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BC Health Curriculum
Mental Well - Being– Grade 7

3-Part Lesson Format

Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



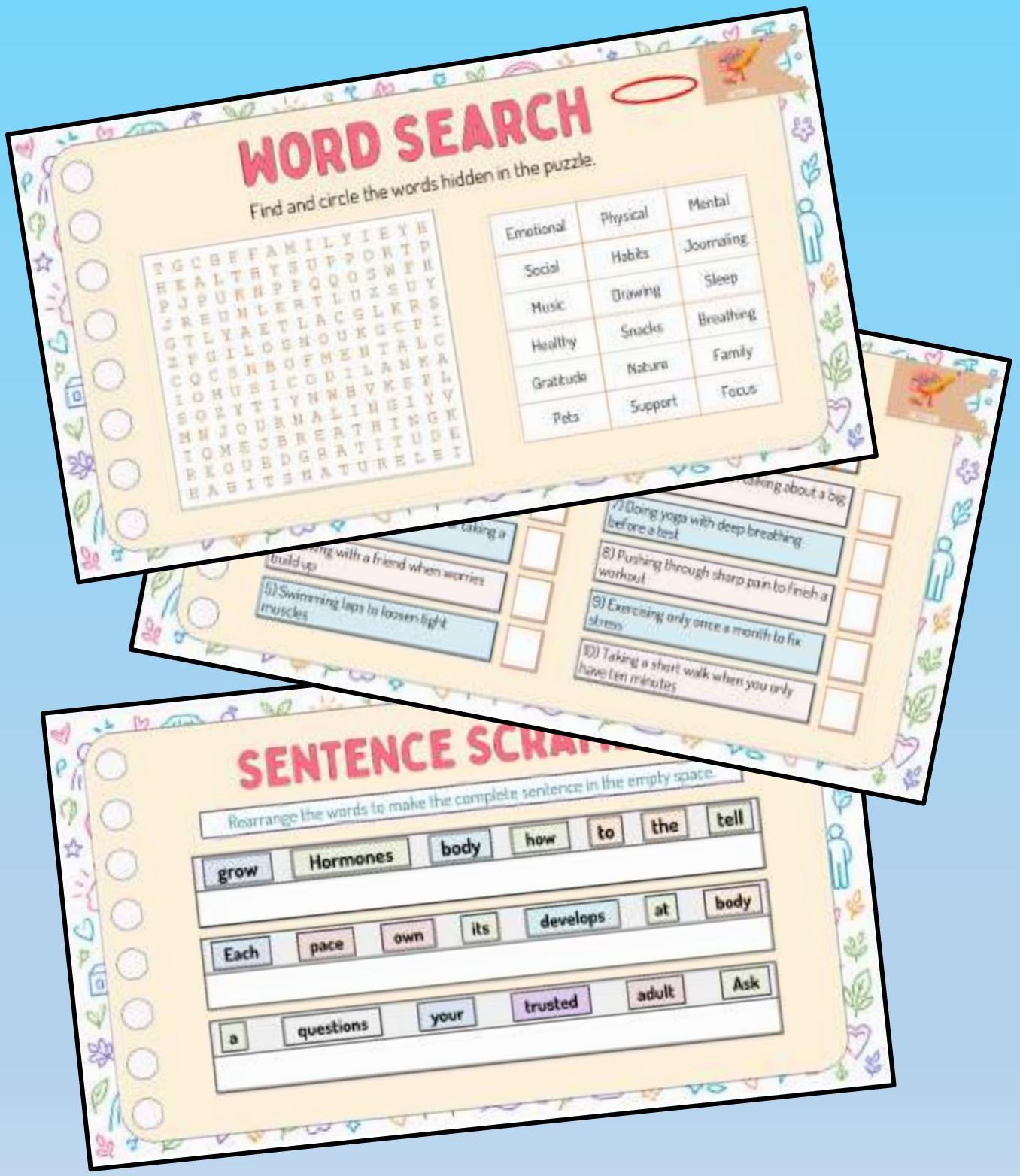


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
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Part 3 – Consolidation!
- Exit Cards
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BC Health Curriculum
Mental Well - Being- Grade 7



