including regret and mental health challenges. Jay, a university student who shared his experience, said, “Looking back, I wish I had been more aware of how alcohol was affecting my choices. It’s something I now regret and am learning from.”

Key terms that are important to understand in this context include ‘consent,’ which is the agreement to participate in sexual activity, and ‘impairment,’ which refers to the reduced ability to make clear decisions. Understanding these concepts is crucial for young people to navigate social situations safely.

To ensure safe choices, experts recommend setting personal boundaries before attending social events where alcohol and drugs may be present. Consulting with friends about these boundaries and having a support system to rely on can be helpful.

At the same time, education about the effects of alcohol and drugs on sexual decision-making is essential. Programs that require attention and understanding of the risks involved in making informed choices, young individuals can protect their health and well-being. Initiatives to increase awareness and provide resources on this topic are essential steps in empowering youth to make safer decisions.

While this topic continues to be explored and understood, the insights from experts and those with first-hand experience offer valuable guidance for young people navigating the complexities of relationships and personal safety in the context of substance use.

True or False

Is the statement true or false?

1) Alcohol can improve decision-making abilities.	True	False
2) Alcohol and drug use impair judgement.	True	False
3) 50% of teenagers are unaffected by substances.	True	False
4) Consent is important in sexual situations.	True	False
5) Setting boundaries can help maintain safety.	True	False

Question Answer the questions below

1) How does alcohol affect judgement according to the text?

2) Why is setting personal boundaries important when attending social events?

Word Search

Find the words in the wordsearch.

Choice	Sober
Regret	Safety
Aware	Drugs
Bound	Brain
Risky	Alert
Consent	Impact

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

5-Minute Activity: Choices Under Influence

Objective

What are we learning about?

Students will understand how substances (alcohol and drugs) affect decision-making, behaviour, and well-being by identifying effects, risks, and safe choices through guided reflection.

Materials

What will you need for the activity?

- Printed worksheet
- Pen or pencil
- Timer (optional)

**Instructions**

How will you do it?

1. Read each category carefully. For every item, think of words or short phrases that best answer the prompt based on your understanding of how substances can influence choices and behaviour.
2. Think about real-life situations, possible consequences, and safe choices when answering. Your responses should reflect responsible decision-making and awareness of health and safety.
3. Work independently or with a partner, depending on your teacher's instructions. You may be given a limited time to complete the activity, so answer quickly but thoughtfully.
4. After completing the worksheet, be prepared to share some of your answers with the class. Listen respectfully to others and compare your ideas. Your teacher may also discuss correct or suggested responses to help deepen your understanding.

Category		Words/Phrases		
1	Three effects of alcohol or drugs on the body			
2	Three ways substances affect decision-making			
3	Three risky behaviors under influence			
4	Three ways substances might increase blood pressure			
5	Three ways to say NO to substances			
6	Three consequences of substance use			
7	Three trusted people you can talk to			
8	Three warning signs of substance misuse			
9	Three healthy alternatives to substance use			
10	Three emotions people may feel after poor decisions			
11	Three things you can do to protect your well-being			

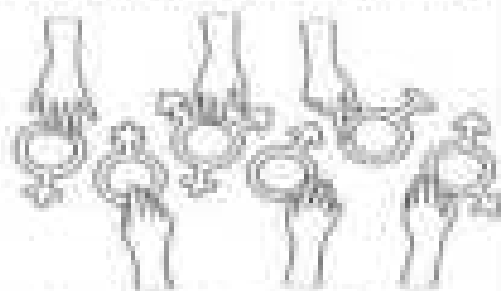
Category		Words/Phrases		
12	Three short-term effects of substance use			
13	Three long-term effects of substance use			
14	Three ways substances affect thinking and decision-making			
15	Three ways peer pressure happens			
16	Three ways to avoid risky situations			
17	Three ways substances can affect school performance			
18	Three activities that promote a healthy lifestyle			
19	Three signs someone may need help			
20	Three ways to manage stress without substances			
21	Three things to consider before making a decision			
22	Three ways to stay in control of your choices			

PREVIEW

Gender Identity and Self-Concept

Understanding Self and Respect

In a small Canadian town, Jordan, a Grade 8 student, began exploring their gender identity, feeling that the label "girl," assigned at birth, didn't quite fit. Jordan's journey into understanding their gender identity deeply influenced their self-concept, the way they saw and defined themselves.



As Jordan navigated this personal exploration, they discovered the term "non-binary," which encompassed neither masculine nor feminine. This revelation was a turning point, offering Jordan a sense of belonging. Through research, Jordan found that a significant portion of youth, approximately 0.3% of the population, identify as non-binary, challenging the traditional binary of male and female.

In school, Jordan shared their experience, helping a classmate explore their identity. They talked about the importance of respecting and accepting everyone's journey towards positive self-development. Jordan highlighted that individuals who feel accepted and supported are more likely to have higher self-esteem. Studies show that respect, acceptance, and support from peers and family are crucial for the mental health and well-being of LGBTQ+ youth, reducing risks of depression and anxiety.

Jordan's story resonated with many classmates, initiating discussions about gender diversity and the importance of an inclusive community. The teacher, Ms. Patel, supported these conversations, emphasizing that understanding and respecting each person's self-identified gender contributes to a healthier and more supportive community.

Through Jordan's journey, the class learned not only about gender identity and self-concept but also about the power of acceptance and respect in fostering an environment where everyone can thrive.

Questions

Answer the questions below.

1) Why is respect and acceptance important for LGBTQ+ youth?

2) How did Jordan's exploration of gender identity impact their self-concept?

True or FalseWrite *true* or *false*.

1) Approximately 10% of Canadian youth are trans or non-binary.

True

False

2) Jordan's self-concept wasn't affected by their gender identity.

True

False

3) Supportive environments improve self-esteem for LGBTQ+ youth.

True

False

4) Ms. Patel discouraged discussions about gender identity.

True

False

5) Respect for gender identities fosters a supportive classroom.

True

False

ConnectingWhat does non-binary mean? How do you think it varies?
What are some common questions about your gender identity? What would you like to know? What would you like to share?

Me in Both Versions: Designing My Identity

Objective

What are we learning about?

Students will explore their self-concept by designing and comparing their actual self and their opposite gender version through drawing, hobbies, interests, and personal preferences.

Materials

What do you need for the activity?

- Printed worksheet
- Pen or pencil
- Colouring materials (optional)



Instructions

How will you complete the task?

1. Look at the split image. Each side represents a different version of your actual self and your opposite gender version.
2. On the side labeled for your actual self, design or draw the clothing and appearance that you prefer. You may also add details that represent your personality.
3. In the same section, write the things you do such as your hobbies, interests, favourite activities, and behaviours.
4. On the other side, imagine yourself as the opposite gender. Design or draw the clothes, style, or appearance you would prefer if you were that version.
5. Write the hobbies, interests, activities, and behaviours you think you might have in that version. Think about what might be the same or different.
6. Be creative and honest in your work. There are no right or wrong answers.

Name _____

47

Copyright © 2008
S.A.

Girl

Boy

PREVIEW

Positive Self-Concept and Sexual Health

Understanding Self-Concept

Self-concept is how we see and value ourselves. It's like looking in a mirror, but instead of just seeing our reflection, we see how confident, valuable, and capable we feel. A positive self-concept means recognising your strengths and accepting your weaknesses, leading to healthier choices in many areas of life, including sexual health.



The Importance of Self-Value

When individuals value themselves highly, they are more likely to make choices that protect their overall well-being. This includes decisions about sexual activity. People with a positive self-concept tend to:

- Set healthy boundaries in relationships.
- Communicate needs and desires with partners.
- Make informed decisions, including whether to engage in sexual activity and under what circumstances.

Facts and Figures

Research shows a connection between self-concept and healthy sexual decisions:

- Teens with a positive self-concept are less likely to engage in risky sexual behaviour.
- A survey found that adolescents with high self-esteem are more likely to use contraception consistently.

Key Terms to Know

- **Self-Concept:** Your overall view of yourself.
- **Self-Esteem:** How much you value and respect yourself.
- **Healthy Boundaries:** Limits that help protect your well-being in relationships.

Making Healthy Choices

A positive self-concept doesn't just appear. It's built through positive experiences, achievements, and relationships. Here are ways to foster a positive self-concept:

- Engage in activities that make you feel competent and confident.
- Spend time with people who support and encourage you.
- Practice self-care and self-respect.

Understanding the connection between how we see ourselves and the decisions we make about our bodies is crucial. By fostering a positive self-concept, individuals are more likely to make choices that reflect their value and respect for themselves.

True or False

Is the statement true or false?

1) Self-concept is how we physically see ourselves.	True	False
2) A positive self-concept leads to healthier life choices.	True	False
3) Setting boundaries is not related to self-esteem.	True	False
4) High self-esteem can reduce risky sexual behaviour.	True	False
5) Communicating with partners is important for healthy decisions.	True	False

Questions

Answer the questions below.

1) How can a positive self-concept influence sexual health decisions?

2) How can adolescents build a positive self-concept?

Diagram

Draw or write some things that shows how you value yourself.

--	--	--

Understanding Sexual Orientation and LGBTQ+

Understanding Sexual Orientation

Sexual orientation is about who you are attracted to and want to have relationships with. It's a natural part of who we are and can be different for everyone.



Exploring Identities

LGBTQ+ is a term that describes a community of people with different sexual orientations and gender identities. Each letter stands for:

- L stands for Lesbian. Women who are attracted to other women.
- G stands for Gay. Men who are attracted to other men, but can also be used broadly.
- B stands for Bisexual. People who are attracted to both men and women.
- T stands for Transgender. People whose gender identity is different from the sex they were assigned at birth.
- Q stands for Queer/Questioning. People who are still exploring their sexuality or gender, or who reject traditional categories.

Respect and Acceptance

It's important to treat everyone with respect, regardless of their sexual orientation. Discrimination or bullying against LGBTQ+ individuals is wrong.

Important Facts

Here are some facts and statistics to understand the significance of LGBTQ+ awareness:

- Surveys show that about 9% of young people identify as LGBTQ+.
- In Canada, it is illegal to discriminate against people based on their sexual orientation.
- Transgender individuals often face significant challenges, including higher rates of violence and discrimination.
- Studies have shown that in general, more students who self-identified as lesbian, gay, or bisexual report having been bullied on school property (23%) and cyberbullied (27%) than their straight peers (7% and 13% respectively).

Remember, learning about sexual orientation and the LGBTQ+ community is part of understanding and celebrating the diversity of human experiences. It's about recognizing that everyone has the right to be themselves and to be accepted and loved for who they are.

True or False

Is the statement true or false?

1) Sexual orientation is chosen.	True	False
2) Transgender identity matches birth assignment.	True	False
3) All transgender people face discrimination.	True	False
4) Bullying LGBTQ+ individuals is illegal in Canada.	True	False
5) Bisexuals are attracted to one gender.	True	False

Question

Answer the questions below.

1) What does sexual orientation mean?

2) Why do you think people who are LGBTQ+ experience discrimination/harassment?

Identify

Identify the Meaning of LGBTQ+ Letters.

L		T	
G		Q	
B		+	

Activity - Designing My Pride Flag

Objective

What are we learning about?

Students will understand sexual orientation, identity, and diversity by designing a pride flag and expressing ideas of inclusion, respect, and acceptance through creative work.

Materials

What do you need for the activity?

- Printed worksheet
- Pencil or pen
- Colouring materials (coloured paper, markers, pencils)
- Scissors
- Glue or tape
- Stick (e.g., straw, popsicle stick)



Instructions

How will you complete the activity?

1. Read the guide question on the worksheet and plan your design. Decide on the colours and symbols you will use and what they represent.
2. Inside the box, draw and colour your pride flag. Use colours, patterns, and symbols that show ideas about identity, respect, inclusion, and diversity.
3. After finishing your design, carefully cut out your flag along the edges.
4. Attach your flag to a stick using glue or tape to turn it into a mini flag.
5. Once completed, you may display your flag or present it to the class. Be ready to explain the meaning of your colours and symbols.
6. Respect your classmates' work and appreciate the different ideas and designs created.

My Pride Flag

Plan your flag. What colours and symbols will you use?

PREVIEW

Sexual Orientation and Acceptance

Embracing Diverse Identities

Date: March 17, 2024

Author: By Samira Patel

2-minute read

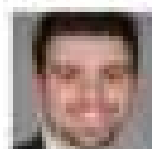
In today's interconnected world, understanding and accepting diverse sexual orientations is fundamental to fostering inclusive communities. With statistics indicating a wide spectrum of orientations, the conversation around acceptance and respect for personal identity has become more important. Acknowledging this diversity is the first step towards creating a society that values every individual.

Educating ourselves about different terms and concepts related to sexual orientation paves the way for empathy and understanding. Whether it's heterosexuality, homosexuality, bisexuality, or asexual, each term represents a unique way individuals experience attraction. Embracing the diversity of these orientations enhances our capacity to engage respectfully and supportively with one another.

The journey towards acceptance is not just about tolerance; it's about celebrating differences and recognizing the right of everyone to live authentically. This path requires continuous learning and an open heart, ensuring that all community members feel valued and understood.

Regards,
Samira Patel

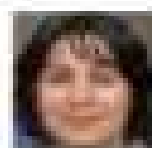
Comments:



Ethan Nguyen, March 20, 2024

Embracing diversity in sexual orientation is crucial for the progress of our society. It's about understanding and respect, not just tolerance.

[Like](#) [Reply](#) [2h ago](#)



Zara Johnson, March 17, 2024

Learning about and accepting different sexual orientations fosters a culture of love and respect. We all benefit from a more inclusive world.

[Like](#) [Reply](#) [3d ago](#)

Name _____

59

Understanding Diversity
L2L3

True or False

Is the statement true or false?

1) Understanding sexual orientations fosters inclusivity.	True	False
2) Tolerance alone is sufficient for acceptance.	True	False
3) Acceptance involves celebrating differences among individuals.	True	False
4) Learning about diverse orientations requires an open heart.	True	False
5) Empathy is not necessary for acceptance.	True	False

Question: Answer the questions below.

1) Why is it important to understand differences in sexual orientation?
2) How can we contribute to the acceptance of diverse sexual orientations?

Define

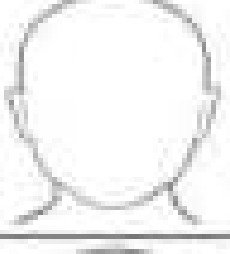
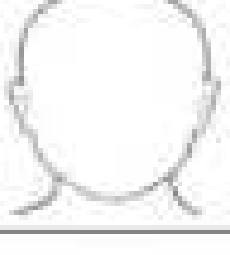
What do the terms below mean?

Sexual Orientation	
Inclusive Communities	

Sexual Orientation and Emotional Reactions

Direction

Draw the emotion you might feel in each situation. Think about how the situation affects a person's feelings and reactions.

	A classmate confidently shares that they identify as LGBTQ+ during class discussion		A student stands up and defends a classmate from bullying
	For a group project, you are assigned to work with a classmate who is not LGBTQ+ friendly		You feel unsure or confused about what certain terms mean
	Your friends praise you for your support after telling you about their identity		Your classmates celebrate diversity during a school activity
	Your teacher reminds the class to respect everyone's identity and differences		Someone reads a book that is not LGBTQ+ friendly
	You see someone being excluded from a group because of who they like		A friend tells you they are afraid of being judged
	You learn new terms about sexual orientation in health class		You are in a classroom where everyone is treated fairly and respectfully

Exit Cards

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

Name: _____

Put a ✓ on the situations that show acceptance and respect.

Scenarios	Y	N
1) Respecting someone's sexual orientation		
2) Making fun of someone's identity		
3) Accepting people for who they are		
4) Excluding someone because they are different		
5) Showing kindness and understanding		

Name: _____

Put a ✓ on the situations that show acceptance and respect.

Scenarios	Y	N
1) Respecting someone's sexual orientation		
2) Making fun of someone's identity		
3) Accepting people for who they are		
4) Excluding someone because they are different		
5) Showing kindness and understanding		

Name: _____

Put a ✓ on the situations that show acceptance and respect.

Scenarios	Y	N
1) Respecting someone's sexual orientation		
2) Making fun of someone's identity		
3) Accepting people for who they are		
4) Excluding someone because they are different		
5) Showing kindness and understanding		

Name: _____

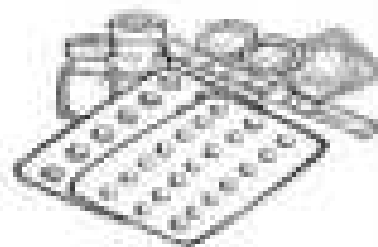
Put a ✓ on the situations that show acceptance and respect.

Scenarios	Y	N
1) Respecting someone's sexual orientation		
2) Making fun of someone's identity		
3) Accepting people for who they are		
4) Excluding someone because they are different		
5) Showing kindness and understanding		

Contraception and STBBIs

Understanding Contraception

Contraception is a method used to prevent pregnancy and reduce the risk of sexually transmitted and blood-borne infections. It's crucial for sexually active individuals to be informed about different types of contraception to make safe and healthy choices. Here are the most common methods:



- **Barrier Methods:** These include condoms (male and female), diaphragms, and dental dams. They physically prevent sperm from reaching the egg and reduce the risk of STBBIs.
- **Hormonal Methods:** These include the pill, patch, injection, and vaginal ring. These regulate or suppress ovulation to prevent pregnancy.
- **Intrauterine Devices (IUDs):** A small device inserted into the uterus to prevent pregnancy. There are hormonal (copper) and non-hormonal (copper).

STBBI Prevention

Sexually transmitted and blood-borne infections can have serious health consequences but are preventable. Key terms include:

- **HIV/AIDS:** A virus affecting the immune system, making it harder to fight off diseases.
- **Chlamydia:** A common STBBI that can cause serious reproductive issues if left untreated.
- **Hepatitis B and C:** Infections affecting the liver, which can be transmitted through blood or bodily fluids.

Key Statistics

To understand the impact of STBBIs and the effectiveness of various methods, consider these statistics:

- Over 1 million STIs are acquired every day worldwide.
- Condoms, when used correctly, can reduce the risk of HIV transmission by up to 85%.
- The contraceptive pill is over 99% effective at preventing pregnancy when taken as directed.

The Importance of Protection

Protecting oneself and others from STBBIs and unintended pregnancies is a key aspect of sexual health. Education on contraception and STBBI prevention empowers individuals to make informed decisions about their sexual health, reducing the risk of infection and its spread.

- **Communication:** Discussing sexual health openly and honestly with partners.
- **Regular Testing:** Getting tested for STBBIs regularly if sexually active.
- **Professional Advice:** Seeking advice from healthcare professionals on the best contraceptive method.

True or False

Is the statement true or false?

1) Condoms can prevent STBBIs and pregnancy.	True	False
2) Hepatitis B is not transmitted through blood.	True	False
3) IUDs can be hormonal or non-hormonal.	True	False
4) Chlamydia can cause reproductive issues if untreated.	True	False
5) Regular testing for STBBIs is unnecessary.	True	False

Questions Answer the questions below.

1) How do hormonal methods of contraception work?

2) Why is it important to use protection against STBBIs?

Define

What do the terms below mean?

Contraception	
Barrier Methods	
Hormonal Methods	

STBBI & Contraception Memory Match**Objective**

What are we learning about?

The goal of this activity is to enhance students' understanding and retention of key terms related to Sexually Transmitted and Blood-Borne Infections (STBBIs) and contraception methods. Through a memory matching game, students will engage in a fun and interactive learning process.

Materials You will need for the activity:

- Cardstock
- Markers or colored pencils
- List of STBBI and contraceptive terms with their definitions (provided)
- Timer (optional)

**Instructions**

How you will complete the activity

1. Print the cards using cardstock. (3 pages provided)
2. Divide the class into groups of 3 or 4.
3. Distribute the 3 printed pages to each group. Have students cut along the dotted line. On the back of each card have students draw a T or F and a D on the definition cards.
4. Shuffle all the cards and place them face down in a grid pattern.
5. Ask the students to flip two cards at a time, one T and 1 D trying to find matching pairs of terms and their definitions.
6. If the cards match, the student keeps the pair and takes another turn.
7. If they don't match, the cards are turned back over, and the next student takes their turn.
8. The game continues until all the cards have been matched.

Cards

List of Sexual Health Terms and Their Definitions

Sexual Health Terms	Definitions
STBBI	Infections passed through sexual contact or blood.
Contraception	Methods to prevent pregnancy during sexual activity.
HIV/AIDS	A virus that attacks the human immune system, making it harder to fight off infections.
Condom	A barrier device used during sex to reduce disease transmission and pregnancy.
Chlamydia	Chlamydia- A common STBBI caused by bacteria, often without symptoms.

Cards

List of Sexual Health Terms and Their Definitions

Sexual Health Terms	Definitions
Birth Control Pill	A daily pill to prevent female pregnancy by regulating hormones.
Gonorrhea	Gonorrhea-A bacterial STBI, often symptomless, affecting genitals and throat.
Herpes	A virus causing sores on the mouth and genitals.
HPV	Human Papillomavirus, a common virus that can cause cancer.
Syphilis	Syphilis- A bacterial infection usually spreading through sexual contact.

Cards

List of Sexual Health Terms and Their Definitions

Sexual Health Terms	Definitions
Emergency Contraception	A pill taken after unprotected sex to prevent pregnancy.
Intrauterine Device	A long-term, reversible contraceptive implanted in the uterus.
Hepatitis	A group of viruses that affect the liver, some of which can be transmitted through sexual contact.
Abstinence	Choosing not to engage in any sexual activities.
Fertility Awareness	Tracking fertility signs to prevent or achieve pregnancy.

PREVIEW

Reflection

Answer the questions below.

1) Did any term surprise you? Why?

2) How does understanding STBIs affect health choices?

3) How did the game change your opinion?

4) Can knowledge of contraception methods empower individuals?

5) What can schools do to improve sexual health education?

PREVIEW

Developing Self-Awareness and Assertiveness

Understanding Self-Awareness

Self-awareness is the ability to see ourselves clearly, understand who we are, how others see us, and how we fit into the world. This means recognizing your own feelings, desires, and fears, and how these can affect your decisions and relationships.



Key Terms:

- **Emotions:** Feelings such as happiness, anger, or sadness.
- **Values:** What you believe is important in the way you live and work.
- **Strengths:** Areas where you excel or where you need improvement.

The Role of Assertiveness

Assertiveness is the ability to express your needs and desires confidently and respectfully. It's different from aggression (trying to dominate others) and passivity (not expressing your needs). Assertiveness is key to keeping healthy boundaries in relationships.

Key Terms:

- **Boundaries:** Your limits on what you accept in behaviour from others.
- **Communication:** Sharing thoughts, feelings, and information with others.

Statistics & Examples

- A 2019 study found 70% of teens believe understanding their emotions helps them manage conflict better.
- Research indicates that students who participated in assertiveness programs show a 50% improvement in communicating their needs.

Setting Boundaries

Setting boundaries is crucial for healthy relationships. It involves understanding what you are comfortable with and communicating that to others.

Steps to Set Boundaries:

- **Identify your limits:** Know what you can tolerate and accept.
- **Communicate clearly:** Use "I" statements to express your needs respectfully.
- **Stay consistent:** Apply your boundaries consistently across different situations.

Building Self-Awareness and Assertiveness

Developing these skills involves reflection, practice, and patience. Here are activities to help:

- **Journaling:** Write about your daily experiences and feelings.
- **Role-playing:** Practice assertive communication in various scenarios.
- **Feedback:** Ask friends or family how they perceive your communication style.

True or False

Is the statement true or false?

1) Self-awareness means knowing your feelings and desires.	True	False
2) Aggressiveness is a form of assertive communication.	True	False
3) Setting boundaries is not important in relationships.	True	False
4) Assertiveness involves expressing needs respectfully.	True	False
5) Role-playing helps practice assertive communication.	True	False

Questions

Answer the questions below.

1) Why is setting boundaries important in relationships?

2) How can journaling aid in developing self-awareness?

Draw

Draw a situation showing self-awareness (understanding your feelings or actions) and assertiveness (expressing your thoughts or saying "no").

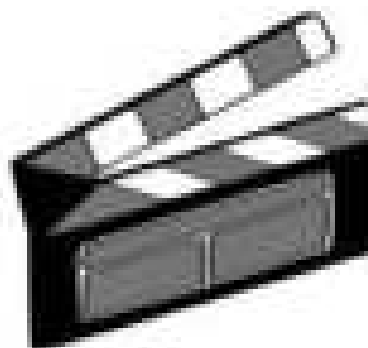
Self-awareness	Assertiveness

Activity – Self-Awareness and Assertiveness Role Play

Objective

What are we learning about?

Help students understand how self-awareness and assertiveness influence their decisions and relationships, and encourage them to express their thoughts, feelings, and boundaries confidently and respectfully.



Materials

What do you need for the activity?

- Scenario cards about communication, emotions, and boundaries
- Pencil and paper for notes
- Simple props (optional, e.g., school bag, etc.)
- Space in the classroom for role play

Instructions

How will you complete the activity?

1. Explain that people experience different emotions and situations, and they need to express themselves clearly and respectfully. Introduce the concepts of self-awareness and assertiveness, emphasizing that self-awareness involves understanding one's feelings, while assertiveness means expressing boundaries in a respectful way.
2. Divide the class into small groups and give each group a scenario card. Allow students time to read and understand their situation. Ask them to identify what the person in the scenario might be feeling, what is happening in the situation, and what an assertive and respectful response would look like.
3. Each group will then prepare a short role play. They will show two parts: first, an unassertive or ineffective response, and second, an assertive and respectful response that demonstrates good communication and boundary-setting.
4. After each presentation, lead a short class discussion. Ask students how the assertive response improved the situation and why it is important to express thoughts and feelings clearly. Encourage students to reflect on how they can apply assertiveness in their daily lives.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Saying No to Peer Pressure	You are with your friends after school, and they want you to skip homework to hang out longer. They keep insisting and say it's "not a big deal." You feel pressured but also know you have responsibilities. You start thinking about how to respond in a respectful but firm way.
Being Interrupted While Speaking	During a group discussion, a classmate keeps interrupting you when you are sharing your ideas. You begin to feel frustrated but don't want to be disrespectful. You think about how you can calmly and firmly ask for respect.
Handling Hurtful Jokes	A classmate makes a joke about you that you find hurtful. Others laugh, but you feel uncomfortable. You reflect on your emotions and consider how to respond to the situation without being aggressive.
Expressing Your Opinion	Your group is deciding on a project idea, and you don't agree with the others. You feel nervous about speaking up because you don't want to be judged. You think about how to share your opinion confidently and respectfully.
Refusing to Share Homework Answers	A friend asks to copy your homework before class. You want to help, but you also know it is not right. You consider how to say no while still being kind and maintaining your friendship.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Setting Personal Boundaries	A friend keeps borrowing your things without asking. It starts to bother you, but you haven't said anything yet. You think about how to communicate your boundaries clearly.
Asking for Help	You are struggling with a lesson but feel shy about asking for help from a teacher or classmates for help. You reflect on your feelings and consider how to express your needs.
Managing Strong Emotions	You feel angry or disappointed with a classmate. You want to react immediately, but you know it might make things worse. You think about how to express your feelings calmly and respectfully.
Responding to Criticism	A teacher gives you feedback on your work that you didn't expect. You feel disappointed but also want to improve. You think about how to respond positively and ask questions.
Speaking Up for Yourself	A classmate takes credit for your idea during a presentation. You feel upset and unfairly treated. You consider how to speak up and explain your side in a respectful way.

Exit Cards

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

Name: _____

Colour the statements that show self-awareness and assertiveness.

Recognizing your feelings	Keeping feelings hidden
Ignoring your emotions	Setting boundaries
Saying "no" respectfully	Allowing others to cross limits
Letting others decide for you	Speaking up for yourself
Expressing your thoughts	Asking for what you need

Name: _____

Colour the statements that show self-awareness and assertiveness.

Recognizing your feelings	Keeping feelings hidden
Ignoring your emotions	Setting boundaries
Saying "no" respectfully	Allowing others to cross limits
Letting others decide for you	Speaking up for yourself
Expressing your thoughts	Asking for what you need

Name: _____

Colour the statements that show self-awareness and assertiveness.

Recognizing your feelings	Keeping feelings hidden
Ignoring your emotions	Setting boundaries
Saying "no" respectfully	Allowing others to cross limits
Letting others decide for you	Speaking up for yourself
Expressing your thoughts	Asking for what you need

Name: _____

Colour the statements that show self-awareness and assertiveness.

Recognizing your feelings	Keeping feelings hidden
Ignoring your emotions	Setting boundaries
Saying "no" respectfully	Allowing others to cross limits
Letting others decide for you	Speaking up for yourself
Expressing your thoughts	Asking for what you need

The Concept of Consent

The Importance of Consent

Consent is a critical component in all relationships, especially in sexual ones. It is the voluntary agreement to engage in sexual activity. Without consent, any sexual activity is considered sexual assault or abuse. Consent must be clear, informed, and mutual among all parties involved. It's essential for maintaining healthy and respectful relationships.



Key Terms

- **Consent:** An enthusiastic yes to participate in sexual activity.
- **Capacity:** Being in a state where one can make informed decisions about engaging in sexual activity, which excludes being under the influence of drugs or alcohol.
- **Coercion:** Pressuring someone into saying yes to sexual activity against their will.
- **Assault:** Engaging in sexual activity with someone without their consent.

Facts and Statistics

- Consent must be given freely and voluntarily.
- Consent can be withdrawn at any time, even if given earlier.
- Silence or lack of resistance does not equal consent.
- Consent cannot be given if a person is unconscious, asleep, or otherwise incapacitated.
- According to a Canadian study, young people often struggle with understanding the nuances of consent, showing the need for clear education on this topic.

Why Consent Matters

Understanding and respecting consent is fundamental to ensuring everyone feels safe and respected in their relationships. It helps prevent sexual violence and promotes healthy, mutually satisfying relationships. By learning about consent, students are equipped to make informed decisions about their own boundaries and to respect those of others.

Consent in Action

- **Communicating:** Always ask for and affirm consent verbally.
- **Listening:** Pay attention to your partner's verbal and non-verbal cues.
- **Respecting Boundaries:** Understand and respect when someone says no or changes their mind.

Educating on consent is crucial for fostering a safe and respectful society. It empowers individuals to make informed choices about their bodies and relationships.

Activity - Perspective Sharing Circle

Objective What are we learning about?

To help students understand the concept of consent, practise respectful communication, and develop awareness of personal boundaries and the importance of mutual agreement in relationships.

Materials What do you need for the activity?

1. A good speaker
2. Scenario cards related to consent, boundaries, and respectful communication
3. Reflection notebook (optional)



Instructions How will you complete the activity?

1. Arrange students in a circle and explain the purpose of the activity: to share perspectives on understanding consent, respecting boundaries, and communicating respectfully with others.
2. Introduce one scenario related to consent, such as asking permission to borrow someone's "no," or recognizing when consent is not given.
3. Invite students to share how the situation might make a person feel and what a respectful response would look like. Encourage them to think about both verbal and non-verbal communication.
4. Guide students to discuss what consent means in the situation. Emphasize that consent should be clear, freely given, and can be withdrawn at any time.
5. Encourage students to listen carefully to others, respect different perspectives, and restate ideas to show understanding.
6. Discuss appropriate actions, such as asking for permission, respecting boundaries, and communicating honestly.

Scenario cards

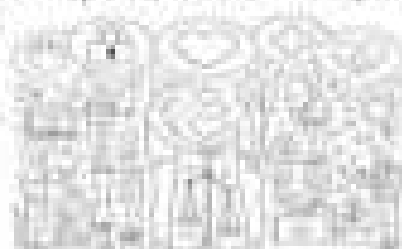
Cut the scenarios below.

A classmate asks to borrow your pen without waiting for your answer.	A friend wants to hug you, but you are not in the mood.
Someone takes your photo and wants to post it online without asking.	A classmate keeps tapping your shoulder even after you said "stop."
Your friend reads your messages without permission.	Someone shares your secret with others without asking you first.
A classmate asks you to join an activity, but you don't want to.	You said "no" to a game, but your friends keep insisting.
A friend wants to sit next to you, but you feel uncomfortable.	Someone borrows your things and doesn't return them right away.
A classmate copies your homework without asking permission.	A friend wants to hold your hand, but you are unsure how to respond.
Someone records a video of you during class without your consent.	A friend is asking for your help without asking you first.
A classmate teases you even after you said you don't like it.	You agree to help a friend, but later you feel uncomfortable and want to stop.
Someone spreads information about you without your permission.	A friend asks to use your phone, but you feel hesitant.
A classmate continues a conversation topic that makes you uncomfortable.	Someone assumes you are okay with something without asking you first.
A friend asks to tag you in a post, but you are not comfortable being shared online.	A classmate keeps asking personal questions even after you said you don't want to answer.

Healthy Relationships and Sexual Intimacy

Building Strong Foundations

Healthy relationships are built on a solid foundation of mutual respect, trust, and open communication. It's essential for individuals in a relationship to share their thoughts, feelings, and expectations openly and honestly. This foundation ensures that both partners feel valued, understood, and supported.



Key Components of Healthy Relationships

- **Respect:** Treating each other with kindness and consideration.
- **Trust:** Having confidence in each other and feeling secure in the relationship.
- **Communication:** Sharing thoughts, feelings, and needs openly without fear of judgment.
- **Independence:** Maintaining personal growth and maintaining individual interests.
- **Equality:** Making decisions together without compromising when necessary.
- **Consent:** Understanding and respecting each other's boundaries and comfort levels.

The Role of Sexual Intimacy

Sexual intimacy is a part of some romantic relationships. It's important to recognize that it comes with responsibilities and requires communication, consent, and mutual respect. The level and type of sexual intimacy vary widely among relationships, and it's crucial for it to be a decision made by both individuals together.

Key Terms to Know

- **Consent:** Permission for something to happen or agreement to do something.
- **Boundaries:** The limits that individuals set for themselves and others in a relationship.

Statistics to Consider

- A survey found that relationships with strong communication skills are 50% more likely to report happiness and satisfaction.
- Studies show that understanding and respecting personal boundaries leads to a 40% increase in relationship satisfaction.

Remember, every relationship is unique, and what works for one couple may not work for another. The most important thing is that all parties feel comfortable, respected, and happy in their relationship.

True or False

Is the statement true or false?

1) Mutual respect is a foundation of healthy relationships.	True	False
2) Trust is unnecessary in a strong relationship.	True	False
3) Open communication is vital for relationship happiness.	True	False
4) Consent is a key component of sexual intimacy.	True	False
5) Equality means making decisions without compromise.	True	False

Question

Answer the questions below.

1) Why is consent important in relationships?

2) What are two key components of healthy communication?

Direction

Put a ✓ if the situation shows a healthy relationship and ✗ if it does not.

Scenarios	✓	✗
1) Listening to your partner's feelings and opinions.		
2) Ignoring your partner when they say "no"		
3) Pressuring someone to do something they are not ready for.		
4) Keeping secrets that hurt the relationship.		
5) Supporting each other's goals and growth.		
6) Controlling what your partner can do or who they talk to.		

Support Systems for Sexual Health

Understanding Support

Sexual health is an essential part of our overall well-being, encompassing more than just the prevention of diseases or infections. It involves a respectful and positive approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence.



Key Support

There are several sources of support for young people when it comes to sexual health:

- **Health Professionals:** Doctors, nurses, and sexual health specialists can provide confidential advice, counseling, and treatment for sexual health issues.
- **Guidance Counselors:** School counselors offer a safe space to discuss sexual health concerns and provide referral to other services if needed.
- **Reputable Online Resources:** Websites like www.healthycanada.ca, Kids Help Phone, and Teen Health Source offer accurate information and support.

The Importance of Trusted Support

Choosing the right source of information and support for sexual health can:

- Enhance knowledge and understanding of sexual health.
- Provide accurate information about contraception and sexual infections (STIs).
- Offer support in relationships, consent, and emotional well-being.

Learning from Statistics

- **STI Awareness:** Over 70% of reported chlamydia and gonorrhea cases in Canada are among young people aged 15-29.
- **Health Consultations:** 60% of teenagers feel more comfortable seeking sexual health information online before talking to a professional.
- **Confidentiality Concerns:** Confidentiality is the top priority for 85% of youths when accessing sexual health services.

Understanding these support systems and facts about sexual health can empower students to make informed decisions about their health and well-being.

True or False

Is the statement true or false?

1) Sexual health only concerns preventing diseases.	True	False
2) Guidance counsellors can't discuss sexual health.	True	False
3) Doctors offer confidential advice on sexual health.	True	False
4) Sexual health includes having safe, pleasurable experiences.	True	False
5) Online resources are always reliable for sexual health.	True	False

Questions Answer the questions below.

1) What does sexual health mean beyond preventing diseases?

2) Why are reputable online resources important for sexual health information? Name one.

Direction

Put a ✓ if the statement shows a helpful support system. Put a ✗ if not.

Talking to a doctor for advice	Ignoring a problem	Avoiding help when needed	Relying only on friends	Talking to a trusted adult
Believing everything online	Talking to a teacher you trust	Asking a counsellor for help	Keeping important problems secret	Using trusted websites
Keeping concerns to yourself	Asking for help from a guidance counsellor	Depending only on social media posts	Seeking guidance when unsure	Following random advice from strangers online

Dating Violence and Sexual Exploitation

Awareness and Safety

Dating violence refers to harmful behaviours by a partner in a romantic relationship. It's crucial for young people to recognize these behaviours and understand they are not acceptable. By learning about dating violence, individuals can protect themselves and others from harm.



Key Terms

- **Dating violence:** Emotional, physical, or sexual harm by a partner.
- **Consent:** To participate in any activity, including physical contact.
- **Coercion:** To force someone into doing something they're not comfortable with.
- **Boundaries:** Individuals set regarding what they are comfortable with.

Statistics and Facts

Many teenagers experience dating violence. Here are key statistics:

- Nearly 1 in 3 teens report experiencing dating violence.
- Both boys and girls can be victims of dating violence.
- Technology has led to an increase in cyberstalking as part of dating violence.

Recognizing Red Flags

Understanding the signs of an unhealthy relationship is key to recognizing red flags:

- **Control:** One partner making all decisions, including where they go or what they can wear.
- **Isolation:** Limiting the other's interactions with friends and family.
- **Pressure:** Forcing the other into activities they're not comfortable with, including sexual activities.
- **Threats:** Using threatening behaviour to control the other.

Seeking Help

It's vital to know where to turn if you or someone you know is experiencing dating violence. Resources include:

- Teachers and school counsellors.
- Local support services and helplines.
- Trusted adults, such as family members or community leaders.

By understanding dating violence, its signs, and where to find help, young people can foster healthier relationships and support friends who may be in harmful situations.

Questions

Answer the questions below.

1) What are some red flags of dating violence?

2) Why are boundaries important in a relationship?

**Making
Connections**

What does this tell you about dating violence? Have you ever seen dating violence in movies or TV shows?

True or False

Is the statement true or false?

1) Dating violence only includes physical harm.	True	False
2) Consent is a mandatory aspect of any relationship.	True	False
3) Coercion is a form of dating violence.	True	False
4) Boundaries are unnecessary in healthy relationships.	True	False
5) Both boys and girls can be victims of dating violence.	True	False

Scenarios

Is the scenario an example of dating violence?

1	Checks partner's phone without permission	Yes	No
2	Holds partner's hand with affection	Yes	No
3	Repeatedly demands partner's social media passwords, claiming right	Yes	No
4	Respects partner's decision not to have physical	Yes	No
5	Controls what partner must wear daily to school	Yes	No
6	Sincerely compliments partner's hairstyle and overall look	Yes	No
7	Uses threats of spreading rumors if partner doesn't comply	Yes	No
8	Shares feelings and listens to partner's worries without	Yes	No
9	Isolates partner from friends by insisting on companionship	Yes	No
10	Likes and comments positively on partner's social media posts	Yes	No
11	Guilt-trips partner for wanting to spend time with others	Yes	No
12	Plans a surprise date, considering partner's likes and interests	Yes	No
13	Persists in asking for intimate photos despite partner's refusal	Yes	No
14	Encourages and attends partner's sports events as support	Yes	No
15	Publicly ridicules partner's opinions during conversations with friends	Yes	No

The Emotional Impact of Relationships

Heartstrings and Lessons

In the vibrant halls of Mapleview Middle School, Tim and Lena, both grade 8 students, were navigating the swirling emotions of young friendship and the cusp of something more. Amidst the excitement of new bonds, they also faced the challenges of misunderstandings and the disagreements that test the strength of any relationship.



Research shows that students experience a whirlwind of emotions during relationships, with 65% reporting feelings of joy when they have a companion or partner. Yet, the end of relationships can lead to an emotional downturn, affecting academic performance and personal well-being. For many young people, finding it challenging to bounce back from relationship breakups highlights a critical need for emotional resilience.

Tim and Lena had a misunderstanding that led to the end of their relationship. The fallout was a mix of sadness, frustration, and loneliness without the familiar comfort of each other's company. However, it was through this experience that both students learned the importance of communication, empathy, and the strength found in friendship.

Teachers at Mapleview, like Mr. Smith, played a pivotal role in guiding Tim and Lena through these emotional landscapes. Incorporating lessons on emotional intelligence, the impact of relationships on mental health, and the value of resilience, Mr. Smith provided the tools necessary for students to navigate the highs and lows of relationships.

Tim and Lena's journey, filled with both joyous peaks and somber valleys, underscored the importance of understanding one's emotions, the value of communication, and the unyielding strength of emotional resilience. Their story is a testament to the fact that every relationship, regardless of its duration, offers invaluable lessons on love, life, and the growth of the human spirit.

True or False

Is the statement true or false?

1) 65% of teenagers feel happier in relationships.	True	False
2) Emotional resilience doesn't impact academic performance.	True	False
3) Communication can strengthen relationships.	True	False
4) Every relationship lasts forever.	True	False
5) Emotional intelligence is taught at Mapleview Middle School.	True	False

Questions

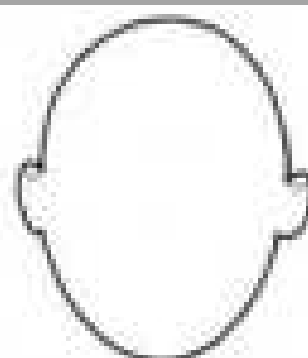
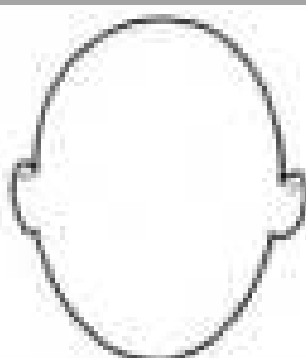
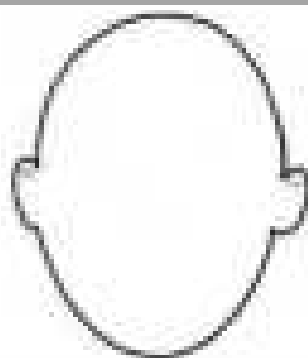
Answer the questions below.

1) What is the main idea about the emotional impact of relationships on teenagers?

2) How does the story illustrate the importance of communication in relationships?

Draw

Draw and label three emotions you may feel in relationships.



Activity - Heart Strings: Emotions in Relationships

Objective

What are we learning about?

To help students understand the emotional impact of relationships by reflecting on feelings, experiences, and healthy ways of expressing emotions.

Materials

What will you need for the activity?

- Heart-shaped cards (provided by the teacher)
- Hole puncher
- String or yarn
- Tape or clip



Instructions

How will you complete the activity?

1. Distribute one or more heart-shaped cards to each student. Explain that the heart represents emotions and experiences in relationships.
2. Ask students to reflect on the topic and think about emotions they may feel in relationships, such as happiness, love, trust, sadness, or anger, and write them down.
3. On the heart card, students will write a short message about a relationship they have experienced, a lesson they learned, a healthy relationship, or advice about handling emotions in relationships.
4. Encourage students to be honest and thoughtful in their responses. Remind them to keep their answers appropriate and respectful.
5. After writing, students will decorate their heart cards if desired.
6. Using a hole puncher, students will make a hole at the top of their heart card.
7. Attach a piece of string or yarn through the hole and tie it securely.
8. Hang the heart cards on a string in the classroom to create a "Heart Gallery" that represents different emotions and lessons about relationships.
9. After displaying the hearts, invite students to walk around, read others' messages, and reflect on the different emotions and experiences shared.

Heart Strings: Emotions in Relationships

PREVIEW

Unit Test – Human Development & Sexual Health

Multiple Choice

/10

1. What defines personal boundaries? a) Friends' advice b) Family opinions c) Values and beliefs d) Social norms	2. Which is NOT a barrier method of contraception? a) Cervical cap b) Diaphragm c) Condoms d) Birth control pill
3. Being sexually responsible (FSRBs)? a) Using birth control b) Using condoms c) No precautions needed d) Abstinence	4. Which is not part of the FRIES principles related to consent? a) Freely given b) Reversible c) Ignore d) Enthusiastic
5. What does non-binary mean? a) Only male or female b) Not exclusively male or female c) Gender not important d) Exclusive gender identity	6. What percentage of shows/movies contain sexual content? a) 10% b) 30% c) 60% d) 80%
7. In Canada, the minimum age of consent is: a) 14 b) 16 c) 18 d) 21	8. Which is not a good source of health decisions? a) Doctors/nurses b) Family c) Guidance counsellors d) TV shows/movies
9. How does a positive self-concept affect choices? a) Encourages risky behaviour b) No impact on choices c) Leads to healthier decisions d) Decreases self-esteem	10. How do alcohol and drugs affect sexual decisions? a) No effect on choices b) Enhance decision-making c) Impair judgment and decision-making d) Improve clarity and focus

Define

What do the terms below mean?

Term	Definition - What does it mean?
Boundaries	
Consent	
Abuse	

Short Answer

Answer the questions below - Each question is worth 3 marks.

1) Why is consent crucial in sexual activity?

2) How does peer pressure influence sexual decisions?

3) Why is understanding gender identities important?



Workbook Preview



Grade 8 – Health Unit

Mental Health Literacy

	Expectations	Pages
D2.4	Preview of 80 pages from this product that contains 162 pages total. mental health and resilience in times of stress	
D3.4	explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma	103-122

MENTAL HEALTH LITERACY

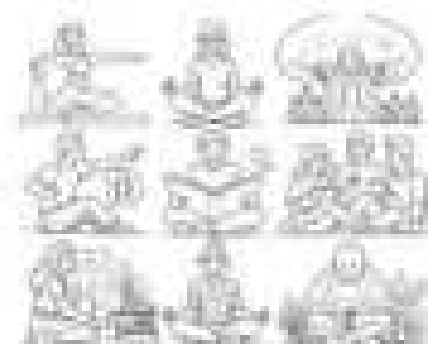
PREVIEW



Introduction to Mental Health and Wellness

Understanding Mental Health

Mental health encompasses our emotional, psychological, and social well-being. It affects how we think, feel, and act in our daily lives. It also determines how we handle stress, relate to others and make choices. Just like physical health, mental health is important at every stage of life, from childhood through adulthood.



The Five Pillars of Wellness

Achieving a balance across these five areas is crucial for maintaining good mental health. This balance can be understood through the five pillars of wellness:

- **Physical Wellness:** Regular physical activity, proper nutrition, and sufficient sleep. Exercise, for example, strengthens our bodies but also releases chemicals like endorphins, which are crucial for mood regulation.
- **Intellectual Wellness:** Engaging in activities that challenge the mind through learning new skills, reading, or solving puzzles helps maintain cognitive functions and encourages creativity and curiosity.
- **Social Connections:** Building strong relationships with friends and family supports emotional health by providing a sense of belonging and security.
- **Emotional Well-being:** Understanding and managing our emotions, values, and attitudes contribute to a robust emotional health. Techniques like mindfulness and meditation can help manage stress and emotional fluctuations.
- **Spiritual Wellness:** This can involve connecting with a higher purpose, and possibly exploring our spiritual or religious beliefs.

Key Statistics and Facts

- Approximately 1 in 5 children and adolescents experience a mental health issue at some point during their life.
- Stress, especially chronic stress, can significantly impact mental health, leading to issues like depression and anxiety.
- Good mental health is not just the absence of mental health problems. It also includes the presence of positive characteristics, such as the ability to manage stress, work productively, and contribute to the community.

Examples for Better Understanding

Consider Adam, who keeps a gratitude journal and practices yoga, contributing to his emotional and physical well-being. Meanwhile, Laura engages in chess and puzzle games enhancing her intellectual wellness, showing that diverse activities support different aspects of mental health.

True or False

Is the statement true or false?

1) Mental health affects only our emotional well-being.	True	False
2) Learning new skills improves intellectual wellness.	True	False
3) Strong relationships do not impact mental health.	True	False
4) Physical health is related to mental health.	True	False
5) Positive attitudes contribute to emotional well-being.	True	False

Question _____ Write the questions below.

1) How does physical activity affect mental health?
2) Why are social connections important for mental health?

Direction _____

Read each mental health problem and write a physical activity that can help improve or manage it.

Mental Health Problem	Physical Activity
Stress	
Anxiety	
Overthinking	
Feeling nervous in social situations	
Difficulty concentrating	

Fact or Myth – Mental Health

Objective

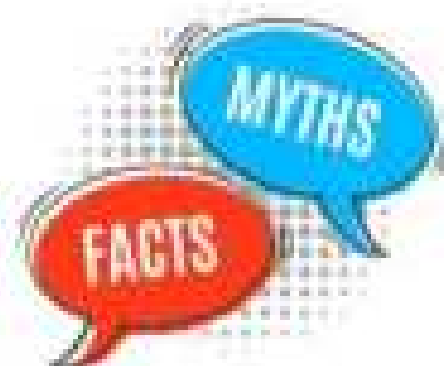
What are we learning about?

Students will identify common myths and facts about mental health and understand how these beliefs affect attitudes and well-being.

Materials

What will you need for the activity?

- Statements about Mental Health
- “FACT” and “MYTH” sign
- Open space for student movement

**Instructions**

How will you do the activity?

1. Explain to the class that they will be discussing statements about mental health and decide if each one is a FACT or a MYTH.
2. Show the FACT and MYTH signs and explain the activity.
3. Read one statement aloud.
4. Give students time to think about whether the statement is true or false.
5. Students move to the FACT side if they believe it is true, or to the MYTH side if they think it is false.
6. Ask a few students to explain their answers.
7. Reveal the correct answer and briefly discuss it.
8. Students return to their seats and prepare for the next statement.
9. Repeat until all statements have been discussed.

Fact or Myth

Read the statements to the class.

#	Statement	Fact or Myth
1	Mental health is just as important as physical health.	Fact
2	Everyone has mental health, just like everyone has physical health.	Fact
3	Mental health problems are a sign of weakness.	Myth
4	Talking to someone can help improve mental health.	Fact
5	Drugs can solve mental health issues.	Myth
6	Exercise reduces stress and improves mood.	Fact
7	Getting enough sleep improves mental well-being.	Fact
8	You should keep your problems to yourself.	Myth
9	Mental health problems can affect anyone, regardless of age.	Fact
10	People with mental health problems cannot succeed.	Myth
11	Stress can impact both your body and your mind.	Fact
12	Having supportive friends and family improves mental health.	Fact
13	If you look fine, you are mentally healthy.	Myth
14	Mental health problems are permanent and cannot improve.	Myth
15	It is okay to ask for help when you are struggling.	Fact
16	Mental health problems can be treated and managed.	Fact
17	Only professionals can help—friends and family don't matter.	Myth
18	Positive activities like hobbies can improve mental health.	Fact
19	Social media always improves mental health.	Myth
20	Emotions like sadness and anger are normal and part of life.	Fact

Understanding Emotions

Embracing Emotional Literacy

Date: March 03, 2024

Author: By: Julianne Carter

2-minute read

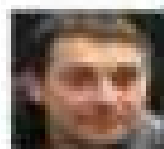
In today's fast-paced world, understanding and expressing emotions are foundational to supporting mental health. Acknowledging and discussing our feelings can pave the way for a healthy mind and stronger relationships. Emotional literacy equips us with the tools to recognize and articulate our emotions, fostering empathy and connection in our interactions.

The importance of emotional literacy cannot be overstated, especially in an educational setting. By teaching children about the spectrum of human emotions, we enable them to navigate their world with awareness and sensitivity. This understanding is crucial for developing resilient, empathetic individuals, key components of emotional intelligence.

As we integrate emotional literacy into our classrooms, we not only enhance personal well-being but also contribute to a more compassionate society. It's about transforming our approach to emotions, viewing them as a source of strength rather than vulnerability.

Regards,
Julianne Carter

Comments:



Ethan Tremblay, March 05, 2024

Emotional literacy is the cornerstone of mental health. It's essential to understand and express our feelings clearly to build stronger connections.

[Like](#) [Reply](#) 7h ago



Ashley Peters, March 03, 2024

Incorporating emotional literacy into education is a game-changer. It teaches kids to empathize and communicate more effectively, laying the groundwork for healthier future generations.

[Like](#) [Reply](#) 3d ago

True or False

Is the statement true or false?

1) Emotional literacy supports mental health.	True	False
2) Expressing emotions weakens personal relationships.	True	False
3) Teaching emotions is vital in educational settings.	True	False
4) Emotional literacy reduces empathy in communication.	True	False
5) Discussing feelings can strengthen mind health.	True	False

Questions

Answer the questions below.

1) How does emotional literacy contribute to society?

2) What role does empathy play in emotional literacy?

Define

What do the terms below mean?

Emotional Literacy	
Mental Health	

Emotional Pictionary

Objective

What are we learning about?

To enhance students' understanding of emotions, healthy habits, and coping strategies through visual representation, fostering empathy and mental health awareness.

Materials

What you will need for the activity.

- White paper sheets
- Markers or colored pencils
- Timer
- Cards with emotions, healthy habits, and coping mechanisms written on them



Instructions

How you will apply it.

1. Divide the class into two teams, ensuring a mix of abilities in each.
2. One student from the first team draws a card and illustrates the concept without using words or symbols.
3. The team has one minute (use the timer) to guess the concept.
4. If the team guesses correctly, they earn a point; if not, the other team has a chance to guess.
5. Alternate turns between teams, ensuring every student gets a chance to draw.
6. Use simple drawings; the goal is to communicate the concept clearly.
7. Encourage students to think creatively about how to represent abstract ideas visually.
8. Keep track of points on the board for a friendly competitive atmosphere.
9. Conclude by discussing the various emotions, habits, and coping mechanisms explored.

Cards

Cut out the cards below and have one student choose a card and try to draw what it says on their card. Their team has one minute to guess what they are drawing.

Joyful

Anxious

Serene

Frustrated

Exercise

Meditation

Reading

Gardening

Breathing

Dancing

Singing

Anger

Happiness

Fear

Cooking

Journaling

Stretching

Laughing

Hydration

PREVIEW

Creating a Balanced Lifestyle

Understanding Balance

Creating a balanced lifestyle means ensuring that your mental, physical, and emotional health are all taken care of. This balance is crucial because it helps you perform better in school, enjoy relationships with friends and family and maintain overall happiness and well-being.



Key Strategies for Balance

To achieve a balanced lifestyle, it's important to incorporate several key strategies into your daily routine:

- **Time Management:** Managing your time well allows you to dedicate the right amount of time to work, hobbies, exercise, and relaxation. By planning your week, you can ensure time for both responsibilities and fun.
- **Engaging in Hobbies:** Activities you enjoy doing in your free time. They are important because they provide an outlet for stress and allow you to express your creativity.
- **Prioritizing Self-Care:** Activities that you do specifically to take care of your mental, emotional, and physical health. This could include reading, taking a bath, exercising, or practicing meditation.

Why Balance is Important

A balanced lifestyle is crucial for several reasons:

- It reduces stress and anxiety.
- It improves your focus and concentration for better academic performance.
- It increases your happiness and overall life satisfaction.

Key Facts to Remember

- **Time Management:** Students who manage their time effectively can reduce stress levels by up to 70%.
- **Hobbies:** Engaging in hobbies can improve mood and lower stress by up to 30%.
- **Self-Care:** Regular self-care practices can boost self-esteem and improve relationships with others.

Examples for Inspiration

- Anna organizes her week with a planner, allocating time for homework, soccer practice, and piano lessons.
- Jayden takes a walk every evening to clear his mind and plan for the next day.
- Leila dedicates Sunday afternoons to her painting, allowing her to express her emotions and relax.

Questions

Answer the questions below.

1) How do hobbies contribute to a balanced lifestyle?

2) Why is it important to balance physical, emotional, and mental health?

Connecting

What are some ways you can create a balanced life?

1	
2	
3	
4	
5	

True or False

Is the statement true or false?

1) Time management can reduce stress by 50%.	True	False
2) Self-care practices can improve relationships.	True	False
3) Effective time management only benefits school performance.	True	False
4) Self-care includes activities like meditation and exercise.	True	False
5) Planning your week can help balance responsibilities and fun.	True	False

My Balanced Lifestyle: Describe Your Routine

Objective

What are we learning about?

Students will describe a daily routine that reflects a balanced lifestyle by applying concepts of time management, self-care, and healthy habits.

Materials

What will you need for the activity?

- Set of "My Balanced Lifestyle Routine" cards, printed and cut
- Paper
- Pencil
- Timer (optional)

**Instructions**

How will you do the activity?

1. Begin the lesson by reviewing what a balanced lifestyle means, including mental, physical, and emotional health.
2. Explain to students that they will choose a card that describes a role or situation.
3. Distribute the cards randomly or allow students to choose their own.
4. Instruct students to carefully read their assigned scenario.
5. Tell students to imagine themselves in that situation and think about how they would manage their day in a healthy and balanced way.
6. Students will write a short paragraph of five to seven sentences describing their daily routine. They should include time of activities such as morning, afternoon, and evening, school or work responsibilities, rest and sleep, hobbies or relaxation, and self-care habits.
7. Give students enough time, around ten to fifteen minutes, to complete their writing.
8. After writing, ask students to share their answers with a partner or small group.
9. Select a few volunteers to present their routines to the class.

My Balanced Lifestyle: Describe Your Routine

Direction

Cut out these cards.

Describe Your Routine

 You are a theatre artist
balancing rehearsals

Describe Your Routine

 You are a famous actor
managing work, health,
and personal time.

Describe Your Routine

 You are a doctor
balancing work shifts
and self-care.

Describe Your Routine

 You are a teacher
managing classes,
planning, and relaxation.

Describe Your Routine

 You are a professional
managing work, health,
and personal time.

Describe Your Routine

 You are a student-
athlete balancing
training, school, and
rest.

Describe Your Routine

 You are a musician
practising daily while
taking care of your
mental health.

Describe Your Routine

 You are a dancer
balancing practice,
school, and recovery
time.

Describe Your Routine

 You are a social media
influencer managing
screen time and self-
care.

Describe Your Routine

 You are a business
owner balancing work
and personal life.

Describe Your Routine

 You are a chef managing
a busy kitchen and
staying healthy.

Describe Your Routine

 You are a police officer
balancing duty and
personal wellness.

Direction Cut out these cards.**Describe Your Routine**

You are a firefighter
managing stress and
staying physically fit.

Describe Your Routine

You are a parent
balancing family
responsibilities and self-
care.

Describe Your Routine

You are a college
student managing
studies, sleep, and
social life.

Describe Your Routine

You are a gamer
to balance screen time
and healthy habits.

Describe Your Routine

You are an artist
balancing creativity

Describe Your Routine

You are a traveler
maintaining healthy
habits while on the go.

Describe Your Routine

You are a community
volunteer balancing
helping others and
self-care.

Describe Your Routine

You are a fitness coach
helping others while
maintaining your own
well-being.

Describe Your Routine

You are a professional
managing stress, time,
and work-life balance.

Describe Your Routine

You are a scientist
balancing research
work and personal
well-being.

Describe Your Routine

You are a construction
worker staying active
while taking care of
your health.

Describe Your Routine

You are a content
creator balancing
creativity, deadlines,
and self-care.

Exit Cards

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

Name: _____

Does this show an understanding of a balanced lifestyle?

1) Balance means focusing only on school tasks.	Yes	No
2) Time management helps reduce stress.	Yes	No
3) Exercise and rest are part of a balanced lifestyle.	Yes	No
4) Ignoring your emotions helps you stay productive.	Yes	No
5) Self-care improves overall well-being.	Yes	No

Name: _____

Does this show an understanding of a balanced lifestyle?

1) Balance means focusing only on school tasks.	Yes	No
2) Time management helps reduce stress.	Yes	No
3) Exercise and rest are part of a balanced lifestyle.	Yes	No
4) Ignoring your emotions helps you stay productive.	Yes	No
5) Self-care improves overall well-being.	Yes	No

Name: _____

Does this show an understanding of a balanced lifestyle?

1) Balance means focusing only on school tasks.	Yes	No
2) Time management helps reduce stress.	Yes	No
3) Exercise and rest are part of a balanced lifestyle.	Yes	No
4) Ignoring your emotions helps you stay productive.	Yes	No
5) Self-care improves overall well-being.	Yes	No

Name: _____

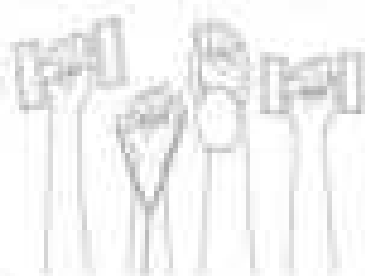
Does this show an understanding of a balanced lifestyle?

1) Balance means focusing only on school tasks.	Yes	No
2) Time management helps reduce stress.	Yes	No
3) Exercise and rest are part of a balanced lifestyle.	Yes	No
4) Ignoring your emotions helps you stay productive.	Yes	No
5) Self-care improves overall well-being.	Yes	No

Physical Activity and Mental Health

The Morning Boost

Starting your day with physical activity isn't just good for your body, it has significant benefits for your mental health too. When we engage in exercise in the morning, it can lead to a brighter mood, lower stress levels, and overall enhanced mental well-being.



Biological Benefits

Exercise affects our brain chemistry in several positive ways. Here's how:

- **Endorphin Release:** These are chemicals in the brain that act as natural painkillers. Morning exercise triggers a release of endorphins, leading to feelings of happiness and a reduction in pain.
- **Reduction in Stress:** Physical activity reduces levels of the body's stress hormones, such as cortisol, helping us start our day with lower stress.
- **Enhancement in Brain Function:** Regular physical activity boosts brain function and is linked to better memory and problem-solving abilities.

Psychological Advantages

Exercise also provides psychological benefits for mental health:

- **Confidence Boost:** Achieving fitness goals, no matter how small, can increase self-esteem and confidence.
- **Improved Sleep:** Regular, morning exercise helps regulate sleep patterns, leading to deeper and more restorative sleep.
- **Social Interaction:** Group exercises or team sports offer a sense of community and support, essential for mental health.

Facts and Statistics

To understand the impact of morning exercise on mental health, consider the following statistics:

- Individuals who engage in regular physical activity have up to a 30% lower risk of depression.
- 75% of people report feeling more mentally alert after morning exercise.
- Exercise can reduce stress levels by up to 40% in regular participants.

Practical Tips

To incorporate physical activity into your morning routine, consider the following:

- Choose activities you enjoy to ensure you stick with them.
- Set realistic goals and gradually increase the intensity of your workouts.
- Consider team sports or group exercises for social interaction.

Questions

Answer the questions below.

1) How do endorphins affect our mood after exercise?

2) Why is exercise said to reduce stress?

DrawWhat morning activities can you do to help boost your well-being?
Label each activity.

True or False

Is the statement true or false?

1) Exercise releases chemicals called endorphins.	True	False
2) Morning exercise increases levels of stress hormones.	True	False
3) Regular physical activity can improve memory.	True	False
4) Exercise is only beneficial for physical health.	True	False
5) Achieving fitness goals boosts confidence.	True	False

The Role of Sleep in Mental Health

The Importance of Sleep

Sleep plays a critical role in maintaining our mental health and overall well-being. It's as essential as eating healthy and exercising. Good sleep can improve our mood, enhance our brain function, and increase our emotional stability. When we sleep, our brain processes the day's events, makes memories, and releases hormones that help repair our body and manage stress.



Effects of Sleep Deprivation

Lack of sleep has significant negative effects on our mental health:

- **Mood and Emotions:** Sleep deprivation can lead to irritability, mood swings, and even depression. It disrupts our emotional regulation, making it harder to cope with stress.
- **Concentration and Performance:** Without enough sleep, our concentration, creativity, and problem-solving abilities are impaired, which can affect our performance at school, making it harder to learn and remember new information.
- **Stress and Anxiety:** Not getting enough sleep can increase our stress levels and our susceptibility to anxiety. It becomes a cycle where stress makes it harder to sleep, and lack of sleep makes us more stressed.

Improving Sleep Habits

Here are some tips for better sleep:

- **Regular Schedule:** Try to go to bed and wake up at the same time every day, even on weekends.
- **Relax Before Bed:** Develop a relaxing bedtime routine to help your body and mind prepare for sleep.
- **Comfortable Environment:** Keep your bedroom cool, quiet, and comfortable. Use your bed only for sleep.
- **Limit Screen Time:** Turn off electronic devices at least an hour before bedtime.
- **Physical Activity:** Regular physical activity can help you fall asleep faster and enjoy deeper sleep.

Key Terms to Remember

- **Sleep Deprivation:** Not getting the required amount of sleep.
- **Circadian Rhythm:** The body's natural sleep-wake cycle that influences our physical, mental, and behavioural changes within a 24-hour period.
- **REM Sleep:** A stage of sleep important for emotional regulation and memory formation.

Questions

Answer the questions below.

1) What are the effects of sleep deprivation on mood?

2) Why is it recommended to limit screen time before bed?

Connecting

Describe a time when you felt stressed or overwhelmed. How did it affect you?

True or False

Is the statement true or false?

1) Sleep is as essential as eating healthy.	True	False
2) Sleep deprivation improves concentration.	True	False
3) A cool, quiet bedroom promotes better sleep.	True	False
4) Electronic devices help with sleep.	True	False
5) Stress can make it harder to sleep.	True	False

Listen & Draw: The Ideal Sleep-Friendly Bedroom

Objective What are we learning about?

Students will demonstrate understanding of healthy sleep habits by listening to descriptions and drawing an ideal bedroom that promotes good sleep and mental health.

Materials What will you need for the activity?

- Paper
- Crayons or colored pencils



Instructions How do you do the activity?

1. Draw a bedroom and place a pillow and a blanket to make it look comfortable.
2. Draw a small clock beside the bed and set the time to 8:00 or 10:00 at night to show bedtime.
3. Draw a window in the room. Outside the window, draw a moon to show that it is nighttime.
4. Add curtains to the window and draw them closed to block out light.
5. Draw a lamp beside the bed and show that it is turned off to create a dark and calm environment.
6. Draw a table or shelf with a book on it to show a relaxing bedtime activity.
7. Do not draw any gadgets like a cellphone, television, or computer near the bed. Leave that space empty to show no screen time.
8. Draw a small plant or decoration in the room to create a peaceful and relaxing environment.
9. Draw a person sleeping peacefully on the bed, showing that the room supports good sleep and mental health.

Listen & Draw: The Ideal Sleep-Friendly Bedroom

PREVIEW

Screen Time and Sleep

The Impact of Screen Time

In today's digital age, many of us spend a considerable amount of time in front of screens. This habit can significantly affect our sleep quality and, by extension, our mental health. Screens emit blue light, which can trick our brains into thinking it's still daytime, disrupting our natural sleep cycles.

Key Facts and Statistics

- **Blue Light and Melatonin:** Exposure to blue light from screens can inhibit the production of melatonin, the hormone responsible for regulating sleep.
- **Screen Time Habits:** On average, teenagers spend about 7 hours a day on screens, including time spent on schoolwork.
- **Sleep Duration:** Experts recommend 8-10 hours of sleep per night for adolescents, but excessive screen time before bed can lead to fewer sleep hours.

Effects on Sleep and Mental Health

Lack of adequate sleep due to excessive screen time before bed can have several effects on students' well-being, including:

- Increased risk of depression and anxiety.
- Difficulty concentrating and poor academic performance.
- Heightened feelings of stress and irritability.

Strategies for Better Sleep Hygiene

Implementing strategies to reduce screen time before bed can improve sleep quality and mental health. Here's a list of practical tips:

- **Establish a Screen-Free Zone:** Keep bedrooms free of screens. This means no TVs, computers, or smartphones.
- **Set a Screen Time Limit:** Aim to turn off all screens at least one hour before bedtime.
- **Create a Relaxing Bedtime Routine:** Consider activities like reading a book, taking a warm bath, or meditating to unwind before sleep.
- **Use Night Mode:** If you must use a device, activate the "night mode" setting to reduce blue light exposure.

Encouraging Healthy Digital Habits

It's essential to be mindful of our screen time, especially before bed, to ensure we're giving our bodies and minds the rest they need. By adopting healthier digital habits, we can improve our sleep quality and overall mental health, paving the way for a more balanced and productive life.

True or False

Is the statement true or false?

1) Screen time before bed improves sleep quality.	True	False
2) Teenagers need 8–10 hours of sleep nightly.	True	False
3) Blue light boosts melatonin production.	True	False
4) Screen-free zones help improve sleep.	True	False
5) Reading books before bed can help with sleep.	True	False

Question Answer the questions below.

1) What effect does screen time have on sleep?
2) How does screen time before bed affect mental health?

Define

What do the terms below mean?

Melatonin	
Screen Time	
Sleep Hygiene	

Activity - Give Me 5 – Screen Time and Sleep

Objective

What are we learning about?

Students will identify and recall key concepts about screen time and sleep by listing examples of healthy habits, effects, and practices that support mental health and well-being.

Materials

What will you need for the activity?

- Give Me 5 cards (printed and cut)
- Timer (optional)
- Board and markers (optional)



Instructions

How will you complete the activity?

1. Begin by reviewing the topic of screen time and sleep, including its effects on mental health.
2. Explain to students that they will play a game called "Give Me 5," where they must name five correct answers for each category.
3. Divide the class into small groups or teams.
4. Give one card to each group or call out a category for the whole class.
5. When the teacher says "Go," students must list or say five correct answers related to the category.
6. Set a time limit of about 10–15 seconds for each round.
7. Groups earn a point if they can give five correct and relevant answers within the time limit.
8. If a group cannot complete five answers, other groups may "steal" and complete the list.
9. Continue the game using different cards until all categories have been used.
10. At the end of the activity, discuss the answers and connect them to healthy sleep habits and reducing screen time.

Instructions

Cut out these cards

Card 1

Give me 5 healthy bedtime habits

Card 2

Give me 5 effects of too much screen time

Card 3

Give me 5 things I should NOT do

Card 4

Give me 5 fun activities

Card 11

Give me 5 habits that can help reduce stress before bedtime

Card 12

Give me 5 problems caused by lack of sleep

Card 13

Give me 5 healthy evening routines

Card 14

Give me 5 bad sleep habits

Card 5

Give me 5 benefits of good sleep

Card 15

Give me 5 ways to relax your mind before sleeping

Card 6

Give me 5 gadgets that give off blue light

Card 16

Give me 5 things that keep blue light on sleep

Card 7

Give me 5 ways to improve sleep habits

Card 17

Give me 5 things that are good for sleep

Card 8

Give me 5 signs you need more sleep

Card 18

Give me 5 consequences of staying up late

Card 9

Give me 5 activities you can do instead of using gadgets at night

Card 19

Give me 5 habits that improve mental health through sleep

Card 10

Give me 5 reasons why sleep is important for students

Card 20

Give me 5 things you can do during the day to sleep better at night

Exit Cards

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

Name: _____

Draw your ideal nighttime routine that helps you sleep better and stay healthy.

Name: _____

Draw your ideal nighttime routine that helps you sleep better and stay healthy.

Name: _____

Draw your ideal nighttime routine that helps you sleep better and stay healthy.

Name: _____

Draw your ideal nighttime routine that helps you sleep better and stay healthy.

Digital Wellness

"Balancing Screen Time"

Published Date: March 22, 2024

In today's world, where screens are an essential part of our daily lives, finding a balance between online and offline activities has never been more crucial. Digital wellness, a term that has gained popularity in recent years, refers to the practice of using technology in a way that promotes mental and physical health.

According to a recent survey, the average person now spends over seven hours a day in front of a screen. This time is spent on various devices, from smartphones and tablets to computers and televisions. While technology offers countless opportunities for learning and connection, too much screen time can lead to issues like poor sleep, reduced concentration, and increased stress levels.

Dr. Anne Patrick, a psychologist specializing in digital wellness, emphasizes the importance of setting boundaries. "It's essential to have limits on how long we spend using devices," she says. "Taking regular breaks, ensuring we have 'screen-free' times during the day, and engaging in other activities can help maintain our mental health."

One approach that has been effective for many is the "20-20-20 rule." This involves taking a 20-second break to look at something 20 feet away every 20 minutes of screen time. This simple habit can reduce eye strain and help refocus the mind.

Moreover, Patrick suggests that families should have open discussions about digital use and agree on household rules. This could include specific times when screens are off-

limits, such as during meals or before bedtime.

Jaspreet Singh, a high school student, shares his experience with managing screen time. "I realized I was spending too much time on my phone, which made it hard to concentrate on my homework. After setting limits for myself and finding hobbies outside of the internet, I've seen a big improvement in my grades and my sleep."

It's also important to be mindful of the content we consume. Engaging in positive activities, such as learning a new skill online or connecting with friends and family, can enhance our well-being. On the other hand, excessive exposure to negative content can have a opposite effect.

As we navigate this digital age, the key to digital wellness is finding a healthy balance. By setting boundaries, taking regular breaks, and engaging in a variety of activities, we can protect our mental health and ensure that technology remains a helpful tool in our lives.



True or False

Is the statement true or false?

1) Digital wellness promotes mental health.	True	False
2) Screen time is limited to just computers.	True	False
3) Content consumption doesn't affect mental health.	True	False
4) Setting boundaries with technology is beneficial.	True	False
5) Offline activities can improve digital wellness.	True	False

Question _____ Answer the questions below.

1) Why is setting limits important?

2) How can content consumption affect mental health?

Word Search

Find the words in the wordsearch.

Screen	Limit
Break	Books
Music	Sleep
Focus	Stress
Online	Family
Clock	Media

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

Mindfulness and Mental Health in the Digital Age

Mindfulness in the Digital Age

In our fast-paced world, mental health has become a crucial part of our overall wellbeing. Mindfulness and meditation are practices that help us maintain our mental health by focusing on the present moment, reducing stress, and improving our emotional regulation. For students, understanding how to manage stress and emotions is particularly important as you navigate through changes in your lives.



The Role of Technology

Technology, while often a source of distraction, can also be a valuable tool for mental health. Mindfulness apps are a great example of how technology supports our wellbeing. These apps offer guided meditation, breathing exercises, and other mindfulness practices right at our fingertips, making it easier for people to engage in these beneficial activities.

Benefits of Mindfulness

Practicing mindfulness in the digital age can offer several benefits for your mental health, including:

- **Stress Reduction:** Mindfulness helps reduce anxiety and stress by encouraging relaxation.
- **Improved Focus:** Regular practice can enhance your ability to concentrate on your studies.
- **Better Emotional Health:** Mindfulness aids in managing emotions, leading to improved mood and self-esteem.

Popular Mindfulness Apps

Here's a list of widely used mindfulness and meditation apps that are easy to use and accessible and engaging for young people:

- **Headspace:** Offers guided meditations for a variety of needs and goals.
- **Calm:** Features sleep stories, breathing programs, and relaxing music.
- **Smiling Mind:** Developed specifically for young people, providing exercises based on age.

Engaging with Mindfulness

Incorporating mindfulness practices into your daily routine can be a simple yet effective way to improve your mental health. Whether it's starting the day with a short meditation or taking a few minutes to focus on your breathing, mindfulness apps can guide you through these processes in an engaging and accessible way. By making use of these digital tools, you can take an active step towards maintaining your mental wellbeing.

True or False

Is the statement true or false?

1) Mindfulness can reduce stress and anxiety.	True	False
2) Meditation apps can worsen our mental health.	True	False
3) Technology always distracts from mindfulness practices.	True	False
4) Headspace offers guided meditations for various goals.	True	False
5) Calm features sleep stories and relaxing music.	True	False

Questions

Answer the questions below.

1) How can mindfulness support mental health?

2) Why is it important to practice mindfulness?

Making Connections

Draw a social media app that helps support your mental health.

Healthy Eating and Mental Health

The Link Between Diet and Mood

Understanding how what we eat impacts our mental health is essential. A balanced diet isn't just crucial for physical health; it significantly affects our mood, energy levels, and overall mental well-being. When we nourish our bodies with the right kinds of foods, we provide our brains with the nutrients they need to function optimally. This reading explores the connection between nutrition and mental health, highlighting how certain dietary choices can enhance and support our mental state.



Key Nutrients for Mental Health

A variety of nutrients are essential for maintaining good mental health. The most important ones include:

- **Omega-3 Fatty Acids:** Found in fish like salmon and trout, and in flaxseeds and walnuts, omega-3s are linked to reduced risks of depression and anxiety.
- **Vitamins and Minerals:** B vitamins, vitamin D, and magnesium play critical roles in mood regulation and brain health.
- **Protein:** Sources like lean meat, fish, and eggs contain amino acids, which are building blocks for neurotransmitters like serotonin that influence mood.

Impact of Diet on Mental Health

Diet affects mental health in several ways:

- **Mood Regulation:** Balanced diets rich in fruits, vegetables, and proteins can improve mood and reduce symptoms of depression.
- **Energy Levels:** Consistent intake of complex carbohydrates, healthy fats, and proteins can stabilize energy levels throughout the day, affecting focus and alertness.
- **Brain Function:** Nutrients from a balanced diet support brain function and the production of neurotransmitters, which play a significant role in mood and cognitive processes.

Incorporating Healthy Eating Habits

Students should be encouraged to incorporate healthy eating habits into their daily routine, understanding how such choices can positively impact their mental well-being. Including a variety of nutrient-rich foods in every meal and understanding the connection between what we eat and how we feel can empower students to make informed dietary choices for their mental and physical health.

True or False Is the statement true or false?

1) Omega-3 fatty acids can reduce depression.	True	False
2) Proteins have no role in mood regulation.	True	False
3) Vitamins and minerals do not affect brain health.	True	False
4) A balanced diet improves focus and alertness.	True	False
5) Foods rich in omega-3 include salmon and walnuts.	True	False

Question Answer the questions below.

1) What are omega-3 fatty acids, and why are they important for mental health?

2) How do vitamins and minerals influence mental health?

Direction Put a check (✓) under Healthy Choice or Unhealthy Choice.

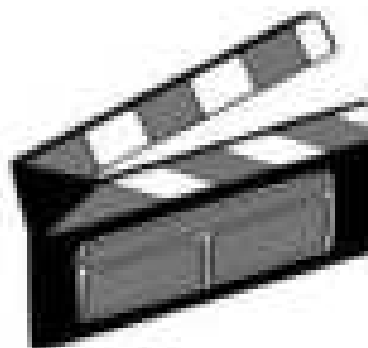
Actions	Healthy	Unhealthy
1) Eating fruits and vegetables daily		
2) Drinking too many sugary drinks		
3) Eating balanced meals		
4) Choosing whole grains and healthy snacks		
5) Eating at regular meal times		

Activity – Healthy Eating Role Play

Objective

What are we learning about?

Help students understand how food choices can influence mood, energy, and mental health, and encourage them to make healthy, balanced eating decisions.



Materials

What do you need for the activity?

- Scenario cards showing different food choices and eating habits
- Pencil and paper
- Simple props (optional: food pictures, etc.)
- Space in the classroom for role-play

Instructions

How will you complete the activity?

1. Explain that the food we eat can affect our mood, energy, and mental health.
2. Discuss examples of healthy and unhealthy eating habits (balanced meals, skipping meals, too much junk food, etc.).
3. Divide the class into small groups and give each group a scenario card.
4. Ask each group to discuss what eating habit is shown, how it affects mental health, and what a healthier choice would be.
5. Let groups act out their scenario, showing both the unhealthy habit and a healthier alternative.
6. After each role play, discuss as a class how healthy eating supports mental health and overall well-being.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Skipping Breakfast	You wake up late and skip breakfast before going to school. During class, you start to feel tired, hungry, and unable to focus. You wonder how skipping meals affects your energy and mood and think about what a better choice would be.
Choosing Food	You and your friends buy chips, soda, and fast food after school. At first, you feel happy, but later you feel sluggish and tired. You begin to think about how unhealthy choices can affect your mood and well-being.
Healthy Snack Choice	During break, you choose to eat fruits and drink water while your friends choose sugary snacks. You feel more energized and focused. You realize how healthy food choices can support your health.
Sugary Drinks Habit	You drink soft drinks every day instead of water. You notice that you often feel tired and have trouble concentrating. You start to think about how too much sugar can affect your energy and mood.
Balanced Meal at Home	At home, your family prepares a meal with vegetables, rice, and protein. After eating, you feel full, energized, and ready to do your tasks. You realize how balanced meals can improve both your body and mind.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Peer Influence on Eating	Your friends often eat unhealthy snacks and encourage you to join them. You feel pressured but also want to make better choices. You think about how peer influence can affect your eating habits and mental health.
Emotional Eating	When feeling stressed from school, you eat a lot of sweets to feel better. Later, you feel uncomfortable and still stressed. You think about healthier ways to manage your emotions.
Late Night Eating	You stay up late at night while using your phone. The next day, you feel tired and unfocused. You consider how late-night eating and lack of sleep can affect your mood and mental health.
Trying a Healthier Routine	You decide to eat regular meals, drink water, and reduce junk food. After a few days, you notice better mood, energy, and focus. You reflect on how small changes can improve your well-being.
Skipping Lunch at School	You skip lunch because you are busy or not hungry. Later, you feel weak, irritable, and unable to concentrate. You think about why regular meals are important for mental and physical health.

Exit Cards

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

Name: _____

Check (✓) the Best Healthy Habits for Mental Health

Eat a balanced diet with fruits and vegetables	
Skip meals often	
Drink plenty of water	
Eat too much junk food	
Ignore how food affects your mood	
Choose nutritious meals regularly	

Name: _____

Check (✓) the Best Healthy Habits for Mental Health

Eat a balanced diet with fruits and vegetables	
Skip meals often	
Drink plenty of water	
Eat too much junk food	
Ignore how food affects your mood	
Choose nutritious meals regularly	

Name: _____

Check (✓) the Best Healthy Habits for Mental Health

Eat a balanced diet with fruits and vegetables	
Skip meals often	
Drink plenty of water	
Eat too much junk food	
Ignore how food affects your mood	
Choose nutritious meals regularly	

Name: _____

Check (✓) the Best Healthy Habits for Mental Health

Eat a balanced diet with fruits and vegetables	
Skip meals often	
Drink plenty of water	
Eat too much junk food	
Ignore how food affects your mood	
Choose nutritious meals regularly	

Stress Management Techniques

Easing Stress Creatively

Date: March 10, 2024

Author: By Owen MacLeod

2-minute read

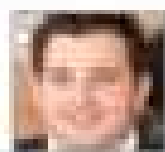
In today's fast-paced world, finding effective ways to manage stress is more important than ever. Journaling, art, and music stand out as powerful tools for coping, offering not just a means of expression but a pathway to inner peace. These activities encourage mindfulness, helping individuals to focus on the present moment, thereby reducing stress levels significantly.

Journaling allows for a deep dive into untangling thoughts and emotions, serving as a private, judgment-free zone for reflection. Art, on the other hand, allows for the visual expression of feelings that words might not capture, promoting a sense of calmness. Music, with its rhythmic language, soothes the mind and elevate mood, proving to be an effective stress management tool for all age groups.

Adopting these stress management techniques can lead to a healthier mental state, fostering resilience in the face of life's challenges. By incorporating these practices into our daily routines, we can embark on a journey towards emotional well-being, enhancing our overall quality of life.

Bye for now,
Owen MacLeod

Comments:



Paul Johnson, March 13, 2024

Exploring these creative outlets has dramatically improved my ability to handle stress. It's amazing how much a simple journal entry or a piece of music can change your perspective.

Like Reply 4h ago



Claire Desjardins, March 10, 2024

I've found that art allows me to express emotions I didn't even know I was holding onto. It's not just about stress relief, it's about discovering more about ourselves and our capacities for resilience and joy.

Like Reply 3d ago

True or False

Is the statement true or false?

1) Journaling can help manage stress by organizing thoughts.	True	False
2) Music increases stress levels instead of reducing them.	True	False
3) Artistic expression can lead to increased calmness.	True	False
4) Mindfulness is not related to stress management techniques.	True	False
5) Music is a universal language for stress relief.	True	False

Question Answer the questions below.

1) How does journaling help with stress management?

2) In what way does music contribute to reducing stress?

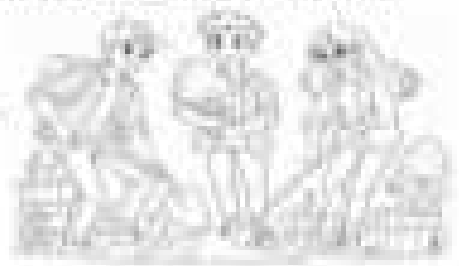
Connecting

Which strategy would you prefer - journaling or music? Explain when you might use this strategy.

Positive Social Interactions

Bonds That Heal

In a vibrant Canadian town, a student named Kieran found himself struggling with feelings of isolation and sadness. He felt disconnected from his classmates and unsure how to bridge the gap. This is a common feeling, as studies show that 1 in 5 children and youth in Canada experience a mental health challenge, with isolation being a significant factor.



Kieran, feeling lonely, then he decided to join the school's environmental club, motivated by his curiosity. There, he met Sam and Emma, two students who shared his passion. The club was involved in clean-up activities, planting trees, and advocating for environmental sustainability. Through these interactions, Kieran experienced firsthand the power of positive social connections.

Participating in activities with Sam, Emma, and others provided Kieran with a sense of belonging and purpose. He learned that engaging in shared interests can foster emotional support and reduce feelings of loneliness. The Canadian Mental Health Association emphasizes that social connections can boost mental health, leading to increased happiness and self-worth.

Kieran's story underscores a crucial message: positive social interactions are vital for mental health. By finding common ground with others, individuals can create supportive networks that counteract isolation. Statistics indicate that students who actively participate in community or school groups report higher levels of mental well-being.

Through Kieran's journey, it's clear that reaching out, connecting with others, and engaging in collective activities can significantly impact one's mental health, illustrating the transformative power of bonds that heal.

Questions

Answer the questions below.

1) How do positive social interactions impact mental health?

2) What types of activities did the environmental club engage in?

True or False

Write true or false?

1) Kieran felt isolated because he didn't have any friends.	True	False
2) 1 in 5 Canadian youth face mental health challenges.	True	False
3) Positive social interactions can boost mental health.	True	False
4) Social connections do not affect feelings of loneliness.	True	False
5) Engaging in group activities can reduce loneliness.	True	False

Connecting

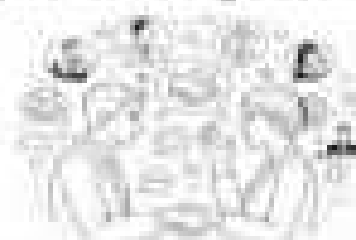
What are some of the things you do to avoid loneliness?

Conflict Resolution Skills

Understanding Conflict

Conflict occurs when there are disagreements or clashes between individuals due to differences in opinions, values, or needs. In schools, conflicts might arise among students over group projects, sharing spaces, or differences in opinion.

Understanding that conflict is a normal part of human relationships is crucial. Handling these disagreements healthily can reduce stress and strengthen connections between people.



Key Skills for Solving Conflicts

Developing effective conflict resolution skills is essential for everyone, especially young individuals navigating complex social environments. These skills include:

- **Effective Communication:** Expressing your thoughts and feelings clearly without blaming or accusing others. This involves active listening, where you pay full attention to what the other person is saying, showing empathy and understanding.
- **Empathy:** Trying to understand the other person's perspective. This doesn't mean you have to agree with them, but recognizing their viewpoint can lead to more harmonious solutions.
- **Finding Common Ground:** Looking for areas of agreement that both parties can acknowledge. This helps in shifting the focus from opposing positions to shared interests.

Strategies for Healthy Dispute Resolution

To resolve disagreements in a manner that is beneficial to all parties involved, consider the following steps:

- **Speak Up:** Talk about what's bothering you in a respectful way. It's important to express your feelings and needs.
- **Listen Actively:** Give the other person your full attention, acknowledge their feelings, and ask questions to clarify your understanding.
- **Seek Common Ground:** Discuss ways to meet the needs of everyone involved.
- **Agree to Disagree:** Sometimes, it's not possible to find a solution that satisfies everyone. It's okay to respectfully agree to disagree.

Importance of Conflict Resolution

Practicing effective conflict resolution can lead to:

- Reduced stress from unresolved disagreements.
- Stronger relationships built on mutual respect and understanding.
- Improved communication skills, leading to more positive interactions.

True or False

Is the statement true or false?

1) Conflict is always negative and should be avoided.	True	False
2) Active listening is not important in resolving conflicts.	True	False
3) Finding common ground can help resolve disagreements.	True	False
4) "I" statements can help express feelings respectfully.	True	False
5) Effective communication excludes non-verbal cues.	True	False

Connectin

Write a conflict you had and how you resolved it.

PREVIEW

Conflict
ResponseCircle ☐ if it shows a healthy response and ☐ if it shows an unhealthy response.

1	Listens to the other person's side during a disagreement.	☐	☐
2	Shouts and interrupts when arguing.	☐	☐
3	Uses "I" statements to express feelings calmly.	☐	☐
4	Tries to find a solution that works for both people.	☐	☐
5	Blames others without listening to their explanation.	☐	☐
6	Apologizes sincerely after making a mistake.	☐	☐
7	Ignores the problem and avoids talking about it.	☐	☐

Direction Read each situation. Identify the conflict and write a possible solution.

Situation	Conflict	Solution
Two classmates argue about who should be the leader in a group project. Both want to be in charge and stop listening to each other.		
A student feels left out because their groupmates are talking.		
Two friends disagree on which game to play at recess and refuse to compromise.		
A student borrows a classmate's pen but forgets to return it, causing frustration.		
During a group discussion, one member ignores others' ideas and insists on their own plan.		
Two students misunderstand each other's messages in a group chat and start arguing.		
A student feels left out because their groupmates do not include them in activities.		
One student makes a joke that hurts another student's feelings.		

The Power of Positive Thinking

Brighter Thoughts, Brighter Days

In the heart of Toronto lived Alex, a student who discovered the power of positive thinking during a challenging school year. As Alex struggled with his mathematics class, his mood began to plummet, affecting both his schoolwork and friendships.



One day, Mr. Singh, introduced the class to a lesson on the impact of positive thinking on mental health. He shared that, according to a study, individuals who engage in positive thinking can experience a 23% increase in resilience. He explained how shifting perspectives from negative to positive can significantly improve one's mood and resilience.

Intrigued, Alex decided to apply this lesson to his life. Instead of focusing on the progress he had made in mathematics, rather than dwelling on the difficulties, Alex also began to practice gratitude, acknowledging three positive things each day, no matter how small.

Over time, Alex noticed a remarkable change. His mood brightened, his confidence strengthened. He felt more motivated to tackle challenges and found himself enjoying mathematics more than he ever had before. His friendships flourished as he shared his new outlook with others, creating a ripple effect of positivity.

Through Alex's journey, Mr. Singh's class learned a vital lesson: the power of positive thinking isn't just about feeling better in the moment; it's about building a foundation of mental strength that can carry one through life's ups and downs. Alex's story became a testament to the fact that with a positive mindset, brighter days are always within reach.

True or False Is the statement true or false?

1) Mr. Singh taught the power of positive thinking.	True	False
2) Alex was initially excellent at mathematics.	True	False
3) Alex practiced gratitude by acknowledging one positive thing daily.	True	False
4) Alex's mood improved with positive thinking.	True	False
5) Only Alex benefited from positive thinking in the story.	True	False

Question Answer the questions below.

1) What challenge did Alex face, and how did he overcome it?

2) How did positive thinking affect Alex's academic performance?

Direction Change each negative thought into a positive one.

Negative Thoughts	Positive Thoughts
I am not good enough.	
I always fail at everything.	
I always make mistakes.	
Others are better than me.	
I don't belong anywhere.	

Mental Wellness Match-Up – Positive Thinking

Objective

What are we learning about?

To reinforce students' understanding of positive thinking, its benefits, and strategies that improve mental health through an engaging matching activity.

Materials

What do you need for the activity?

- Cardstock
- Markers or pens/pencils
- List of positive thinking terms and meanings or examples
- Timer (optional for competitive play)



Instructions

How will you complete the activity?

1. Print the cards using cardstock (terms and matching meanings/examples).
2. Divide the class into groups of 3 or 4.
3. Distribute the printed cards to each group. Have students cut along dotted lines. On the back of each card, label them with T (term) or M (meaning/example).
4. Shuffle all the cards and place them face down in a grid pattern.
5. Students take turns flipping two cards at a time, trying to match a positive thinking term with its correct meaning or example.
6. If the cards match, the student keeps the pair and takes another turn.
7. If the cards do not match, they are turned back over, and the next student takes their turn.
8. The game continues until all cards have been matched.

Cards

List of mental health terms and their definitions

Positive Thinking

Focusing on the good and looking for solutions instead of problems

Being thankful for the good things in life

Optimism

Believing that good things can happen

Self-Encouragement

Telling yourself positive and motivating things

Resilience

Bouncing back from challenges and difficulties

Growth Mindset

Believing you can improve through effort and learning

PREVIEW

Cards

List of mental health terms and their definitions

Positive Self-Talk

Saying kind and helpful words to yourself

Progress

Paying attention to improvement, not perfection

Kind Thoughts

Thinking positively about yourself and others

Hopefulness

Feeling optimistic about the future

Self-Belief

Knowing that you can succeed if you try

Acceptance

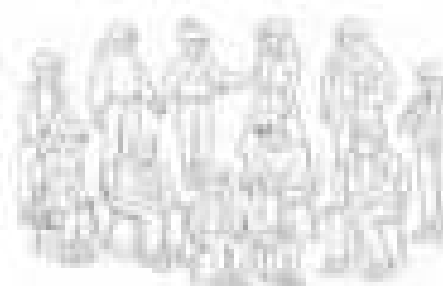
Understanding and accepting situations you cannot change

PREVIEW

Support Networks for Wellness

Understanding Support Networks

A support network consists of family, friends, and trusted adults who provide comfort, advice, and assistance during stressful periods. These networks are fundamental to maintaining mental health and well-being.



Key Components of a Support Network

- **Family:** Family members offer emotional support, love, and understanding. They are often the first ones we turn to during difficult times.
- **Friends:** Friends provide companionship, empathy, and social interaction, helping us feel less alone.
- **Professionals:** Professionals can include teachers, counsellors, and community leaders who offer guidance and a safe space to share concerns.

Why Support Networks Matter

- **Emotional Support:** Having a support network reduces feelings of isolation and anxiety.
- **Practical Help:** Support networks can assist with daily tasks or during crises.
- **Perspective and Advice:** Others provide insights and advice that can help navigate challenges.
- **Increased Resilience:** Those with strong support systems are better able to cope with life's stressors.

Support Networks in Numbers

- Studies show that individuals with robust support networks experience better mental health outcomes.
- Adolescents who feel connected to family and friends report lower levels of stress and anxiety.
- Community involvement has been linked to higher levels of self-esteem and happiness among youths.

Creating and Maintaining Healthy Support Networks

- Be open to making connections with others.
- Offer support to friends and family; it's a two-way street.
- Seek out community groups or clubs with interests similar to yours.
- Communicate regularly with members of your support network.

The Impact of Support Networks

Support networks are not just about having people to lean on during tough times; they are also about sharing joys, successes, and everyday experiences. The presence of a strong support system enhances our mental health, encourages positive coping mechanisms, and enriches our lives in countless ways. Building and nurturing these connections is a crucial aspect of personal development and well-being.

True or False

Is the statement true or false?

1) Trusted adults can be teachers or counsellors.	True	False
2) A support network can help reduce feelings of isolation.	True	False
3) Having no support network has no impact on resilience.	True	False
4) Community involvement increases self-esteem and happiness.	True	False
5) Support networks offer only emotional, not practical help.	True	False

Can you be in anyone's support network? Explain.

PREVIEW

Questions

Answer the questions below.

1) How does a support network impact mental health?

PREVIEW

2) Why is it important to have trusted adults in your support network?

High School Transition Stress

Navigating New Beginnings

Jasleen was feeling a mix of excitement and anxiety about starting high school. Like many students, she knew that transitioning from elementary to high school was a big step.

Studies show that nearly 70% of students experience stress during this transition, worried about making new friends and keeping up with more challenging coursework.



To ease her worries, Jasleen decided to take proactive steps.

First, she joined a pre-orientation program at her new high school, which introduced her to the layout of the school, met staff, and even some of her future classmates. This made the school feel less intimidating and more familiar.

She also reached out to Adam, a family friend and a student at her new high school. Adam shared his experiences and tips for navigating the first year successfully. He emphasized the importance of getting involved in extracurricular activities, finding people with similar interests, and how valuable it was to use the school's support resources, like the tutoring centre.

By the time September arrived, Jasleen felt more prepared and less isolated. She remembered Adam's advice to stay organized and manage her time effectively, especially with the increase in workload. Jasleen also made an effort to connect with her peers and join study groups, which not only helped with her studies but also with building friendships.

As the school year progressed, Jasleen found that the transition was smoother than she had anticipated. She learned that facing change with preparation and a positive mindset could turn challenges into opportunities for growth.

True or False

Is the statement true or false?

1) Jasleen felt only excitement about starting high school.	True	False
2) 70% of students find the high school transition stressful.	True	False
3) Jasleen's summer program introduced her to future classmates.	True	False
4) Time management is unnecessary in high school.	True	False
5) Preparation can turn challenges into growth opportunities.	True	False

Questions

Answer the questions below.

1) What did Jasleen do to ease her transition to high school?

2) What did Jasleen learn from her high school and summer program?

Direction

Complete the table by writing how you might feel in each situation and a coping strategy to help you manage it.

Challenges	How I Feel	Coping Strategy
Making new friends		
Harder schoolwork		
Feeling nervous or anxious		
Managing time and tasks		
Adjusting to a new environment		

Expressive Tableaus on Mental Health

Objective

What are we learning about?

To explore and understand different aspects of mental health through the creation and interpretation of tableaus, focusing on the impact of positive social interactions and the benefits of coping strategies.

Materials

What you will need for the activity.

- Scissors
- Camera or smartphone (optional, for documenting tableaus)
- Space in the room or gym for performances



Instructions

How you complete the activity

1. Divide the class into small groups, assigning each group a different scenario.
2. Each group discusses their scenario, deciding on the key messages to portray focusing on the problem and emotions involved.
3. Students plan their tableau, deciding on their positions and any symbolic elements to include that convey the scenario's message.
4. Allow time for rehearsal, encouraging students to think deeply about what they want to communicate.
5. Each group presents their tableaux to the class, holding their poses for about 20 seconds and moving to each subsequent pose to tell their story.
6. After each presentation, allow a brief moment for the audience to reflect silently on the tableau's impact.
7. If possible, take photos of each tableau for later analysis.
8. Lead a class discussion on the observed tableaux, focusing on the emotions and messages conveyed.
9. Encourage groups to share their thought process and any challenges they faced in depicting their scenario.

Description of Scenes for Tableau

A student is shown enjoying their favourite hobby. Friends approach, pressuring them to skip the hobby for something less positive. The student struggles but stands firm. In the next scene, the student is seen happily continuing their hobby, while their friends eventually join in, showing the value of staying true to oneself.

The first scene depicts a student stressed over an upcoming test. The next shows them using relaxation techniques, like deep breathing and positive visualization. Another scene illustrates the student seeking help from a teacher. The final scene shows the student confidently taking the test, showcasing coping strategies for anxiety.

The tableau starts with a student being isolated and bullied by peers. The next scene shows the student feeling sad and alone at home. The third scene has the student reaching out for help. In the final scenes, the student is shown being supported by classmates, making new friends, emphasizing the importance of seeking help.

A student is overwhelmed by family arguments at home. They escape to a quiet space to read. Another scene shows the student talking to a counsellor. Gradually, the student uses music to cope and share with a family member, leading to a calmer household environment in the final scene.

A new student feels lonely in a crowded classroom. They want to join a lunch table but are initially shy. In the following scene, they join a project group, gaining interest from peers. The next scenes depict the student collaborating on the project and laughing with new friends, illustrating the development of friendship.

The first scene shows a student being offered a video game during homework time. The student initially looks tempted but ultimately chooses to complete their homework. In the next scene, the student presents their work in class, earning applause, while the other group members appear unimpressed.

A scene opens with a student reacting to a low score on a test, looking disappointed. The following scene has the student practicing and studying with determination. In the end, the student receives a better score, celebrating the improvement with a proud walk across the room.

Initially, students witness a classmate being teased. The next scene shows them reflecting on how the classmate might feel. They then decide to show kindness, inviting the classmate to join a group activity. The final scenes reveal the classmate smiling and the group learning about the classmate's unique interests, emphasizing the power of empathy.

The first scene depicts a student attempting to shoot a basketball and missing. They hang their head low in defeat. Another scene shows a peer joining, offering pointers, and cheering. The final scene celebrates the student making a basket, with the peer clapping enthusiastically.

Reflection

Answer the questions below.

1) How did your tableau represent mental health?

2) Which element resonated most with you? Why?

3) How can non-verbal cues enhance communication?

4) How did collaboration influence your tableau?

5) Did any tableau change your perspective? How?

PREVIEW

Rubric

Understand the rubric to ensure you get a good mark!

Criteria	Needs Improvement	Satisfactory	Good	Excellent
Understanding of Mental Health	Shows little understanding of the scenario's mental health aspects.	Shows a basic understanding of the scenario's mental health aspects.	Shows a good understanding of the scenario and its impact on mental health.	Shows a deep and insightful understanding of the scenario's mental health aspects.
Collaboration in Play	Minimal collaboration; the group does not work together.	Some collaboration; the group works together with occasional disagreements.	Good collaboration; the group works together with shared responsibilities.	Excellent collaboration; the group works cohesively with clear communication.
Creativity and Symbolism	The tableau is not creative, with little symbolism that conveys the scenario's message clearly.	The tableau shows some creativity, with symbolism that mostly conveys the scenario's message.	The tableau is creative, with symbolism that clearly conveys the scenario's message.	The tableau is highly creative, with clear symbolism that powerfully conveys the scenario's message.
Expression and Poses	Poses and expressions do not represent the emotions or narrative effectively.	Poses and expressions represent the emotions or narrative.	Poses and expressions are clear and represent the emotions and narrative.	Poses and expressions are powerful and effectively convey the emotions and narrative.
Rehearsal and Preparation	The tableau appears unprepared and the transitions are rough.	The tableau seems somewhat rehearsed but transitions could be smoother.	The tableau is well-prepared with smooth transitions between scenes.	The tableau is highly prepared and effectively tells the story.
Presentation	The tableau is unclear and rushed with little impact on the audience.	The tableau is somewhat clear but lacks a strong impact on the audience.	The tableau is clear with a good impact on the audience.	The tableau is very clear, holding a strong and lasting impact on the audience.

Mark

Cultural Practices and Mental Health

Understanding Cultural Practices

In many cultures around the world, mental health and wellness are approached with unique practices and beliefs. These practices often reflect the values, history, and spirituality of a community. Understanding and respecting these diverse approaches is essential in promoting mental wellness and cultural sensitivity.



Cultural Approaches to Mental Health

- **First Nations Communities: Smudging**
Smudging is a traditional practice involving burning sacred herbs like sage, cedar, or sweetgrass. The smoke is believed to cleanse the body and mind, promoting healing and emotional balance. This practice is deeply rooted in spirituality and connection to the land.
- **Meditation in Eastern and Western Cultures**
Originating from traditions like Buddhism and Hinduism, meditation and mindfulness involve focusing the mind on the present moment. These techniques are used to reduce stress, improve concentration, and promote emotional health.
- **Social Support in African Cultures**
African cultures often emphasize the importance of community and social support in maintaining mental health. Sharing problems and seeking advice from elders or community members is a common practice.

Key Facts and Statistics

- **Global Perspective:** Mental health issues affect approximately 1 billion people worldwide at some point in their lives.
- **Cultural Sensitivity:** A study found that culturally sensitive mental health care can significantly improve outcomes for individuals from diverse backgrounds.
- **Youth Impact:** Nearly half of all mental health conditions start before the age of 14, making early intervention and understanding cultural practices crucial.

The Importance of Cultural Sensitivity

Being culturally sensitive means recognizing and respecting the different ways cultures approach mental health. It's about understanding that what works for one person may not work for another due to cultural beliefs and practices. This approach fosters respect, understanding, and better mental health outcomes for everyone.

Learning from Each Other

By exploring and respecting the varied ways cultures address mental wellness, we can learn valuable lessons about empathy, respect, and the many paths to healing. Remember, mental health is a universal aspect of human life, but the way we nurture it can be beautifully diverse.

Questions

Answer the questions below.

1) What is smudging and which community practices it?

2) How do cultural sensitivity improve mental health outcomes?

Connecting

Which cultural aspect do you relate to most. How can you apply it in your life?

True or False

Is the statement true or false?

1) Smudging involves burning sacred herbs for purification.

True

False

2) Meditation originated only from Hinduism.

True

False

3) Social support is undervalued in African cultures.

True

False

4) Community support is crucial in all cultures.

True

False

5) Only one culture practices mindfulness and meditation.

True

False

Fact or Fiction – Cultural Practices and Mental Health

Objective What are we learning about?

To help students understand different cultural practices related to mental health, recognize their importance, and develop respect for diverse ways of promoting well-being.

Materials What do you need for the activity?

- A list of statements about cultural practices and mental health (provided)
- "Fact" and "Fiction" signs
- Open space in the classroom for movement
- Tape or markers to label each side of the room



Instructions How will you complete the activity?

1. Your teacher will read different statements about cultural practices and mental health. Listen carefully to each one.
2. Think about whether the statement is true (Fact) or false (Fiction).
3. If you believe the statement is true, walk to the Fact side of the room.
4. If you believe the statement is false, move to the Fiction side.
5. Stay on your chosen side and be ready to explain your answer if asked.
6. Your teacher will reveal the correct answer and explain why it is fact or fiction.
7. Return to your seat and prepare for the next statement.

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	All cultures view mental health in the same way.	Fiction
2	Different cultures have unique ways of supporting mental health.	Fact
3	Practices like meditation can help reduce stress and improve focus.	Fact
4	Only one method of healing works for everyone.	Fiction
5	Community members can support emotional well-being.	Fact
6	Cultural beliefs have no impact on mental health.	Fiction
7	Cultural traditions help people cope with stress.	Fact
8	Respecting cultural differences helps mental wellness.	Fact
9	Mental health is only important in some cultures.	Fiction
10	Mindfulness is practised in many cultures around the world.	Fact
11	Community support is important in maintaining mental health.	Fact
12	You should ignore cultural differences when discussing mental health.	Fiction
13	Meditation is only useful for adults.	Fiction
14	Talking about problems makes mental health worse.	Fiction
15	Cultural beliefs can shape how people understand mental health.	Fact
16	Cultural traditions are not related to emotional well-being.	Fiction
17	Some cultures use rituals or traditions to promote healing.	Fact
18	Learning about other cultures can improve empathy and understanding.	Fact
19	Respecting other cultures is not important in mental health.	Fiction
20	People from different cultures cannot learn from each other.	Fiction

Activity – My Mental Health Journey

Objective What are we learning about?

Students will understand how nature supports mental health by imagining a journey and illustrating natural environments that promote relaxation, calmness, and well-being.

Materials What do you need for the activity?

- Printed worksheet (drawing template)
- Pencil
- Crayons or colouring pens



Instructions How will you complete the activity?

1. Imagine that you are travelling to a place that supports your mental health and makes you feel calm and happy.
2. Think about the natural environment you would see along the way (e.g., beach, forest, garden, river, sky).
3. Picture yourself looking out of a window during your journey.
4. Draw the view outside the window that represents a place that relaxes your mind and supports your well-being.
5. Add details such as trees, water, animals, sunlight, or other natural elements.
6. Colour your drawing to show the mood of the place (calm, peaceful, happy).
7. After drawing, write a short sentence about why this place helps your mental health.

PREVIEW



Exit Cards

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

Name: _____

Write 10 key words that you remember about today's lesson.

Name: _____

Write 10 key words that you remember about today's lesson.

Name: _____

Write 10 key words that you remember about today's lesson.

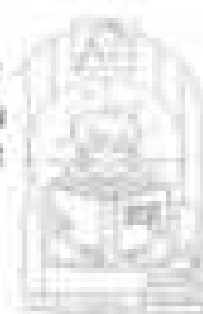
Name: _____

Write 10 key words that you remember about today's lesson.

Goal Setting and Mental Health

Understanding Goal Setting

Goal setting is an important skill that helps you achieve what you want in life. By setting realistic and achievable goals, you can give yourself a roadmap to success. This is not just about accomplishing big tasks; it's also about improving your mental health and overall well-being.



Why Goals?

Goals play a significant role in our lives. They provide a sense of direction, motivation, and a clear path to success. Setting and achieving goals can lead to a sense of satisfaction and accomplishment, which is essential for our mental health. When we set goals that are realistic and achievable, we can improve our confidence, resilience, and happiness.

Key Benefits of Goal Setting

- **Enhanced Motivation:** Setting goals increases your determination to achieve them.
- **Improved Focus:** Goals help you concentrate on what's important, reducing distractions.
- **Boosted Self-confidence:** Achieving your goals improves how you feel about yourself.
- **Better Mental Health:** Setting and achieving goals can reduce feelings of stress and anxiety, contributing to overall mental well-being.

How to Set Personal Goals

Setting personal goals involves several steps. Here's a simple list to guide you:

- **Identify What's Important:** Think about what you truly want to achieve.
- **Be Specific:** Clear, detailed goals are easier to achieve than vague ones.
- **Make Them Measurable:** You should be able to track your progress.
- **Set Achievable Goals:** Ensure your goals are realistic and within your capabilities.
- **Time-bound:** Give yourself a deadline to create a sense of urgency.

Examples in Action

Consider Jayden, who set a goal to read one book a month to improve his vocabulary. Or Maria, who decided to practice piano for 20 minutes daily to participate in the school recital. Both goals are specific, measurable, achievable, relevant, and time-bound (SMART), which greatly contributes to their mental health by providing them with a sense of purpose and achievement.

Questions

Answer the questions below.

1) Why is goal setting important for mental health?

2) How do achieving goals affect self-confidence?

Connecting

Set 3 SMART goals to be achieved in the next 12 months.

True or False

Is the statement true or false?

1) Goal setting can improve your mental health.	True	False
2) Goals should be vague to be achievable.	True	False
3) Achieving goals boosts self-confidence.	True	False
4) Setting goals has no impact on motivation.	True	False
5) Maria practices piano for a school recital.	True	False

Activity - My Mental Health Goal Plan

Objective

What are we learning about?

Students will develop goal-setting skills that support their mental health by identifying a personal goal, planning steps to achieve it, recognizing possible challenges, and identifying sources of support.

Materials

What will you need for the activity?

- Worksheet
- Pen or pencil
- (Optional) Colored markers for design



Instructions

How will you facilitate this activity?

1. Begin by discussing how setting goals can help improve mental health, reduce stress, and increase motivation.
2. Ask students to think about one personal goal that can improve their well-being (e.g., managing stress, building healthy habits, improving self-esteem).
3. In the GOAL section, students will write their chosen goal clearly.
4. In the Steps to Reach My Goal section, students will list simple steps that will allow them to achieve their goal.
5. In the Things I Should Avoid section, students will identify distractions or habits that may prevent them from reaching their goal.
6. In the People Who Can Support Me section, students will write names of people who can help, guide, or motivate them.
7. In the Date to Achieve My Goal By section, students will set a realistic deadline for completing their goal.
8. After completing the worksheet, ask students to review their answers and reflect on how their goal can improve their mental health.

Planning

Write a personal goal that will help improve your mental health and well-being. Think about how you can achieve it step by step. Identify things that might distract you, people who can support you, and set a realistic deadline for your goal.



GOAL: (Write a goal that supports your mental health):

Steps to Reach
My Goal:

Things I Should Avoid:

(Write distractions or habits that may stop you from reaching your goal.)

People Who Support Me:

(Write people who can help, guide, or encourage you.)

Date to Achieve My Goal By:

The Stigma of Mental Health

Understanding Mental Health

Mental health is a critical part of our overall well-being, encompassing our emotional, psychological, and social health. It affects how we think, feel, and act, especially in handling stress, making decisions, and relating to others.

Unlike physical health, which is often visible and more straightforward to diagnose and treat, mental health issues can be more complex and harder to understand.



Mental Health vs. Mental Illness

It's vital to distinguish between mental health and mental illness. Mental health refers to our overall emotional and psychological state, just like everyone has health. However, not everyone will experience mental illness, which refers to a wide range of mental health conditions that affect mood, thinking, and behaviour. Examples include depression, anxiety disorders, schizophrenia, and bipolar disorder.

Stigma and Its Impact

Stigma, or the negative stereotyping of people with mental health issues, can significantly affect those seeking help. Here are some ways stigma is perpetuated:

- **Societal Views:** Misconceptions and lack of understanding about mental illnesses can lead to prejudice and discrimination.
- **Word Choices:** Language matters. Using terms like "crazy" to describe someone with a mental illness reinforces negative stereotypes.

Key Statistics and Facts

- Approximately 1 in 5 people in Canada will personally experience a mental health problem or illness in any given year.
- Only 1 in 3 people who experience a mental health issue will seek and receive proper help, largely due to stigma.
- Stigma can lead to exclusion, poor social support, and delays in seeking treatment.

Importance of Support

Support from family, friends, and the community is crucial for those dealing with mental health issues. Understanding, compassion, and proper use of language can make a significant difference in helping individuals feel less isolated and more inclined to seek help.

By learning about mental health and mental illness, students can play a pivotal role in breaking down the barriers of stigma, ensuring a more supportive and understanding society for all.

True or False

Is the statement true or false?

1) Mental illness affects everyone at some point.	True	False
2) Stigma can lead to social exclusion.	True	False
3) Only adults experience mental health issues.	True	False
4) Language does not impact mental health stigma.	True	False
5) Support can reduce feelings of isolation.	True	False

Questions

Answer the questions below.

1) What is the difference between mental health and mental illness?

2) How does stigma affect individuals with mental health issues?

Direction

Check (✓) the healthy coping strategies for mental health stigma.

☐ Talk to a trusted person	☐ Believe negative labels	☐ Keep everything to yourself
☐ Ask for help when needed	☐ Hide your problems	☐ Isolate yourself
☐ Use positive self-talk	☐ Learn about mental health	☐ Ignore your feelings
☐ Join a support group	☐ Practise deep breathing	☐ Avoid others
☐ Stay connected with friends	☐ Compare yourself to others	☐ Speak kindly to yourself

Activity – Write A Story About Internet Safety**Write:**

Write your own story that teaches at least 2 important lessons about mental health stigma. Show how stigma can affect people and how it can be reduced through understanding, kindness, and support. Include a drawing.

PREVIEW

Combating Mental Health Stigma

"Breaking the Silence"

Publish Date: March 21, 2024

In communities across Canada, an important conversation is gaining momentum – one that could change the lives of millions. It's about mental health and the stigma that often surrounds it, making it especially difficult for students to seek the help they need. But, as voices grow louder and more supportive environments are created, there's a growing hope for change.

"Mental health is just as important as physical health," says Dr. Sarah Smith, a psychologist specializing in adolescent mental health. He notes that, according to recent statistics, 1 in 5 Canadian youth struggles with a mental health issue, yet less than 20% receive appropriate care. The reason? Stigma. The fear of being judged or treated differently keeps many from reaching out.

But change is possible. "Education is a powerful tool against stigma," Dr. Smith explains. "When students learn about mental health, they understand it better. This understanding can replace fear and judgment with compassion and support."

Schools are starting to include mental health in their curriculum, teaching students about different conditions, how to recognize signs of mental distress in themselves and others, and most importantly, that it's okay to talk about it. These conversations are vital.

They normalize mental health issues,

making it easier for students to ask for help without fear of being stigmatized.

Beyond education, kindness plays a crucial role. A simple act of listening can make a huge difference. Farah, a high school student who struggled with anxiety, shares her experience: "When my friends listened without judging, I felt less alone. It gave me the courage to seek professional help."

Support groups, both in-person and online, offer another layer of help. They provide a safe space where individuals can share their experiences and coping strategies. Knowing you're not alone can be incredibly reassuring.

Acting against mental health stigma requires collective efforts. They start with education, fostering understanding, and breaking down barriers. By fostering a supportive environment, mental health is no longer a taboo subject. When communities work together, a difference is made. Education, support groups are key to changing societal views, proving that together, we can break the silence and ensure that everyone receives the help and understanding they deserve.



True or False

Is the statement true or false?

1) Mental health is less important than physical health.	True	False
2) Stigma prevents many from seeking help.	True	False
3) Education cannot help reduce mental health stigma.	True	False
4) Listening and kindness can make a big difference.	True	False
5) Only adults can join support groups for mental health.	True	False

Questions Answer the questions below.

1) What does kindness have to do with combating mental health stigma?

2) How can kindness impact someone's mental health?

Word Search

Find the words in the wordsearch.

Stigma	Listen
School	Support
Safe	Kindly
Circle	Book
Group	Help
Fear	Talk

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

Understanding Mental Health Through Role-Play

Objective

What are we learning about?

To foster empathy and understanding among students regarding mental health issues and stigma, and to explore constructive responses to these situations.

Materials

What you will need for the activity.

- Scenarios (provided by the teacher)
- A quiet room for role-playing
- Reflection paper for each student
- Pens or pencils



Instructions

How you will do the activity.

1. Begin with a short introduction about what mental health means and the importance of addressing stigma.
2. Explain the concept of role-playing and its benefits for understanding different perspectives.
3. Divide the class into small groups and hand out scenario cards to each group.
4. Assign roles within each group based on the scenarios provided.
5. Allow time for students to read their scenarios and prepare their roles.
6. Each group performs their role-play in front of the class, showcasing their scenario.
7. After each performance, facilitate a brief discussion, focusing on feelings and learnings.
8. Encourage students to think about constructive ways to respond in real life.
9. Conclude the activity with a group discussion on the overall experience and insights gained.

Cards

Use the scenario cards for the role-play activity

After two months in a mental health clinic, Jamie returns to school. Students whisper, and some avoid Jamie, unsure how to act. Jamie feels isolated and anxious.

Taylor has weekly therapy sessions to talk about feelings and stress. Some classmates have started calling Taylor "the shrink's pet," which makes Taylor embarrassed and reluctant to continue therapy.

Alex has been absent a lot of school due to severe anxiety. Rumours start to spread that Alex is skipping school. This affects Alex's reputation and friendships.

Jordan takes medication to be able to concentrate and focus better in class. Some peers find out and suddenly don't want Jordan to join their study group, thinking the medication gives an unfair advantage.

Pat overhears some classmates making jokes about Pat's depression, saying it's just an excuse for laziness. Pat's older sibling also makes these jokes, and these jokes are hurtful and frustrating.

Chris used to be energetic and outgoing but has become withdrawn and seems sad all the time. Friends are noticing the change and want to help but don't know what to say or do.

Casey tells a close friend, Morgan, about feeling overwhelming anxiety, but Morgan laughs it off, saying everyone gets stressed and Casey should just relax more.

A teacher notices that Lee has trouble focusing, isn't turning in homework, and seems to withdraw from friends. The teacher is concerned and wants to help without embarrassing Lee.

Unit Test – Mental Health**Multiple Choice**

/10

1. What is mental health? a) Body wellness b) Emotional well-being c) Physical fitness d) Intellectual fitness	2. Which app offers guided meditations? a) Headspace b) Facebook c) Instagram d) YouTube
3. Which nutrient helps your brain, reduces inflammation and anxiety? a) Fiber b) Sugar c) Omega-3 Fatty Acids d) Complex Carbohydrates	4. How many hours of sleep do adolescents need? a) 6-8 hours b) 8-10 hours c) 5-7 hours d) 10-12 hours
5. What does the "4-7-8" technique help with? a) Waking up b) Building muscles c) Reducing anxiety d) Enhancing creativity	6. Which activity is a crucial part of a support group? a) Trivia b) Role-playing c) Group exercises d) Social media
7. How much lower is the depression risk with regular exercise? a) 10% b) 20% c) 30% d) 40%	8. What reduces blue light exposure? a) Screen-free zone b) Night mode c) Morning exercise d) Physical books
9. Which is not an effective stress-management technique? a) Journaling b) Listening to music c) Using substances d) Drawing	10. What does volunteering increase according to studies? a) Screen time b) Self-esteem c) Homework load d) Social media usage

Define

What do the terms below mean?

Term	Definition - What does it mean?
Sleep Hygiene	
Meditation	
End	

Short Answer

Answer the questions below - Each question is worth 3 marks.

1) How does deep breathing help with sleep?

2) Who can be part of a support network, and why are they important in helping?

3) What does stigma about mental health mean? Do you think there is a stigma?

Long Answer

Answer the questions below – Each question is worth 5 marks.

1) How can engaging in regular physical activity positively impact a student's mental health and academic performance?

2) What strategies can students implement to effectively manage and reduce their screen time, ensuring a balance between digital and real-world activities?



Workbook Preview



Grade 8 – Health Unit

Personal Safety and Injury Prevention

	Expectations	Pages
01.1	describe the signs and symptoms of	
01.2		
02.2	demonstrate the ability to assess situations for potential dangers, and apply strategies for avoiding dangerous situations	76-84
03.2	analyse the impact of violent behaviours, including bullying, violence in intimate and sexual relationships, and gender-based violence or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence	85-134

**Preview of 90 pages from
this product that contains
179 pages total.**

Personal Safety and Injury Prevention



The Science Behind Concussions

Understanding Concussions

A concussion is a type of brain injury that occurs when a force causes the brain to move rapidly back and forth inside the skull. This movement can cause chemical changes in the brain and sometimes stretching and damaging of brain cells.

How Concussions Happen

The brain is protected by cerebrospinal fluid inside the skull, but a sudden jolt or hit can cause the brain to move violently. This can happen during sports, falls, or car accidents. When the brain moves rapidly inside the skull, it can lead to a concussion.

Key Differences

Concussions differ from other brain injuries in their cause and impact. Unlike more severe injuries that may result in permanent brain damage, concussions primarily affect the brain's function, leading to temporary effects such as confusion, amnesia, and impaired coordination.

Critical Signs and Symptoms

Early recognition of concussion is crucial for proper treatment and recovery. Symptoms can be physical, cognitive, emotional, and behavioral. Here is a list of common signs to watch for:

- Headache or a feeling of pressure in the head
- Confusion or feeling foggy
- Dizziness or balance problems
- Nausea or vomiting
- Sensitivity to light or noise
- Memory problems
- Mood swings or changes in personality
- Sleep disturbances

The Importance of Response

Responding quickly to a suspected concussion is crucial. Continuing to play sports or engage in activities that could lead to another head injury can result in longer recovery times or more serious brain injuries. Rest and a gradual return to normal activities, under medical guidance, are key to healing.

Protecting the Brain

Understanding the mechanics of concussions helps us appreciate the importance of protecting our brains. Wearing appropriate helmets and safety gear during sports and recreational activities can help prevent concussions. Additionally, learning to recognize the signs and symptoms ensures that those affected receive the care they need promptly.



Name _____

2

Disturbed Consciousness
20.1

True or False

Is the statement true or false?

1) Concussions always involve bleeding in the brain.	True	False
2) A concussion is a type of brain injury.	True	False
3) Helmets can prevent all brain injuries.	True	False
4) Symptoms of concussions can include nausea.	True	False
5) Memory problems are a sign of concussion.	True	False

Question _____ the questions below

1) How do concussions affect the brain?

2) Why is early recognition of concussions important?

Direction

Check the statements that show FACTS about concussions.

1) Concussions happen when the brain moves quickly inside the skull.	
2) You can only get a concussion from sports injuries.	
3) Headaches can be a sign of a concussion.	
4) It is safe to continue playing after hitting your head.	
5) Dizziness and confusion can be symptoms of a concussion.	
6) Concussions only affect physical health, not thinking.	
7) Rest is important for recovery from a concussion.	
8) Wearing helmets can help prevent concussions.	

Comprehensive Guide to Concussion Symptoms

Understanding Concussion Symptoms

Date: March 04, 2024

Author: By: Jamie Chen

2-minute read

In the dynamic landscape of health and wellness, understanding concussion symptoms is paramount for timely and effective care. Concussions can manifest through a variety of symptoms, spanning from physical discomforts such as headaches and dizziness to cognitive impairments like concentration difficulties and memory lapses. Recognizing these signs is the first step toward seeking necessary medical attention and preventing further complications.

Concussions also impact emotional well-being, leading to mood swings or changes in personality. It's crucial to address not just the immediate physical symptoms but also the subtle cognitive and emotional changes that may occur. Awareness and education on these symptoms empower individuals to make informed decisions about health and recovery.

The importance of immediate action cannot be overstressed. Early diagnosis and treatment are critical in managing the condition, minimizing long-term effects, and facilitating a safe return to daily activities. Understanding the comprehensive nature of concussion symptoms, including the proactive steps towards health and safety.

Regards,
Jamie Chen

Comments:



Ethan Tremblay, March 04, 2024

Recognizing the wide range of concussion symptoms is crucial. It's not just the physical signs; the cognitive and emotional changes are equally important to address.

Like Reply 5h ago



Sophia Lalonde, March 04, 2024

Absolutely, Jamie! Additionally, fostering an environment where people feel comfortable seeking help and discussing their symptoms is vital for effective recovery.

Like Reply 2d ago

True or False

Is the statement true or false?

1) Concussions can cause headaches and dizziness.	True	False
2) Emotional changes are not a symptom of concussions.	True	False
3) Immediate medical consultation is unnecessary for concussions.	True	False
4) Cognitive symptoms include memory problems.	True	False
5) Recognizing symptoms helps prevent further complications.	True	False

Questions 1) Answer the questions below.

1) How do concussions affect an individual's emotional well-being?

2) Why is it important to seek medical consultation after a concussion?

Define

What do the terms below mean?

Concussion	
Cognitive Symptoms	

Role Play: Responding to Injuries

Objective

What are we learning about?

To educate students on recognizing and responding to injuries, including the initial management of concussions and other common injuries, through interactive role-playing.



Materials

What you will need for the activity

- Fact sheet on recognizing and treating symptoms of common injuries, including concussions.
- Basic first aid kit (for demonstration purposes).
- Scenario cards depicting different injury situations.
- A list of roles (victim, injured person, responder, bystander, etc.).

Instructions

How you will complete the activity

1. Divide the class into small groups, assigning each group a different scenario card.
2. Provide each group with a fact sheet on common injuries and their symptoms.
3. Within each group, students choose roles to play: the injured person, responder, and bystanders.
4. Allow time for the groups to read through their scenarios and prepare for role-play.
5. Each group takes turns performing their scenario in front of the class, demonstrating how to recognize symptoms and the immediate steps to take.
6. After each performance, discuss as a class the actions taken and what could have been improved.
7. Encourage students to refer to their fact sheets during the role-play to guide their actions.
8. Discuss the importance of seeking professional medical help when necessary.
9. Reflect on the emotional and physical aspects of dealing with injuries.

Strategies**Use the strategies below to respond to injuries**

- 1) **Stay Calm and Assess the Situation:** Teach students the importance of staying calm in emergencies. Panicking can cloud judgment and delay response time. Encourage deep breathing to maintain composure before assessing the situation.
- 2) **Use the "Three Cs" Strategy - Check, Call, Care:** First, check the environment for any dangers to yourself or the injured person. Next, call for help from a teacher, school nurse, or dial emergency services if needed. Finally, provide care within your ability until help arrives.
- 3) **Seek Consent Before Helping:** If the injured person is conscious, always ask for their permission before providing any form of aid. This respects their autonomy and can prevent legal issues.
- 4) **Apply the RICE Method for Sprains and Strains:** Teach students the RICE method - Rest, Ice, Compression, Elevation - as a response for sprains and strains. This can help reduce swelling and pain.
- 5) **Identify Allergy Symptoms and Respond:** For scenarios involving allergic reactions, educate students to recognize symptoms and understand the importance of quickly finding and using an EpiPen or antihistamine, with adult supervision.
- 6) **Create and Use Emergency Cards:** Encourage students to carry emergency contact cards and, if applicable, medical information (e.g., allergies, etc.). This ensures that in any situation, responders can get the help and assist.
- 7) **Implement the Buddy System in Outdoor Activities:** Always have a buddy system in place to ensure no one is left alone during activities where injuries or health issues are more frequently, such as during sports or picnics.
- 8) **Practice Using Safety Equipment:** Familiarize students with the location and proper use of safety equipment in classrooms and common areas, such as first aid kits, eyewash stations, and safety showers.
- 9) **Encourage Open Communication:** In any scenario, teaching students to openly communicate what they're experiencing or what they've witnessed can significantly aid in providing appropriate care. Encourage phrases like, "I see you're in pain, where does it hurt?" or "Tell me what happened," to better assess the situation.
- 10) **Utilize Distraction Techniques for Pain or Panic:** When dealing with injuries or stressful situations, teaching students simple distraction techniques, such as talking about a favourite hobby or using visualization techniques, can help manage pain or panic until help arrives.

Scenarios

Role-Play Scenarios

Jamie slips on a spilled drink in the cafeteria and falls, hitting their head on the ground. Jamie feels dizzy and has a headache, suggesting a possible concussion. The students around Jamie need to assess the situation and decide how to help while ensuring their own safety.

Alex twists their ankle during a game of basketball and can't bear weight on it, showing signs of a sprain. The gym teacher is momentarily out of sight, so classmates must stay calm, provide initial support and comfort to Alex, assessing the injury's severity.

Samira gets stung by a bee during an outdoor school picnic and starts showing signs of an allergic reaction, including swelling and difficulty breathing. Her friends need to recognize the allergic reaction, help her stay calm, and act quickly to get help from a teacher.

On a hot summer day, Jordan starts feeling lightheaded and dizzy during the school's sports day, showing signs of heat exhaustion. Classmates should identify the symptoms, move Jordan to a cooler place, and ensure they stay hydrated while seeking further assistance.

During an art project, Chris accidentally cuts their finger with a sharp tool, and there is significant bleeding. Fellow students must apply first aid to manage the bleeding and prevent infection until a teacher can take over.

Leyla, known to have asthma, starts wheezing and struggling to breathe during a school assembly. Her classmates remember she carries an inhaler and need to find it in her bag, help her use it correctly, and comfort her while waiting for adult intervention.

During a chemistry experiment, Aarav splashes a chemical on his arm, causing irritation and a burning sensation. His lab partner needs to quickly assess the situation, use the eyewash station and safety shower appropriately, and alert the teacher for further instructions.

Reflection

Answer the questions below.

1) What is the first step when you see an injury?

2) How can you tell if an injury is serious?

3) Why is it important to act fast in emergencies?

4) How does immediate response affect injury outcome?

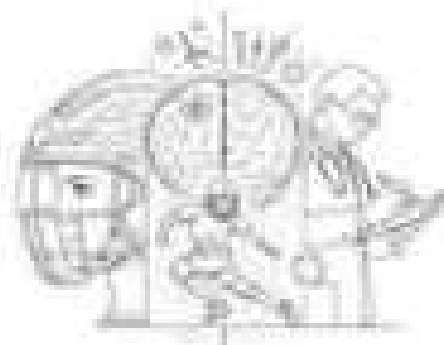
5) What steps would you take if your teacher fainted in the classroom?

PREVIEW

Second-Impact Syndrome and Its Prevention

Understanding Concussions

A concussion is a type of brain injury caused by a bump, blow, or jolt to the head. It can temporarily affect brain function, leading to symptoms such as headaches, confusion, dizziness, and changes in mood or behaviour. It's crucial for everyone, especially athletes, to recognize these symptoms early to prevent more severe injuries.



Risks of Multiple Concussions

When a person has a concussion, the brain needs time to heal. If another concussion occurs before the brain has fully recovered, it can lead to severe and often life-threatening complications known as Second-Impact Syndrome (SIS), a rare but catastrophic event.

Key Facts about Second-Impact Syndrome

- **Occurrence:** SIS happens when a second blow to the head occurs before symptoms from an initial concussion have fully resolved, leading to rapid and severe brain swelling.
- **Symptoms:** After the second impact, individuals experience rapid deterioration, losing consciousness, and entering a coma. It can lead to coma or death if not treated immediately.
- **Age Factor:** Young athletes, particularly those in high school, are at higher risk due to the nature of their developing brains.

Preventing Second-Impact Syndrome

The key to preventing SIS lies in proper management and removal from play after a concussion. Here's a list of preventative steps:

- **Immediate Response:** Any athlete suspected of having a concussion must be removed from play immediately.
- **Medical Evaluation:** Before returning to sports, the individual must be evaluated and cleared by a healthcare professional.
- **Education:** Athletes, coaches, and parents should be educated about concussion symptoms and the importance of reporting them.
- **Gradual Return:** If a concussion is diagnosed, a gradual return-to-play protocol should be followed, ensuring the athlete is symptom-free at each step.

Importance of Proper Recovery

Allowing the brain adequate time to heal after a concussion is critical. Rushing back into physical activity not only risks SIS but can also lead to prolonged concussion symptoms and potential long-term brain health issues. Education and awareness are our best tools in safeguarding against the dangers of multiple concussions and Second-Impact Syndrome.

True or False

Is the statement true or false?

1) Concussions can temporarily affect brain function.	True	False
2) SIS occurs without a previous concussion.	True	False
3) Symptoms of SIS include confusion and headaches.	True	False
4) Athletes are at lower risk of SIS as adults.	True	False
5) Education on concussion symptoms reduces SIS risks.	True	False

Summary _____ Summary of the text including the main idea and supporting details.**Questions**

Answer the questions below.

1) What does SIS stand for, and why is it dangerous?

2) Why are young athletes particularly at risk for SIS?

Healing Minds, Resuming Lives

Safe Steps Back

In the bustling city of Maplewood, 13-year-old Alex found himself sidelined from his beloved soccer team after a sudden fall during a match led to a concussion. His journey to recovery became a lesson in patience, resilience, and the importance of health over



Concussions are serious brain injuries that can alter the way your brain functions. Symptoms include headaches, difficulty thinking, and problems with concentration. It's not something that just anyone, especially not a student and athlete like him, should ignore. Statistics show that among youths under 20, sports-related incidents account for 39% of concussions. It's a reminder for awareness and proper recovery plans.

Under the guidance of his healthcare provider, Alex followed a "Return to School Plan." Initially, this meant staying home to rest, avoiding any form of physical education classes. Even screen time was drastically reduced to ease the strain on his brain, challenging for a teenager in today's digital world. This phase was crucial for reducing his symptoms.

Gradually, with medical approval, Alex began reintroducing light mental activities. His plan was tailored specifically to his recovery, emphasizing the importance of not rushing back to full academic and physical activity too quickly. Slowly but surely, he resumed attending classes for partial days, progressively increasing his workload as his tolerance improved.

The path back to the soccer field mirrored this careful approach. Starting with light exercises and, over weeks, advancing to full participation, Alex's experience underscored the necessity of a medically supervised, gradual return to activity. His story serves as a reminder that while the road to recovery might seem long, ensuring a safe return to daily life and sports is paramount.

Questions

Answer the questions below.

1) What are some symptoms of a concussion?

2) Why was reducing screen time important in Alex's recovery process?

True or False

Write "true" or "false".

1) Concussions can change how you think or feel.	True	False
2) Headaches are not a symptom of a concussion.	True	False
3) Only physical activities cause concussions in young people.	True	False
4) Rest includes reducing both physical activity and screen time.	True	False
5) Light mental activities are reintroduced gradually.	True	False

Connecting

Describe a time when you were ill and needed time to recover. How did/would you spend your time? How did/would you feel? Why is taking time for recovery important?

Fact or Fiction? Myths About Concussions and Injuries

Objective:

What are we learning about?

To increase students' awareness and understanding of concussions, injuries, and violence through an interactive game that separates myths from facts.



Material:

What you will need for the activity.

- Statements about concussions, injuries, and violence (half true, half false)
- Red and green cards for fiction, green for fact)
- A bell or buzzer
- A prize for the winning team

Instructions:

How you will conduct the activity.

1. Divide the class into two teams and explain the rules of the game.
2. Present a statement to the class. Each team will discuss themselves and decide if the statement is a fact or fiction.
3. After discussion, each team will choose a representative to answer using the red or green card.
4. Use the bell or buzzer to signal the time for revealing answers.
5. Reveal the correct answer and provide a brief explanation to clarify any misconceptions.
6. Award points to the team that correctly identifies the statement as fact or fiction.
7. Alternate between teams for each statement to keep engagement high and give each team equal opportunities.
8. Keep score throughout the game. Consider adding bonus points for quick and correct answers to encourage active participation.
9. Conclude the game by announcing the winning team and distributing the prize.

Fact or Fiction

Read the statements below.

1	A helmet can reduce the risk of a concussion.	Fact
2	Concussions only occur with a loss of consciousness.	Fiction
3	You can have a concussion without hitting your head.	Fact
4	Only athletes need to worry about concussions.	Fiction
5	Rest is best for recovery after a concussion.	Fact
6	Don't head back to sports immediately; you're fine.	Fiction
7	Symptoms of a concussion can be delayed for hours.	Fact
8	A CT scan always detects a concussion.	Fiction
9	Repeated concussions can lead to long-term problems.	Fact
10	Wearing a helmet makes you immune to head injuries.	Fiction
11	Concussions are a type of traumatic brain injury.	Fact
12	You must hit your head hard to get a concussion.	Fiction
13	Symptoms of concussions can vary widely among individuals.	Fact
14	Young people recover from concussions faster than adults.	Fiction
15	Education on proper sports techniques can prevent injuries.	Fact
16	Concussions are easily diagnosed and treated.	Fiction
17	Proper sports equipment can lessen the risk of injuries.	Fact
18	Only hits to the head can cause concussions.	Fiction
19	Awareness and education can reduce violence in sports.	Fact
20	All concussions cause long-term brain damage.	Fiction

Post-Concussion Syndrome: Recovery Challenges

Understanding PCS

Post-Concussion Syndrome (PCS) is a complex condition that affects individuals who have suffered a concussion. A concussion is a type of brain injury that can occur from a blow to the head or a sudden jolt, often seen in sports, accidents, or falls. PCS involves experiencing concussion symptoms for a longer period than usual, sometimes weeks, months, or even years after the initial injury.

Recognizing PCS Symptoms

PCS presents a range of symptoms that can vary in intensity. These symptoms can be physical, cognitive, and sleep-related. Students with PCS might experience:

- Headaches and dizziness
- Fatigue and low energy
- Irritability and mood changes
- Difficulty concentrating and memory problems
- Sleep disturbances

Challenges in Academic Settings

Students recovering from PCS may face several challenges in school:

- **Concentration Difficulties:** Struggling to focus during lessons.
- **Memory Problems:** Difficulty remembering new information.
- **Physical Symptoms:** Headaches and fatigue may make it hard to sit for longer.
- **Emotional Changes:** Increased irritability can affect relationships.

Strategies for Managing PCS

Effective management of PCS in academic and social settings involves rest, gradual return to activities, and accommodations. Here are some strategies to support recovery:

- **Modified School Schedule:** Shortened days or extended time for assignments can help manage fatigue.
- **Quiet Space:** Access to a quiet room can alleviate headaches and sensitivity to noise.
- **Rest Periods:** Scheduled breaks during the day to prevent overexertion.
- **Communication:** Regular check-ins with teachers and counsellors to adjust accommodations as needed.

Navigating Social Challenges

Social interactions can be challenging for students with PCS. Encouraging understanding among peers and promoting a supportive environment are key. Activities that do not require physical exertion but allow for social engagement can help maintain friendships and support emotional well-being.



True or False

Is the statement true or false?

1) PCS can last for weeks, months, or years.	True	False
2) PCS symptoms are solely physical.	True	False
3) Memory problems are a symptom of PCS.	True	False
4) Scheduled rest periods can help manage PCS symptoms.	True	False
5) Social relations are not affected by PCS.	True	False

Question

What does PCS stand for and what causes it?

PREVIEW

Managing Recovery
After Concussion

List or draw examples of safe behaviour and unsafe behaviour for someone recovering from a concussion.

Safe Behaviour		

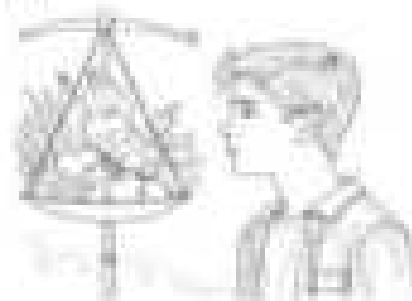
Unsafe Behaviour		

The Risks and Realities of Crash Diets

Crash Diets: Hidden Dangers

In the small town of Maplewood, 13-year-old John was determined to get in shape before the school's annual sports day. Influenced by rapid weight loss stories online, John decided to follow a crash diet, limiting food intake to just a few hundred calories a day. At first, the pounds seemed to melt away, and John felt victorious.

However, after a few weeks, John started feeling unusually tired and irritable. His schoolwork became difficult, and sports performance plateaued instead of improving. Concerned, the school's health teacher, Mr. Singh, noticed the changes and decided to educate John and the class about the risks of crash diets.



Mr. Singh explained that crash diets often led to nutritional deficiencies, as they don't provide the body with the necessary vitamins and minerals needed for growth and health. He shared that, according to health experts, teenagers need between 1,400 to 2,400 calories per day, depending on their activity level, to support their growing bodies.

Moreover, Mr. Singh discussed the impact of such diets on mental health, including increased risk for eating disorders, depression, and anxiety. He stressed the importance of balanced nutrition and regular exercise, advocating for a healthy lifestyle over quick fixes.

Inspired by Mr. Singh's lessons, John decided to adopt a healthier approach to eating and exercise, focusing on strength and well-being rather than just weight loss. The journey wasn't easy, but with support from friends and family, John learned the value of balanced living, promising never to fall into the trap of crash diets again.

Questions

Answer the questions below.

1) What initially influenced John to try a crash diet?

2) What did John singh stress as more important than quick fixes for weight loss?

True or False

Is this statement true or false?

1) The internet has quick, healthy solutions.

True

False

2) Crash diets provide all necessary vitamins and minerals.

True

False

3) Teenagers need over 3,000 calories every day.

True

False

4) Crash diets can lead to mental health risks.

True

False

5) Balanced nutrition is less important than rapid weight loss.

True

False

Reflecting

What could John do to get ready for sports day in a healthy way?

Is It Safe or Risky?

Crash dieting is when someone eats very little food or skips meals to lose weight quickly. It can harm the body and mind if not done properly.



Decide

Is it SAFE or RISKY?

1) John eats only one small meal a day to lose weight fast.	Yes	No
2) Claire follows a balanced diet with fruits, vegetables, and regular meals.	Yes	No
3) Mark skips meals because he wants quick results before a school event.	Yes	No
4) Rob feels weak after cutting his food intake too much.	Yes	No
5) Sam refuses to eat because he is afraid of gaining weight.	Yes	No
6) Tom chooses to eat only fruits and ignores all food groups.	Yes	No
7) Ashley drinks only water all day instead of eating.	Yes	No
8) Aria follows advice from a health teacher about eating a variety of foods.	Yes	No
9) Mia feels tired and cannot focus in class due to skipping meals.	Yes	No
10) Leo becomes irritable because he is not eating enough.	Yes	No
11) Chloe eats regularly and chooses healthy snacks.		No
12) Ethan follows a crash diet he saw online without guidance.		No
13) Mia enjoys healthy meals and still stays active every day.	Yes	No
14) Noah ignores hunger signals just to lose weight faster.	Yes	No
15) Daniel eats a balanced diet and exercises regularly.	Yes	No
16) Lily skips breakfast every day to try to lose weight faster.	Yes	No
17) Mark eats three balanced meals and listens to his hunger cues.	Yes	No
18) Nina follows extreme diet trends she sees on social media.	Yes	No
19) Owen drinks water and eats regular meals to stay energized.	Yes	No
20) Sara avoids entire food groups without medical advice.	Yes	No

Tattoo and Piercing Impacts

Ink and Piercings Guide

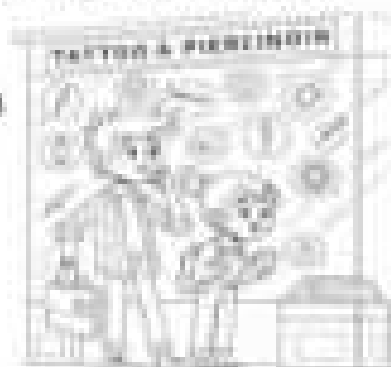
In the bustling town of Maple Grove, 13-year-old Aarav and his friend Leyla were captivated by the world of tattoos and piercings. They marvelled at the vibrant tattoo designs and unique piercings displayed in the windows of the local parlour, Ink Haven. However, their curiosity was mixed with a bundle of questions about the implications of such body art.

Mrs. Patel, the Health Education teacher at Maple Grove School, noticed their interest and decided to guide them through the journey of understanding tattoos and piercings. She explained that tattoos and piercings are not just about aesthetics; they also involve serious health considerations. For instance, getting a tattoo involves injecting ink into the dermal layer of skin, which carries risks such as allergic reactions, skin infections, and the potential transmission of bloodborne diseases like hepatitis B and C if the equipment is not sterilized properly.

"Piercings," she continued, "also come with their share of risks, such as bacterial infections and prolonged healing times. The navel can take 6-8 weeks to heal, while earlobe piercings might heal in 6 weeks."

Mrs. Patel stressed the importance of aftercare, including keeping the area clean and following the care instructions provided by professionals. "Always ensure you go to a reputable and professional studio," she advised. "They should use sterile equipment and provide detailed aftercare instructions."

Aarav and Leyla learned the value of informed decision-making when considering body art. They understood that tattoos and piercings are not decisions to be made lightly and recognized the importance of prioritizing health and safety in expressing oneself.



Questions

Answer the questions below.

1) What layer of the skin is ink injected into when getting a tattoo? Why is this a problem?

2) Why can getting a piercing be risky and unsafe?

True or False

State true or false?

1) Tattoos inject ink into the dermis layer.

True

False

2) Piercings can lead to bacterial infection.

True

False

3) Navel piercings heal within 6 weeks.

True

False

4) Aftercare is crucial for tattoos and piercings.

True

False

5) Professional studios use non-sterile equipment.

True

False

Draw

Draw a 3-panel comic strip that shows someone making a decision about getting a tattoo or piercing.

Activity: Spot the Red Flags

Objective

What are we learning about?

Students will analyze real-life scenarios related to tattoos and piercings to identify unsafe practices and possible health risks. They will apply their knowledge of safety, hygiene, and aftercare to make informed and responsible decisions.

Materials

What do you need for the activity?

- Worksheet,
- Pen or pencil



Instructions

How will you complete the activity?

1. Students will analyze real-life scenarios related to tattoos and piercings to identify possible health risks and unsafe practices.
2. Students will identify and list at least three warning signs and red flags for each scenario.
3. Students will explain why certain actions or situations may be harmful or unsafe.
4. Students will apply their knowledge of proper hygiene, safety procedures, and aftercare in evaluating each scenario.
5. Students will demonstrate critical thinking by recognizing both obvious and subtle risks.
6. Students will make informed and responsible decisions when faced with situations involving tattoos and piercings.
7. Students will communicate their ideas clearly through written responses and class discussion.

Activity: Spot the Red Flags

Scenarios	Red flags
Lena visits a tattoo shop she found online because of its affordable prices. The place looks simple but organized. The artist prepares the tools while talking to another customer and then begins setting up. Lena notices the process feels a bit rushed, and she is not given much explanation about what will happen or how to take care of the tattoo. She is nervous but decides to continue.	
Mark goes to a friend's house to get his ear pierced. The friend greets him warmly and says they have a professional worker. The tools are already laid out on a table, and the worker begins right away with a short wipe on the ear. After finishing, the worker gives a brief reminder to "keep it clean" but does not explain further. Mark leaves feeling excited but not fully informed.	
At a friend's house, a group decides to try a small tattoo using a kit they bought online. They follow a video tutorial and do their best to prepare. One friend cleans the skin while another sets up the tools. Although they try to be careful, they are unsure if everything they are using is properly safe. They continue anyway, thinking it's a fun experience.	
Sofia goes to a nearby studio for a navel piercing. The place looks neat, and the artist seems experienced. However, the artist is in a hurry and gives only a short explanation before starting. After the piercing, Sofia is handed a small note with basic care instructions, but she still has questions about healing and possible problems.	

Activity: Spot the Red Flags

Scenarios	Red flags
Jay books a tattoo session with an artist who offers home service. The artist shows pictures of previous work and seems confident. The setup is done in a room at home, and while everything looks clean, Jay is not sure if the tools were prepared. The artist reassures Jay that everything is fine, so Jay decides to proceed.	
Carla visits a new piercing shop recommended by a friend. The shop is modern and has a clean, professional appearance. When it's her turn, the piercer works quickly and starts explaining the process while already setting up. Carla notices that some materials are taken from a shared container, but she isn't sure if they are new. After the piercing, she is told to "avoid touching it too much," but no further details are given.	
Ethan chooses a tattoo studio based on good online reviews. When he arrives, the artist asks him to pick a design quickly because there are many customers waiting. While preparing, the artist moves from one task to another without much pause. The explanation about the process and aftercare is brief, but Ethan decides to continue.	
Mia gets a second ear piercing at a small shop near her school. The worker is friendly and talks to her during the process. The tools are already laid out on a tray before she arrives. After the piercing, she is told she can remove the earrings after a few days if she wants, without much explanation.	

Driving Safely, Avoiding Risks

Safe Roads Ahead

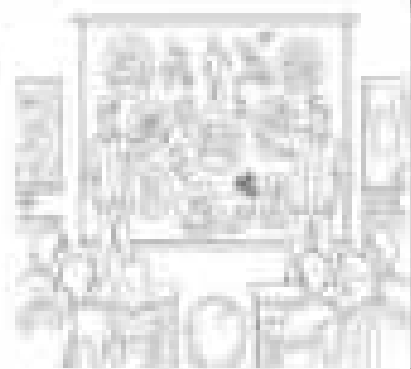
In the small Canadian town of Mapleview, Jordan and Navdeep were best friends with a love for hockey and a shared dream of exploring every corner of their beautiful country. As they approached the age when they could legally drive, their excitement was palpable, but so were the responsibilities that came with this new freedom.

One evening, while working on a school project, they stumbled upon a statistic that shocked them: approximately 4 Canadians die every day due to impaired driving, often involving alcohol, drugs, or both. This fact hit them hard, prompting them to dive deeper into the topic for their project.

They learned that driving under the influence severely impairs judgment, reaction times, and overall ability to operate a vehicle safely. More disturbing, they discovered that impaired driving, often due to inexperience, significantly increases the risk of accidents. Determined to share these findings and advocate for safer roads, Jordan and Navdeep decided to create a presentation.

Together, Jordan and Navdeep developed a presentation detailing common dangerous driving situations. They emphasized the importance of never getting into a car with an impaired driver and always having a plan for a safe ride home. They also highlighted the value of gaining experience through supervised driving before hitting the road independently.

Their presentation, shared with their classmates and at a community meeting, sparked conversations about responsible decision-making and the collective effort needed to ensure everyone's safety on the road. Jordan and Navdeep became local heroes, not just for their passion for hockey, but for their commitment to making Mapleview a safer place for all.



Questions

Answer the questions below.

1) What did Jordan and Navdeep learn about impaired driving?

2) How does impaired driving affect a person's ability to drive?

True or False

Is this statement true or false?

1) Four Canadians die daily due to impaired driving.	True	False
2) Impaired driving includes only alcohol and drugs.	True	False
3) Unlicensed driving increases accident risks.	True	False
4) The boys made a poster about safe driving.	True	False
5) Experience through supervised driving is unnecessary.	True	False

Direction

Check (✓) the boxes that show safe driving behaviours and those that are unsafe choices.

☐ Wear a seatbelt at all times	☐ Drive when feeling tired or sleepy	☐ Ignore road signs and signals
☐ Drive under the influence of alcohol or drugs	☐ Ride with a sober and responsible driver	☐ Respect other drivers and pedestrians
☐ Follow traffic rules and speed limits	☐ Get into a car with an impaired driver	☐ Stay alert and aware of surroundings
☐ Use your phone while driving	☐ Plan a safe way home before going out	☐ Speed to reach your destination faster
☐ Stay focused and avoid distractions	☐ Gain experience through supervised driving	☐ Make safe and responsible decisions

The Impact of Joining Gangs on Youth

"Youth and Gang Dynamics"

Publish Date: March 15, 2024

In many communities across Canada, the allure of belonging and identity leads some young people down a path of involvement with gangs. The reasons behind this choice are complex, involving factors like social isolation, peer pressure, and the search for a sense of belonging. Understanding these dynamics is crucial for developing effective interventions and support systems, making this a pressing issue for educators and communities alike.

Gangs often appeal to youth who feel isolated or disconnected from their families, peers and communities. They promise a sense of belonging, protection, and, sometimes, financial gain. However, the reality of gang life is far from the glamorous image portrayed. Dr. Amina Patel, a sociologist specializing in youth behaviour and gang dynamics, explains, "Young people are drawn to gangs during periods of vulnerability. They're looking for a family, for people who 'get them.' But the risks, legal trouble, violence, and even death are very real and often downplayed."

Statistics from the Canadian Centre for Justice and Community Safety show that youths involved in gangs are significantly more likely to experience legal issues, with a 70% higher chance of incarceration compared to their non-gang-affiliated peers. Furthermore, they are at a heightened risk of becoming victims or perpetrators of violence.

The story of Alejandro, a former gang member, highlights the personal consequences of gang involvement. "I joined because I felt alone and angry. I thought the gang was my ticket to respect and money. Instead, it brought me nothing but trouble. I lost years of my life and nearly lost my life," he shares. Alejandro's journey out of gang life involved reconnecting with his family and finding support in community programs designed to offer positive alternatives and support systems.

Recognizing the need for belonging and positive reinforcement, communities have been working to create safer, more inclusive spaces for youths. Programs focusing on sports, arts, and mentorship offer constructive alternatives to gang membership. However, meaningful support without the associated risks is challenging. According to Dr. Patel, "While offering real alternatives and addressing the needs youths are trying to fulfill is crucial, the allure of gang involvement, when compared to the support in positive communities that is not immediately valued, the allure of gang life remains."

While the challenges are significant, the message is clear: with the right support and alternatives, youths can find the sense of belonging and purpose they seek outside the shadows of gang life. It's a collective effort that requires communities, families, and individuals to work together towards a safer, more inclusive future for all young people.

True or False

Is the statement true or false?

1) Gangs offer protection and a sense of belonging.	True	False
2) Joining a gang has no legal consequences.	True	False
3) Youths in gangs face a higher risk of violence.	True	False
4) Gangs provide a reliable path to respect and money.	True	False
5) Community programs offer positive alternatives to gangs.	True	False

Questions

Answer the questions below.

1) What are two reasons youths might be drawn to gangs?

2) What kinds of programs can provide alternatives to gangs?

Word Search

Find the words in the wordsearch.

Gang	Youth
Risk	Legal
Belong	Violence
Support	Mentor
Respect	Art
Safer	Program
Identity	Trouble



Role Play: Peer Pressure Situations

Objective

What are we learning about?

To enable students to understand and respond effectively to peer pressure, particularly regarding risky behaviours, through the development of refusal skills and the suggestion of safer alternatives.

Materials

What you will need for the activity

- Scenario cards
- Fact sheet on peer pressure
- A hat or container for scenario cards
- Notebook for each group



Instructions

How you will complete the activity

1. Begin by discussing what peer pressure is and why it is important to handle it wisely. Share personal experiences if comfortable.
2. Introduce the fact sheet on how to refuse peer pressure, discussing key strategies and discussing them as a class.
3. Divide the class into small groups of 3-4 students.
4. Place scenario cards in a hat. Each group draws one scenario.
5. Give groups 10 minutes to prepare their role-play, encouraging them to use strategies from the fact sheet.
6. Each group performs their role-play in front of the class. Encourage applause.
7. After each performance, discuss what strategies were used to refuse peer pressure.
8. Encourage the audience to suggest different outcomes or strategies that could also be effective.
9. Conclude by summarizing the importance of standing up to peer pressure and making safe choices.

Role Play Tips

Tips for resisting peer pressure

- 1) **Speak Your Truth:** Encourage students to express their feelings honestly. If something feels wrong, they can say, "I'm not comfortable with this." It's a simple but powerful way to stand their ground.
- 2) **Seek Support:** Advise students to look for a friend or a group who shares their values. Having someone to back them up can make it easier to resist peer pressure. e.g., "Let's both say we don't want to cheat."
- 3) **Change the Conversation:** If the topic is leading towards something they're uncomfortable with, students can redirect the conversation to a safer subject, like discussing a hobby or a recent school event.
- 4) **Offer Alternatives:** When faced with risky proposals, coming up with a safer alternative can deflect pressure. For example, if suggested to skip school, they could say, "I'd rather go to school than miss a comedy show instead?"
- 5) **Use Humour:** Sometimes, responding with a joke can ease the tension and shift the peer pressure. "I'd love to, but I have a comedy show if I tried to cheat like that!"
- 6) **Delay Tactics:** Saying they need to think about it gives them time to get away from the immediate pressure and consider their options. "I'll think about it and let you know later."
- 7) **Assertive Body Language:** Standing tall, making eye contact, and speaking clearly can help convey their message more effectively, showing they are serious about their stance.
- 8) **The Power of "No":** Teaching students that it's okay to simply say "No" without providing an explanation. This simple but firm response can be very effective.
- 9) **Plan an Exit Strategy:** Encourage students to think of a way to leave uncomfortable situations quickly. Having a pre-planned excuse, such as needing to meet a parent or an upcoming commitment, can provide an easy out.
- 10) **Involve an Adult:** If the situation escalates or continues to make them uncomfortable, seeking help from a trusted adult can provide them with the support and guidance they need.

Scenarios

Role-Play Scenarios

A student receives a message in a group chat where others are making fun of a classmate's new haircut. The student feels uncomfortable and knows it's wrong to join in but doesn't want to be excluded from the group.

During a test, a student notices their friend trying to peek at their answers. The friend who is asking for help on a difficult question. The student feels torn between helping and doing the right thing by not cheating.

A group of friends are planning to sneak into school to watch a newly released movie. They encourage another student to join, saying it's a once-in-a-lifetime experience and nobody will find out.

At a weekend party, a student is offered a vape by their sibling's friend. They're told it's just flavoured water vapour and it's totally safe. The student feels pressured to appear cool in front of the older kids.

A student overhears a rumour about a classmate's family. They feel curious and want to know further. Friends say it's just harmless gossip and everyone does it. The student decides to join in on the conversation.

At a party, a student is offered alcohol by their peers who say they've all tried it before and it's no big deal. The student feels unsure, knowing it's illegal and unsafe, but doesn't want to be seen as uncool.

A group of students dare another student to steal a lip gloss from a local store, claiming it's a thrilling challenge and everyone has done something like it before. The student knows it is wrong and is worried about getting caught but feels pressured to prove themselves.

Reflection

Answer the questions below.

1) Can peer pressure ever be positive? How?

2) How does peer pressure influence decisions?

3) Why is it important to suggest alternatives?

4) How can we support friends facing peer pressure?

5) What can you do when your group of friends is developing values that are different than yours and are bound to get them into trouble?

PREVIEW

Exit Cards

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

Name: _____

Check the actions that help youth make safe choices.

1) Joining a gang to feel accepted	
2) Talking to a trusted adult when feeling alone	
3) Participating in sports or community activities	
4) Following friends into risky situations	
5) Seeking support from family or school programs	

Name: _____

Check the actions that help youth make safe choices.

1) Joining a gang to feel accepted	
2) Talking to a trusted adult when feeling alone	
3) Participating in sports or community activities	
4) Following friends into risky situations	
5) Seeking support from family or school programs	

Name: _____

Check the actions that help youth make safe choices.

1) Joining a gang to feel accepted	
2) Talking to a trusted adult when feeling alone	
3) Participating in sports or community activities	
4) Following friends into risky situations	
5) Seeking support from family or school programs	

Name: _____

Check the actions that help youth make safe choices.

1) Joining a gang to feel accepted	
2) Talking to a trusted adult when feeling alone	
3) Participating in sports or community activities	
4) Following friends into risky situations	
5) Seeking support from family or school programs	

Preventing Spinal Injuries

Understanding Spinal Cord Injuries

Spinal cord injuries are serious health issues that can have a lasting impact on a person's life. These injuries happen when there is damage to the spinal cord, a bundle of nerves that runs down the middle of the back. It plays a crucial role in sending messages from the brain to the rest of the body. Damage to this area can lead to loss of movement and sensation, which is why prevention is so important.

Sports Safety

In sports, having the right equipment is crucial to prevent injuries, including those to the spinal cord. For example, in football and hockey, players should wear properly fitted helmets. In activities like gymnastics or skiing, learning the correct techniques and practicing in a safe environment can reduce the risk of falls that might lead to spinal injuries.

Recreational Activities

Many spinal cord injuries occur during recreational activities, such as swimming or trampolining. It's essential to follow these safety measures:

- **Swim Smart:** Always check depth before diving in to avoid hitting the bottom.
- **Trampoline Safety:** Use trampolines safely. One person should jump at a time to prevent collisions.

Daily Life Vigilance

Spinal cord injuries can also happen in everyday situations. Simple steps can significantly reduce risks:

- **Wear seatbelts** in vehicles.
- **Use caution** on slippery surfaces to prevent falls.
- **Practice good posture** and lift heavy objects correctly, using your legs rather than your back.

Key Prevention Strategies

To summarize, here are crucial strategies to prevent spinal cord injuries:

- **Wear protective gear** in sports.
- **Learn and practice safe techniques.**
- **Follow safety rules** in recreational activities.
- **Be cautious in daily life** to avoid falls and accidents.

Understanding and applying these strategies can help keep you and others safe from spinal cord injuries.



True or False

Is the statement true or false?

1) Wearing helmets can prevent spinal injuries in sports.	True	False
2) Swimming without checking water depth is safe.	True	False
3) Trampolines don't need safety nets for safe use.	True	False
4) Proper lifting techniques can prevent spinal injuries.	True	False
5) Seatbelts are unnecessary in preventing spinal injuries.	True	False

Question Is using the right equipment important in sports?

PREVIEW

Direction

Put a check (✓) under Safe Practice or Risky Practice.

Actions	Safe	Risky
1) Wearing proper protective gear during sports		
2) Diving into water without checking depth		
3) Using correct techniques in physical activities		
4) Jumping on a trampoline with multiple people at once		
5) Wearing a seatbelt while in a vehicle		
6) Ignoring safety rules during sports or recreation		
7) Being careful on slippery surfaces to avoid falls		

Cards

List of Injury Prevention Terms and Their Definitions

Term	Definition
Protective Gear	Equipment designed to minimize the risk of injury during activities.
Second Impact Syndrome	A severe brain injury resulting from a second concussion before the first one heals.
Spinal Cord Injury	Damage to the spinal cord that can lead to loss of sensation or mobility.
Risk Assessment	The process of identifying and evaluating risks to reduce potential harm.
Concussion Protocol	A set of procedures followed after a person sustains a concussion.

Cards

List of Injury Prevention Terms and Their Definitions

Term	Definition
Safety Plan	A plan developed to ensure the safety of individuals in various environments.
Safety Helmets	The practice of wearing helmets to protect the head during certain activities.
First Aid Kit	A collection of supplies and materials to give medical attention.
Emergency Response	The actions taken in response to an emergency situation to minimize harm.
RICE Method	A treatment method for injuries, standing for Rest, Ice, Compression, and Elevation.

Cards

List of Injury Prevention Terms and Their Definitions

Term	Definition
Drowning Prevention	Strategies and practices to prevent accidental drowning in water.
Fire Safety	Practices aimed at reducing the destruction caused by fire.
Safety Signs	Signs designed to warn or inform about hazards.
Personal Protective Equipment (PPE)	Clothing or equipment worn for protection against hazards.
Ergonomics	The study of designing equipment and devices that fit the human body, preventing injury.

Reflection

Answer the questions below.

1) How does protective gear save lives?

2) Why is assessment important?

3) How can injured people be helped?

4) What role does safety play in sports?

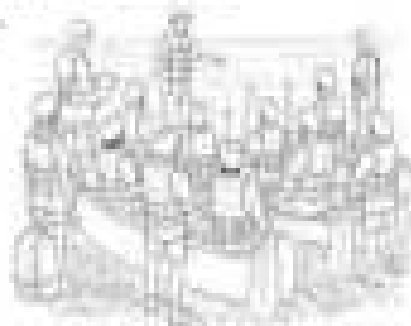
5) What safety gear do you use?

PREVIEW

Water Safety Essentials

The Risks of Unknown Waters

Exploring water bodies can be an exhilarating experience, from swimming in lakes to canoeing in rivers. However, diving into unknown waters without proper knowledge or supervision can be dangerous. Every year, accidents occur because individuals underestimate the risks associated with water-related activities. These incidents can lead to injuries or even fatalities, emphasizing the importance of water safety education.



Hidden Dangers in Water Bodies

Unknown water bodies contain a variety of hidden dangers that aren't always apparent to swimmers or boaters. These include:

- **Underwater Currents:** Strong currents can catch individuals by surprise, pulling them away from safety as they struggle against the flow.
- **Changing Depths:** Shallow water transitioning to deep water can pose a risk to those who are unprepared, leading to sudden drops or drownings.
- **Cold Water Temperatures:** Cold water can cause hypothermia, a condition where the body loses heat faster than it can produce, leading to muscle weakness and exhaustion.
- **Obstacles:** Underwater obstacles like rocks, logs, or debris can cause injuries or trap swimmers.

Safety Measures for Water Activities

Adopting safety measures can significantly reduce the risk of accidents during water-related activities. Here are some key safety tips:

- **Always swim with a buddy:** Never swim alone, even if you're an experienced swimmer.
- **Wear a life jacket:** When boating or participating in water sports, wearing a life jacket can be a lifesaver, especially in rough or unfamiliar waters.
- **Stay informed:** Check the local weather and water conditions before heading out. Be aware of any warnings about strong currents or pollution.
- **Learn to swim:** Knowing how to swim is fundamental for water safety. Consider taking swimming lessons if you're not confident in your swimming abilities.

Importance of Water Safety Education

Education on water safety is crucial for preventing accidents and ensuring everyone enjoys water-related activities safely. Learning about the potential dangers of unknown waters and how to protect oneself can save lives. By promoting awareness and teaching water safety, communities can reduce the number of water-related accidents and create a safer environment for all water enthusiasts.

True or False

Is the statement true or false?

1) Underwater currents can unexpectedly pull swimmers away.	True	False
2) It is safe to swim alone in unknown waters.	True	False
3) Cold water can't cause muscle weakness or exhaustion.	True	False
4) Obstacles under water can lead to potential injuries.	True	False
5) Checking weather conditions before swimming is important.	True	False

**Make a
Connection**

Read the "Water Safety Checklist," listing habits you can follow to stay safe around water. Include safety practices you should always remember.

1		6	
2			
3		1	
4			
5		10	

Reflections

What safety measures should you think about around water in winter in Ontario?

Activity - Stay Safe in the Water

Objective

What are we learning about?

Students will identify and illustrate water safety essentials and potential dangers in the ocean. They will apply their understanding of safety practices by drawing ways to stay safe and recognizing hazards in aquatic environments.

Materials

What do you need for the activity?

- Worksheet
- Pencil/pen
- Colouring materials (optional)

**Instructions**

How will you complete the activity?

1. Look at the picture of the people swimming in the water.
2. Imagine what safety items they should have while swimming.
3. Draw water safety essentials on or around the swimmers (e.g., life preserver, lifeguard, buddy, safety signs).
4. Below the water, draw possible dangers they might encounter (e.g., strong currents, sharp objects, marine animals, deep areas).
5. Make sure your drawings clearly show both safe practices and possible risks.
6. Add labels to your drawings to explain each safety item and danger.
7. (Optional) Colour your work and be ready to explain how to stay safe in the ocean.



Exit Cards

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

Name: _____

Circle the face that shows how the situation makes someone feel.

1) Swimming with a buddy		
2) Swimming alone in deep water		
3) Wearing a life jacket while boating		
4) Getting caught in a strong current		

Name: _____

Circle the face that shows how the situation makes someone feel.

1) Swimming with a buddy		
2) Swimming alone in deep water		
3) Wearing a life jacket while boating		
4) Getting caught in a strong current		

Name: _____

Circle the face that shows how the situation makes someone feel.

1) Swimming with a buddy		
2) Swimming alone in deep water		
3) Wearing a life jacket while boating		
4) Getting caught in a strong current		

Name: _____

Circle the face that shows how the situation makes someone feel.

1) Swimming with a buddy		
2) Swimming alone in deep water		
3) Wearing a life jacket while boating		
4) Getting caught in a strong current		

Preventing the Spread of Infectious Diseases

Understanding Infectious Diseases

Infectious diseases are illnesses caused by pathogens such as viruses, bacteria, fungi, or parasites. These diseases can spread directly from person to person, or indirectly through contaminated surfaces, food, water, or insect bites. Understanding how these diseases spread is crucial in preventing them.



Hygiene Practices to Follow

One of the most effective ways to prevent the spread of infectious diseases is by maintaining good hygiene. Here are some key hygiene practices:

- **Hand Washing:** Use soap and water to wash your hands for at least 20 seconds, especially before eating, after using the washroom, and after touching surfaces in public places.
- **Respiratory Hygiene:** Cover your mouth and nose with a tissue or your elbow when you cough or sneeze. Dispose of tissues immediately and wash your hands.
- **Avoid Touching Face:** Avoid touching your eyes, nose, and mouth with unwashed hands to prevent the entry of pathogens.

Vaccinations: A Shield Against Diseases

Vaccinations are critical in preventing infectious diseases. They work by training the immune system to recognize and combat pathogens before they can cause illness. Here are some reasons why vaccinations are important:

- **Protection for Everyone:** Vaccines not only protect individuals but also help in protecting the community by reducing the spread of contagious diseases.
- **Prevention of Outbreaks:** High vaccination rates can prevent outbreaks, especially in schools and communities.
- **Saves Lives:** Vaccinations have saved millions of lives over the years, particularly from deadly infectious diseases like polio and measles.

Responsible Behaviours

Adopting responsible behaviours can significantly reduce the risk of spreading infectious diseases. Some of these behaviours include:

- **Staying home when sick** to avoid spreading illness to others.
- **Avoiding close contact** with people who are visibly sick.
- **Using personal protective equipment (PPE)** like masks in crowded or high-risk areas.

By understanding infectious diseases, practicing good hygiene, getting vaccinated, and adopting responsible behaviours, we can all contribute to preventing the spread of these illnesses. Remember, it's not just about protecting ourselves but also about safeguarding our communities.

True or False Is the statement true or false?

1) Handwashing should last at least 20 seconds.	True	False
2) Vaccinations can prevent community spread of diseases.	True	False
3) You should touch your face to prevent diseases.	True	False
4) Sneezing into your elbow helps reduce disease spread.	True	False
5) Masks are unnecessary in crowded places.	True	False

Preventive or Not if it shows preventing disease and if it shows otherwise.

1	Washes hands with soap and water		
2	Coughs or sneezes with the mouth		
3	Stays home when feeling sick		
4	Shares drinks or utensils with others		
5	Uses a tissue or elbow when sneezing		
6	Avoids touching the face with unwashed hands		

Questions Answer the questions below

1) Why is handwashing important in preventing disease spread?

2) How do vaccinations help protect communities?

The Spread of Germs Experiment

Objective

What are we learning about?

Students will demonstrate how germs spread through droplets by observing how far and wide sprayed particles can travel. They will relate this activity to real-life situations and explain the importance of proper hygiene practices.

Material

What do you need for the activity?

- Face template (see page 70)
- Spray bottle
- Water
- Food colouring or colouring powder
- Improvised white paper wall (manila paper or white board / aged bond papers)
- Tissue or cloth (for cleaning)



Instructions

How will you complete the activity?

1. Write your name on the template to complete "Sick _____".
2. Paste the face template onto a folder or cardboard to make it firm and sturdy.
3. Carefully make a small hole on the nose area of the face template.
4. Fill the spray bottle with water and mix in a small amount of food colouring or colouring powder.
5. Insert the tip of the spray bottle through the hole in the nose.
6. Stand in front of the improvised white paper wall and spray the coloured water to simulate a sneeze.
7. Observe how wide and far the droplets spread on the wall and reflect on how germs travel in real life.

Sick _____



Sick _____



Understanding Mental Health and Safety

Understanding Mental Health

Mental health plays a critical role in our overall well-being and influences how we think, feel, and behave in daily life. It affects our ability to handle stress, relate to others, and make choices. For students in Grade 8, understanding mental health is key to recognizing how it relates to physical safety and substance use.



- Mental health issues can range from anxiety and depression to more severe conditions like bipolar disorder.
- It's estimated that 1 in 5 Canadians will personally experience a mental health problem over their lifetime.

Substance Use and Abuse

Substance use refers to the consumption of alcohol, drugs, and other substances that can alter one's mind and behavior. These substances can have significant impacts on both mental health and physical safety.

- Teens may use substances to cope with stress or mental health issues.
- Substance use can lead to impaired judgment, affecting one's health, relationships, and safety.

The Connection to Physical Safety

Physical safety can be compromised when mental health issues and substance use lead to risky behaviours. Understanding this connection is crucial for making safer choices.

- Risky behaviours include driving under the influence, engaging in high-risk activities, or neglecting personal health.
- Bullying and cyberbullying can also impact a person's mental health and lead to unsafe situations.

Seeking Help and Support

- Talk to a trusted adult, like a teacher or family member.
- Use school resources, such as a guidance counsellor or mental health programs.
- Reach out to community services or hotlines for professional help.

Encouraging Open Discussions

Creating a supportive environment where students feel comfortable discussing mental health, substance use, and safety is essential. Open conversations can lead to better understanding, prevention, and support for those in need.

By learning about the interconnectedness of mental health, substance use, and physical safety, students can be better equipped to make informed decisions, support their peers, and seek help when needed.

True or False:

Is the statement true or false?

1) Engaging in risky behaviors does not compromise physical safety	True	False
2) 1 in 5 Canadians experience mental health issues yearly	True	False
3) Substance use cannot impact mental health.	True	False
4) Bullying can affect a person's mental health.	True	False
5) Talking to a trusted adult can offer support.	True	False

Question

Answer the questions below.

1) What is mental health? Why is it important for teenagers?

2) How can risky behaviours compromise mental health?

Reflection

Describe a time you or someone you know engaged in risky behaviour because you/they were feeling angry, sad or frustrated.

Activity: Guided to Safety

Objective What are we learning about?

Students will demonstrate safe decision-making and teamwork by guiding a blindfolded member through obstacles, showing how support and responsible choices can prevent harm.

Materials What do we need for the activity?

- Blindfold (cloth)
- Chairs or classroom obstacles
- Open space in the classroom
- Tape/marker for start and finish line

Instructions How will you complete the activity?

1. Form groups of three members: one blindfolded player and two guides.
2. The teacher will arrange obstacles using chairs or classmates to block the path.
3. The blindfolded student will stand at the starting point.
4. The two group members will guide their teammate using verbal instructions only (no touching).
5. The blindfolded student will carefully follow directions and try to avoid obstacles.
6. The goal is to safely reach the finish line, where the student can "park" or stand.
7. After the activity, switch roles so all members experience being the guide and the blindfolded player.



The Detrimental Effects of Bullying

Understanding Bullying

Bullying is a significant issue affecting many young people across Canada and the world. It involves repeated harmful actions towards someone, making them feel powerless. This can be physical, verbal, social, or online. Recognizing the signs of bullying is crucial for prevention and support.



Impact on Mental Health

Bullying can have a profound effect on an individual's mental health. Victims often experience increased feelings of sadness and loneliness, disrupted sleep and eating patterns, and loss of interest in activities they once enjoyed. These issues can extend into adulthood, leading to long-term psychological problems such as depression, anxiety, and even suicidal thoughts.

Physical Health

The effects of bullying are not limited to mental health; physical health can also be impacted. Victims may suffer from physical injuries as a direct result of bullying. Additionally, the stress caused by bullying can lead to headaches, stomach pains, and other physical symptoms. Chronic stress might also weaken the immune system, making it easier to get sick.

Importance of Supportive Community

A supportive community plays a pivotal role in combating bullying. Here's how:

- **Education:** Schools and families educating children about the harmful effects of bullying and fostering an environment of kindness and respect.
- **Open Communication:** Encouraging open discussions at home and in schools about personal experiences and feelings.
- **Reporting Mechanisms:** Implementing clear, accessible ways for reporting bullying without fear of retaliation.
- **Support Systems:** Establishing strong support systems for victims, including counselling and peer support groups.

Key Facts and Statistics

To understand the gravity of bullying, consider these facts:

- At least 1 in 3 adolescent students in Canada have reported being bullied recently.
- Children who are bullied are more likely to experience depression, anxiety, and suicidal thoughts.
- Schools with comprehensive anti-bullying programs see a significant reduction in bullying incidents.

By understanding the detrimental effects of bullying on both mental and physical health, and the critical role a supportive community plays, we can work together to create a safer, more inclusive environment for everyone.

True or False

Is the statement true or false?

1) Bullying does not affect one's physical health.	True	False
2) Victims of bullying often feel isolated and sad.	True	False
3) Supportive communities can help reduce bullying.	True	False
4) Only teachers can stop bullying in schools.	True	False
5) Bullying can lead to long-term mental health issues.	True	False

Questions

Answer the questions below.

1) How does bullying affect a victim's mental health?
2) What role does a supportive community play in combating bullying?

Solve It!

Write a solution that helps respond to or cope with bullying in a safe and healthy way.

Problem	Solution
A student is being called hurtful names by classmates.	
Someone is being left out on purpose during group activities.	
A student receives mean messages online.	
Someone feels sad and anxious because of bullying.	
Write a solution that helps respond to or cope with bullying in a safe and healthy way.	

Activity - Words That Hurt

Objective

What are we learning about?

Students will identify harmful words used in bullying and understand their emotional effects on others. They will demonstrate awareness of how negative words can impact a person's mental and emotional well-being.

Materials

What do you need for the activity?

- Worksheet
- Pencil/pen
- Colouring materials

**Instructions**

How will you complete the activity?

1. Look carefully at the picture of the girl or boy. Write down the words or phrases that the hands pointing toward the child.
2. Think of words or short phrases that a bully might use to hurt or embarrass, to make the child feel bad.
3. Write one hurtful word or phrase on each hand or finger that is pointing at the girl or boy.
4. After writing the bullying words, think about how these words may affect the child's feelings, thoughts, and confidence.
5. On the shirt of the girl or boy, write the effects of bullying, such as sadness, fear, loneliness, low self-esteem, or stress.
6. Make sure your answers clearly show the connection between the hurtful words on the hands and the negative effects written on the shirt.
7. Review your work and be ready to explain why bullying words can cause emotional pain and harm to a person.

PREVIEW



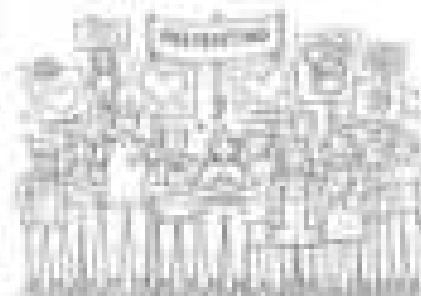
PREVIEW



Tackling Violence in Intimate Relationships

Understanding Violence

Violence in intimate relationships encompasses physical, emotional, and psychological harm inflicted by one partner upon another. It's crucial for you to recognize the signs, understand its impact, and know where to seek help. Learning about this can empower individuals to support friends, family, or even themselves if faced with such circumstances.



Recognizing the Signs

Identifying signs of violence in relationships is the first step towards prevention. Here are some signs to be aware of:

- **Physical Abuse:** Any form of physical injury caused by a partner.
- **Emotional Abuse:** Repeated actions or words that hurt a partner's self-esteem or emotional well-being.
- **Control Tactics:** A partner exerting control over aspects of the other's life, such as who they see, where they go, or what they do.
- **Isolation:** Restricting a partner's contact with family and friends.
- **Threats or Intimidation:** Attempts to control or keep a partner from leaving through threats.

Impact on Victims

The consequences of intimate relationship violence are far-reaching, affecting not just the physical well-being of individuals but their mental health, self-esteem, and ability to trust others. Victims may experience anxiety, depression, and a sense of isolation.

Support Systems and Resources

For those experiencing or witnessing violence in relationships, several support systems are available:

- **Hotlines:** Confidential services offering advice and support.
- **Counselling Services:** Professional help for victims to cope with emotional trauma.
- **Shelters:** Safe places for victims to stay if they need to escape a dangerous situation.
- **Legal Assistance:** Help with restraining orders and legal protection.

Preventing Violence

Prevention starts with education and awareness. Schools, communities, and families play a key role in teaching about healthy relationships and respect for others. Encouraging open discussions, promoting empathy, and providing support can all contribute to a safer, more understanding society.

By understanding the signs, impacts, and resources related to violence in intimate relationships, we can work together to create a community that supports victims and promotes healthy, respectful partnerships.

True or False

Is the statement true or false?

1) Emotional abuse can hurt a partner's self-esteem.	True	False
2) Control tactics are a sign of a healthy relationship.	True	False
3) Isolation involves restricting a partner's social interactions.	True	False
4) Threats are used to gain control in a relationship.	True	False
5) Education cannot help prevent relationship violence.	True	False

Questions

Answer the questions below.

1) What are two signs of violence in intimate relationships?

2) How does relationship violence affect a victim's self-esteem?

Diagram

Draw a picture of 3 strategies you can use to respond to or prevent violence in relationships.

--	--	--

Role Play: Seeking Help in Relationships

Objective

What are we learning about?

To help students recognize signs of violence in relationships, understand its impact, and learn how to seek help or support others in a safe and respectful way.

Materials

What will you need for the activity?

- Scenarios about relationship conflict
- "Safe space" in the classroom
- List of support resources (adults, counsellors, hotlines)
- Paper and pen for notes



Instructions

How will you do it?

1. Divide the class into small groups and give each group a scenario related to relationships and possible warning signs of violence (e.g., physical abuse).
2. Assign roles within each group (e.g., person experiencing violence, trusted adult, observer).
3. Read and discuss your scenario, identifying the signs of violence and the person's behaviour.
4. Plan a short role-play showing how the person can seek help or how others can offer support.
5. Practise your role-play, focusing on respectful communication, empathy, and safety.
6. Perform your role-play in front of the class while maintaining a safe and respectful environment.
7. After each presentation, discuss as a class the signs of violence and the appropriate ways to seek help.
8. Share available support systems and resources that can help someone in these situations.
9. Reflect on how students can promote healthy, respectful relationships in real life.

Read

Role-Playing Tips

- 1) **Seek Trusted Support:** Reach out to someone you trust, such as a teacher, school counsellor, or family member. It's important to have a supportive listener who can offer guidance.
- 2) **Document the Evidence:** If the situation involves cyberbullying or any form of harassment, keep a record of messages, posts, or any other relevant communications. This evidence can be crucial for resolving the situation.
- 3) **Use "I" Statements:** When expressing how you feel, use "I" statements to describe your feelings without blaming others. For example, "I feel upset when you talk about yourself."
- 4) **Change the Topic:** If you notice conversations heading in a harmful direction, try to steer them towards a more positive topic. This can help shift the group's focus away from negativity.
- 5) **Set Boundaries:** Clearly communicate your needs and boundaries to peers. For example, if someone is pressuring you, you can say, "I really value my education and don't want to miss this."
- 6) **Offer Alternatives:** If you see a friend in a difficult situation, offer positive alternatives. For example, if they're feeling negative about a subject, propose a different activity you can do together.
- 7) **Encourage Inclusion:** If you notice someone being left out, make an effort to include them in group activities or conversations. A simple gesture can make a big difference in how they feel.
- 8) **Seek Mediation:** For conflicts that seem hard to resolve, suggest seeking help from a mediator, like a school counsellor, who can facilitate a conversation between the involved parties in a neutral setting.
- 9) **Promote Digital Literacy:** Understand and share the importance of respecting others' privacy online, including the consequences of sharing content without consent. Encourage friends to practice safe and respectful digital behaviours.
- 10) **Practice Empathy:** Try to understand the situation from the other person's perspective. Showing empathy can help de-escalate conflicts and lead to more compassionate solutions.

Scenarios

Role-Play Scenarios

Jamie notices that her friend Alex is no longer allowed to hang out after school or talk to certain classmates. Alex says his girlfriend gets upset easily and wants to know where he is at all times. Your group will show how Jamie talks to Alex about these concerns and how Alex can seek help from a trusted adult.

Taylor often receives messages from her boyfriend demanding immediate replies and getting angry when she does not respond quickly. Taylor feels stressed but thinks this is normal. Your group will role-play how a friend helps Taylor recognize this as a red flag and what steps she can take to set boundaries or ask for help.

Jordan notices that her friend Sam has been feeling down and anxious because her boyfriend often criticizes her appearance and choices. Sam begins to lose confidence. Your group will role-play how a friend supports Sam and encourages her to speak to a trusted adult.

Riley's boyfriend often checks her phone without permission and gets upset when she talks to other friends. Riley feels uncomfortable and unsure if it is a serious issue. Your group will role-play how Riley recognizes the loss of control and how she can safely seek support.

Casey hears her friend Morgan say that his girlfriend yells at him during arguments and makes him feel scared. Morgan does not know what to do. Your group will show how Casey responds in a caring way and what actions she can take to help Morgan stay safe.

Avery has stopped joining group activities and seems isolated because her boyfriend does not like her spending time with others. Avery feels torn between her relationship and her friendships. Your group will role-play how Avery opens up to a teacher and what advice she receives.

Ethan shares that his girlfriend threatens to end the relationship whenever he disagrees or says no. Ethan feels pressured to always agree. Your group will demonstrate how Ethan recognizes this as unhealthy and how a friend can guide him to seek help.

Reflection

Answer the questions below.

1) What is one way to support a friend in need?

2) Why is it important to seek help?

3) How can adults help solve a problem?

4) How can we make our community safer?

5) How can you support a friend who is a victim of physical bullying without risking your own safety?

PREVIEW

Combating Gender-Based Violence

Understanding Gender-Based Violence

Gender-based violence (GBV) refers to harmful acts directed at an individual based on their gender. It's a profound violation of human rights and a major obstacle to achieving gender equality. Sadly, this form of violence is widespread across the world, impacting countless lives regardless of nationality, age, or socio-economic status.



Roots of the Problem

GBV stems from deeply ingrained societal norms and power imbalances between genders. A core belief that one gender is superior to others, leading to discrimination and violence against those perceived as weaker or less valuable.

Impacts and Consequences

The repercussions of GBV are far-reaching, affecting individuals, families, communities, and societies at large. Victims often experience physical injuries, psychological trauma, and even death. The fear and stigma associated with GBV can lead to silence and underreporting, making it difficult to address effectively.

Key Statistics to Remember:

- Globally, 1 in 3 women experience physical or sexual violence in their lifetime.
- In Canada, young women report the highest rates of sexual assault.
- Gender-based violence costs society significantly in terms of healthcare, legal expenses, and lost productivity.

Advocating for Change

To combat GBV, it's essential to promote gender equality, respect, and create safe spaces where all individuals can thrive without fear of violence. Education plays a crucial role in changing attitudes and behaviours that perpetuate GBV.

Actions for a Safer Future:

- **Education and Awareness:** Teaching young people about respect, consent, and healthy relationships.
- **Support Services:** Providing accessible support and resources for GBV survivors.
- **Legal Reform:** Strengthening laws and policies to protect individuals from GBV.
- **Community Engagement:** Encouraging community-led initiatives to challenge and change harmful gender norms.

By understanding the roots and advocating for equality and safety, we can work together towards a world free from gender-based violence. It's not only about protecting individuals but ensuring a just and equitable society for everyone.

True or False:

Is the statement true or false?

1) Gender-based violence affects only adult women.	True	False
2) Gender-based violence is a violation of human rights.	True	False
3) Education can help combat gender-based violence.	True	False
4) Laws and policies can't protect against GBV.	True	False
5) Community initiatives can change harmful gender norms.	True	False

Define:

What do the terms below mean?

Gender-Based Violence	
Gender Equality	
Legal Reform	

Questions:

Answer the questions below.

1) How does gender-based violence impact society?

2) What role does education play in combating GBV?

True or False

Decide whether the statement is True or False.

#	Statement	True or False
1	Gender-based violence (GBV) refers to harm based on a person's gender.	True
2	GBV can include physical, emotional, and psychological harm.	True
3	GBV only affects adults.	False
4	Respect and equality can help prevent GBV.	True
5	GBV is not a serious issue in society.	False
6	Education can help reduce gender-based violence.	True
7	It is okay to blame someone for violence because of their gender.	False
8	Only victims are responsible for gender-based violence.	False
9	GBV can affect a person's mental health.	True
10	Reporting violence is not important.	False
11	Everyone has a role in preventing violence.	True
12	Creating safe spaces helps protect individuals.	True
13	GBV has no impact on communities.	False
14	Gender equality helps reduce discrimination and violence.	True
15	Supporting victims is an important way to help.	True
16	It is okay to stay silent when someone is being harmed.	False
17	Laws and policies can help prevent GBV.	True
18	Only professionals can help prevent GBV.	False
19	Support services can help victims recover and feel safe.	True
20	Encouraging respect can reduce violence.	True

Activity – Talk For A Minute

Objective

What are we learning about?

Students will be able to express their thoughts and feelings about racially based violence, understand its impact on individuals and communities, and practise respectful and empathetic communication.

Materials

What will you need for the activity?

- Talk For A Minute cards or worksheet
- Timer or stopwatch
- Open space for discussion
- Paper and pen for notes



Instructions

How will you do it?

1. Divide the class into small groups.
2. Explain that students will take turns speaking for one minute about a selected topic related to racially based violence and inequality.
3. Show the list of discussion prompts and remind students that they can speak in general terms if they feel uncomfortable.
4. One student chooses a prompt and talks about it for one minute while others listen respectfully.
5. When the time is up, the next student chooses a different prompt and takes their turn.
6. Remind students that there are no right or wrong answers and that everyone's perspectives should be respected.
7. Allow students to pass if a question feels uncomfortable.
8. Continue until all group members have had a turn.

Activity – Talk For A Minute

What does respect mean when interacting with people from different cultures?

Why is it important to treat everyone equally regardless of their race?

How can words or jokes sometimes hurt others without us realizing it?

What should you do if you see someone being treated unfairly because of their race?

How can schools promote diversity and inclusion among students?

Why is it important to have diverse friends and family?

How can you show respect to someone who is different from you?

What are some ways to stand up for someone who is being discriminated against?

How can social media spread both positive and negative messages about race?

What does inclusion mean and why is it important in a community?

How can we be especially helpful to people who are marginalized?

Why do you think some people treat others unfairly because of their race?

What role can you play in creating a safe and respectful environment at school?

How can listening to others help us understand their experiences better?

What would you do if a friend made an inappropriate comment about someone's race?

Why is it important to be empathetic when discussing sensitive topics like race?

How can we make sure everyone feels included in group activities?

What are some simple actions you can take to promote kindness every day?

How can communities work together to reduce discrimination?

What have you learned about respect and fairness that you can apply in real life?

The Role of Bystanders in Preventing Violence

Empowering Bystanders

Date: March 03, 2024

Author: By Sara Kingston

6-minute read

In the quest to prevent violence, the role of bystanders cannot be overstated. Active intervention by bystanders can significantly reduce the incidence of violence, serving as a bridge between potential harm and safety. This approach encourages individuals not just to witness, but to act responsibly and constructively when they see others in danger. By promoting awareness and teaching intervention techniques, we empower communities to stand against violence and offer support to those in need.

Empowering bystanders goes beyond mere awareness; it involves equipping them with the tools and confidence to make a difference. Whether it's through direct intervention, creating a distraction, or simply offering support, every action counts. This proactive stance not only aids in the immediate prevention of violence but also fosters a culture of care and support, strengthening the fabric of our communities.

The commitment to act as a bystander is a powerful testament to the strength of community and the potential for individual actions to reflect a collective responsibility towards the safety and well-being of all. By stepping up, we pave the way for a safer, more supportive environment for everyone.

Until we meet again,
Sara Kingston

Comments:



Liam Carter, March 05, 2024

The power of bystanders in preventing violence is immense. By stepping up, we can change the course of events and protect those around us.

Like Reply 4h ago



Sophia Tremblay, March 03, 2024

Training bystanders to intervene is crucial. It's about creating an environment where everyone feels safe and supported. Empathy and action can go a long way in making a difference.

Like Reply 2d ago

Addressing Racially Based Violence

Understanding Violence

Violence is any action or behaviour that causes harm or injury to others. It can take many forms, from physical aggression to psychological abuse. Understanding the effects of violence is crucial for recognizing its significant impact on individuals' physical and mental well-being.

Physical Consequences

Violence can lead to numerous physical health problems. Injuries might range from minor cuts and bruises to more severe conditions like broken bones or chronic pain. Beyond the immediate physical effects, violence may also experience long-term health consequences.

- Increased risk of chronic diseases
- Impaired immune system and trauma
- Sleep disturbances

Mental and Emotional Effects

The impact of violence extends far beyond the physical, deeply affecting mental health. Victims often suffer from a range of emotional and psychological issues, including:

- **Post-Traumatic Stress Disorder (PTSD):** A condition where individuals relive the traumatic event through nightmares and flashbacks, leading to severe anxiety and fear.
- **Stress and Anxiety:** Continuous worry and tension that significantly impact well-being.
- **Depression:** Persistent feelings of sadness, hopelessness, and a lack of interest in life.
- **Impacts on Relationships:** Difficulties in trusting others and forming healthy relationships.



Key Statistics to Understand

To grasp the extent of violence's impact, consider the following facts:

- **Prevalence of PTSD:** Studies show that up to 20% of individuals exposed to violent incidents develop PTSD.
- **Children and Violence:** Children who witness violence are at a higher risk of mental health problems like depression and anxiety.
- **Healthcare Costs:** Victims of violence are more likely to require medical and mental health services, significantly increasing healthcare costs.

The Path to Healing

Recovering from the aftermath of violence requires time and support. Access to medical care for physical injuries and mental health services for emotional healing is crucial. Communities and schools play a vital role in offering support and resources to help victims overcome the challenges they face due to violence.

True or False:

Is the statement true or false?

1) Violence only causes physical health problems.	True	False
2) PTSD is a possible effect of experiencing violence.	True	False
3) Children are immune to the mental effects of violence.	True	False
4) Depression can be a consequence of violence.	True	False
5) Anxiety and stress are common after violent incidents.	True	False

Question Answer the questions below.

1) How does violence affect children differently than adults?
2) Why is access to mental health services important for victims of violence?

Connecting

Why do you think people who have experienced violence could find it hard to trust partners in a relationship?

Violence Prevention Memory Game

Objective

What are we learning about?

To educate students about terms and concepts related to understanding, preventing, and responding to violence, thereby promoting empathy, support, and appropriate responses.



Materials

What you will need for the activity.

- Cardstock
- Markers or colored pens
- A list of terms related to violence prevention and response, along with their definitions (e.g., "Gender-Based Violence," "Support Services," "Coping Skills," "Bystander Intervention").

Instructions

How you will complete the activity.

1. Print the cards using cardstock. (3 pages)
2. Divide the class into groups of 3 or 4.
3. Distribute the 3 printed pages to each group. Have students write the term on the front of each card and the definition on the back. On the back of each card have students draw a T on the term cards and a D on the definition cards.
4. Shuffle all the cards and place them face down in a grid pattern.
5. Ask the students to flip two cards at a time, one T and one D trying to find matching pairs of terms and their definitions.
6. If the cards match, the student keeps the pair and takes another turn.
7. If they don't match, the cards are turned back over, and the next student takes their turn.
8. The game continues until all the cards have been matched.

Cards

List of Violence Prevention Terms and Their Definitions

Term	Definition
Bystander Intervention	When you see violence, taking action to assist someone in need, particularly in preventing violence.
Gender Violence	Violence directed at an individual based on their gender or gender identity.
Support Services	Programs or resources offered to provide assistance and support to victims.
Coping Strategies	Techniques or methods used to manage stressful situations or trauma.
Peer Support	Emotional and practical support offered by individuals of the same age or experience.

Cards

List of Violence Prevention Terms and Their Definitions

Term	Definition
Conflict Resolution	Techniques used to resolve disagreements in a peaceful and constructive manner.
Empathy	The ability to understand and share the feelings of another.
Consent Awareness	Understanding and respecting the autonomy and giving of active consent in various contexts.
Social Awareness	Recognizing and responding to societal issues and the needs of the community.
Self-Defence	Techniques and strategies used to protect oneself from harm.

Cards

List of Violence Prevention Terms and Their Definitions

Term	Definition
Active Listening	Fully concentrating on and understanding what someone is saying, promoting open communication.
Assertive Training	Learning to express oneself confidently and stand up for one's rights in a respectful way.
Digital Citizenship	Understanding how to behave responsibly and safely in online environments.
Mental Health Awareness	Recognizing the importance of mental health and the impact of violence on psychological well-being.
Cultural Competence	The ability to understand, appreciate, and interact with people from cultures or belief systems different from one's own.

Legal Repercussions of Violence

Understanding Violence

Violence encompasses a range of harmful behaviours, from physical attacks to threats or actions that intimidate or harm others. It's crucial for young Canadians to grasp not only the moral implications but also the legal consequences that follow such actions. Recognizing the importance of personal accountability and the role of laws in society can help deter engagement in violent behaviour.



The Legal Framework

Canada's legal system categorizes violent acts under criminal offences, reflecting the seriousness with which society views harm to others. These categories include, but are not limited to, assault, sexual assault, and more severe crimes like manslaughter or murder. The legal repercussions for engaging in violence are significant and can alter one's life drastically.

Key Legal Repercussions

- **Criminal Charges:** Engaging in violent acts can lead to charges ranging from misdemeanour to felony. These charges influence the punishment's severity, with felonies attracting more severe penalties.
- **Legal Penalties:** Consequences can include imprisonment, probation, and fines. The nature of the violence and its impact on the victim play a critical role in determining the penalty.
- **Impact on Future:** A criminal record can affect future employment, limiting job opportunities, affecting social relationships, and restricting travel abilities.
- **Restorative Justice:** In some cases, the legal system offers alternatives like mediation or community service, focusing on repairing harm and reintegrating the offender into society.

List of Legal Terms to Know

- **Assault:** Intentionally applying force to another person without their consent.
- **Probation:** A court-ordered period of supervision in the community, often instead of jail time.
- **Felony:** A serious crime, typically involving violence, punishable by imprisonment for more than one year.
- **Misdemeanour:** A less-serious crime, punishable by less than one year of imprisonment or by fines.
- **Restorative Justice:** A system of criminal justice that focuses on the rehabilitation of offenders through reconciliation with victims and the community at large.

Understanding the legal outcomes of violence emphasizes the significance of personal accountability and the pivotal role laws play in maintaining societal order and safety. Recognizing the potential consequences of violent behaviour can deter individuals from engaging in acts that harm others and disrupt peace within communities.

True or False

Is the statement true or false?

1) Legal penalties can include imprisonment and fines.	True	False
2) A felony is less serious than a misdemeanour.	True	False
3) Probation means serving time in prison.	True	False
4) Criminal charges can affect one's future opportunities.	True	False
5) Assault involves applying force without consent.	True	False

Question

Answer the questions below.

1) How can a crime impact one's future?

2) What is the difference between a felony and a misdemeanour?

Connecting

Do you agree with the principle of restorative justice? Why or why not?

Global Safety Laws Geography Bee

Objective

What are we learning about?

To increase students' awareness and understanding of various safety regulations and health laws around the world, focusing on helmet laws, violence prevention measures, and general safety practices. This activity aims to enhance geographical knowledge and foster a sense of global citizenship among students.

Material

What you will need for the activity

- A list of countries and their specific safety laws (researched and prepared ahead)
- Scoreboard to keep track of scores
- World map (optional for visual aid)
- Whiteboards



Instructions

How you will implement

1. Divide the class into small teams, aiming for a maximum of 5 students per team.
2. Each team is provided with a whiteboard and markers to write their answers.
3. The teacher will read out one of the 20 unique laws from the list.
4. Teams will then have a brief period to quietly discuss among themselves on their answer. This encourages teamwork and critical thinking.
5. Once the discussion time is over, each team writes their chosen answer (either Option A or Option B) on their whiteboard. Encourage them to write clearly so it's easy to read from a distance.
6. On the teacher's signal (such as "Show your answers now!"), all teams hold up their whiteboards facing towards the teacher for the answer to be seen.
7. The teacher reviews the answers shown by each team and awards points accordingly: one point for each correct answer. The teacher keeps track of the points on a separate board or sheet visible to all teams.
8. Repeat steps 3 to 7 for each of the 20 questions. After the last question, tally up the points to determine the winning team.

Reflection

Answer the questions below

#	Law	Option A	Option B
1	Cyclists of all ages are required to wear helmets.	Netherlands	Australia
2	It is mandatory for every citizen to have health insurance.	United States	Germany
3	Smoking in public places, including bars and restaurants, is banned.	Ireland	Japan
4	It's illegal to consume alcohol in all public places.	United States (certain states)	Saudi Arabia
5	Using a mobile phone while driving is prohibited.	United Kingdom	Brazil
6	Driving under the influence of alcohol is punishable by a fine.	Canada	Italy
7	It's required to have a fire extinguisher in your car.	Belgium	India
8	All public swimming pools are open to everyone.	Russia	Australia
9	It's compulsory to wear seatbelts in the back seats of a car.	New Zealand	France
10	Fireworks must be authorized by local authorities for private use.	Sweden	Mexico
11	Front-facing child car seats are not allowed for children under a certain age.		South Africa
12	Physical punishment of children by parents is outlawed.	Saudi Arabia	Sweden
13	Wearing seatbelts is mandatory for dogs in a moving vehicle.	Italy	
14	It is illegal to wear flip-flops while driving.	Spain	Netherlands
15	J-walking or crossing the street at non-designated spots is punishable by a fine.	Germany	Singapore
16	The sale and use of chewing gum is restricted.	Singapore	Mexico
17	Helmets must be worn at all times when skiing or snowboarding.	Austria	Japan
18	All bicycles must have a bell attached to be legally ridden.	Germany	China
19	There is a legal curfew for minors.	Greece	South Korea
20	It is illegal to leave your house without wearing a mask during a health emergency.	Italy	India

Tableaus: Scenes of Support**Objective**

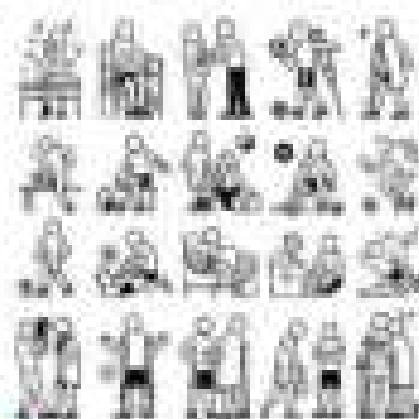
What are we learning about?

To understand and demonstrate the correct and incorrect responses to sports injuries through tableau performances, encouraging students to reflect on the importance of proper injury management.

Material

What you will need for the activity

- Open space (indoor or outdoors)
- First aid kit (for instructional purposes only)
- Props to simulate sports (e.g., balls, mock splints)
- Camera or smartphone (optional for recording performances)

**Instructions**

How you will complete the activity

1. Divide the class into small groups, each assigned a specific injury scenario.
2. Groups plan up to four tableaus: One showing the injury, one showing an incorrect response to an injury, and the other showing a correct one, and an additional scene if needed for clarity.
3. Discuss basic first aid measures to ensure accuracy in performance.
4. Allocate time for rehearsal, encouraging creativity and clarity in their scenes.
5. Each group performs their tableaus holding each scene in the tableau for 20 seconds. A brief explanation of each scene is given.
6. After each performance, the class discusses what was done correctly and what mistakes were made.
7. If possible, record the performances for review and further analysis.
8. Conclude with a reflection session, using the questions provided below.

Description of Scene for Tableau

During a soccer match, Alex attempts a sliding tackle and sprains their ankle. The scene shifts to Alex trying to stand and play on, showing the wrong approach. The next scene has teammates guiding Alex off the field for rest. Finally, Alex is shown receiving first aid and consulting a coach for further advice.

Sam leaps to make a basket, falls, but lands awkwardly, hurting their wrist. Ignoring the pain, Sam continues to play, worsening the injury. The third scene shows a concerned teammate intervening, leading Sam to the sidelines. The last scenes depict the application of a cold pack and a discussion on seeking medical help.

While running over a hurdle, Jordan scrapes their knee and hands. Initially, Jordan tries to shake it off and continue. Teammates notice and persuade Jordan to stop. They then clean and bandage the injuries in the following scenes, highlighting the importance of proper care.

In a heated game of volleyball, Casey jumps for a spike but lands poorly, twisting their ankle. Casey tries to push through the pain around the court. Observant teammates step in, assisting Casey to the sidelines to rest the injured ankle. Ice is applied, and they discuss the need for professional treatment.

Morgan slides into second base but ends up with a bruise on their arm. Despite the injury, Morgan continues to play, focusing on the game. As the injury bleeds, a teammate calls for a timeout. They use the first aid kit to clean and dress the wound, emphasizing the importance of not ignoring injuries.

During a gymnastics routine, Taylor falls and lands on their arm, causing a sprain. Taylor tries to continue the routine but struggles. A coach intervenes, stopping the performance. The following scenes show the coach applying first aid and discussing the need for an x-ray, stressing the importance of professional care.

In a rugby match, Jamie collides with another player, resulting in a bloody nose and disorientation. Initially, Jamie tries to continue playing. Teammates and a coach quickly intervene, leading Jamie off the field for proper care, highlighting the dangers of ignoring head injuries.

During a long-distance run, Riley starts showing signs of dehydration and exhaustion but tries to push through. Concerned teammates notice and encourage Riley to slow down and hydrate. The final scenes involve resting in the shade and discussing the importance of hydration and listening to one's body.

Reflection

Answer the questions below.

1) How does misinformation affect injury recovery?

2) What role does empathy play in injury support?

3) Why is immediate first aid crucial for injuries?

4) What's the importance of seeking professional help?

5) How important is access to first aid supplies when playing sports? Explain?

PREVIEW

Unit Test – Personal Safety

Multiple-Choice

/10

1. What is a concussion? a) Head pressure b) Brain injury c) Stomach pain d) Arm fracture	2. Which is not an immediate sign of a concussion? a) Nausea or vomiting b) Memory problems c) Trouble breathing d) Dizziness
3. Signs of a concussion include: a) Hair loss b) Memory problems c) Increased appetite d) Faster heartbeat	4. PCS stands for... a) Post-Concussion Symptoms b) Planned Concussion Signs c) Post-Concussion Syndrome d) Pre-Concussion Syndrome
5. What is Second-Impact Syndrome? a) Weak ankle b) Brain swelling c) Muscle fatigue d) Hairline fracture	6. Which best describes a crash diet? a) Eating less than the amount of calories b) Eating very few calories c) Eating more than the amount of calories d) Eating the same amount of calories
7. How many Canadians die each day due to impaired driving? a) 1 b) 4 c) 5 d) 8	8. If you are caught driving while impaired, you could... a) Get a criminal record b) Face fines or imprisonment c) Lose your driving license d) All of the above
9. What emotional issues are unlikely to result from violence? a) Depression b) Concussion c) Anxiety/Stress d) Difficulties trusting others	10. Which charge is most serious? a) Probation b) Felony c) Misdemeanor d) Restorative Justice

Define

What do the terms below mean?

Term	Definition - What does it mean?
Concussion	
Restorative Justice	
Gender	

Short Answer

Answer the questions below - Each question is worth 3 marks.

1) What is a concussion and what are the symptoms?

2) What is a crash diet? Why are they dangerous?

3) What are some ways bystanders can intervene to prevent violence?

Long Answer

Answer the questions below - Each question is worth 5 marks.

1) What is impaired driving? Why is it dangerous? Why should we never drive impaired?

2) What should you do if you or someone you know has a seizure after a fall or hit?