BC Health Curriculum
Mental Well - Being- Grade 7



Workbook Preview

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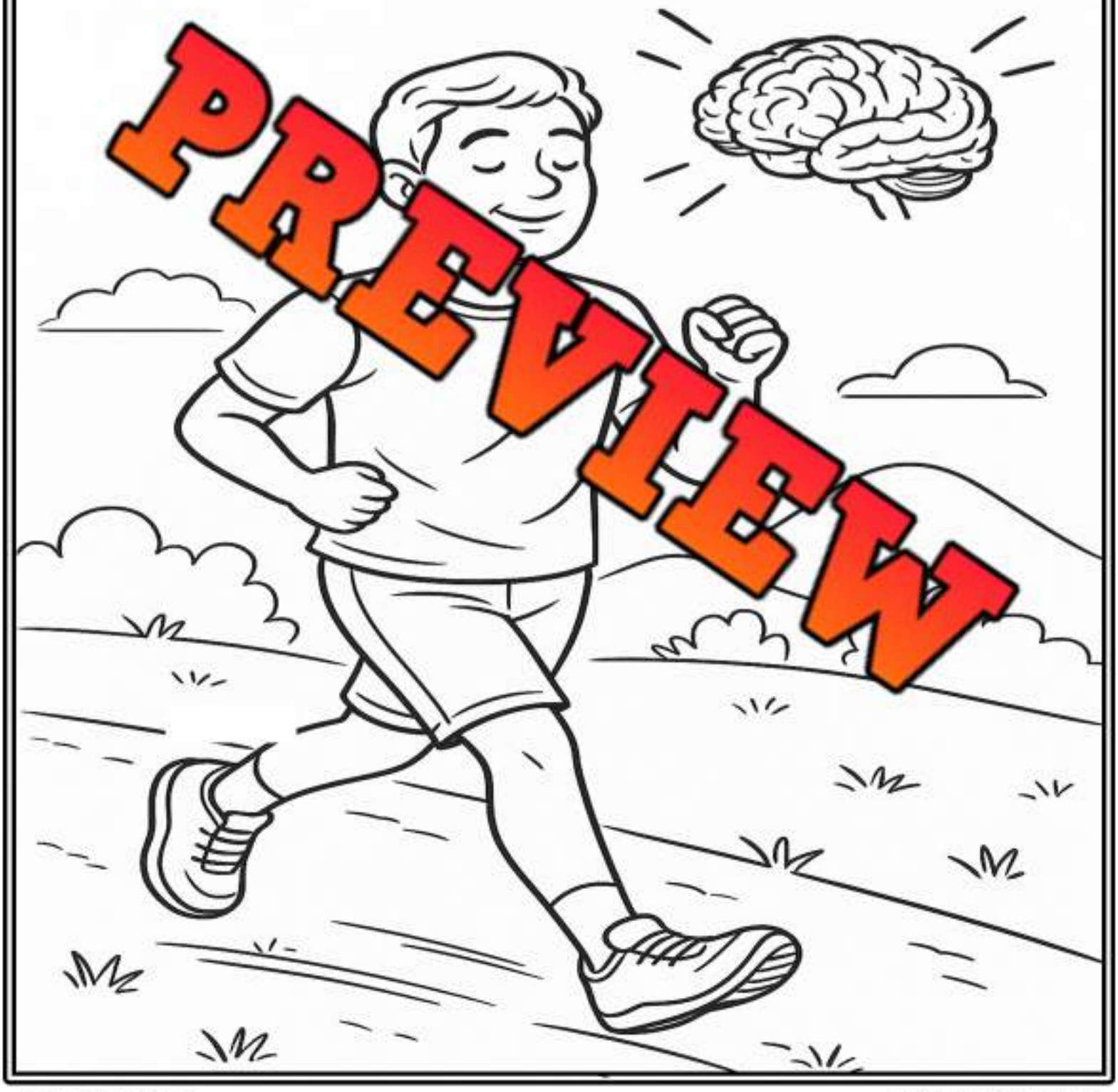
BC Grade 7 – Health Unit

Mental Well-Being

	Curricular Competencies - Elaborations	Pages
MWB7.1	Describe and assess strategies for managing problems related to mental well-being and substance use, for others • What resources exist in your school and/or community to help students or others with problems related to mental well-being and/or substance use?	6-36
MWB7.2	• identifying how thoughts and feelings might evolve or change during puberty (e.g., romantic feelings replacing friendship and changing dynamics and boundaries within relationships) • considering how students interact with others and how their relationships might evolve or change during puberty and adolescence • demonstrating an understanding that any intimate activities (including those involving intimate images) must be consensual	37-81, 98-99
MWB7.3	Explore the impact of transition and change on identities • How might the changing ways in which you think about yourself and others influence your identity?	82-99

Preview of 75 pages from this product that contains 136 pages total.

MENTAL WELL-BEING



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Curriculum Connection
MWB7.1

What Is Mental Well-Being, and Why Does It Matter?

Understanding Mental Well-Being

Mental well-being is an important part of our overall health, just like physical health. It involves how we think, feel, and act in everyday situations. Good mental well-being helps us manage challenges, build strong relationsh and make good decisions. It's essential g a happy and fulfilling life.



Key Well-Being

There several parts of mental well-being. These include:

1) Emotiona ing to manage your feelings and respond to them in a healthy wa
2) Stress Manage Le deal with pressure and stress without letting it take over
3) Resilience: The ability b gh situations and keep moving forward.

These skills help us stay positive and diff uations more easily.

How Thoughts and Emotions Affect Us

Our thoughts and emotions can strongly influen ns, and relationships. For example, when we feel angry or s affe we act or how we talk to others. On the other hand, positive thinki hel d choices and improve how we interact with people.

Why Mental Well-Being Matters

Having good mental well-being can make a big difference in how we feel each day. It can also affect our schoolwork, friendships, and even our physical health. For example, being stressed all the time can make us feel tired or unwell. On the other hand, staying calm and practicing good mental health habits can help us feel more energetic and focused.

Seeking Help and Support

It's important to know that everyone needs help sometimes. If you're feeling down or struggling with something, it's okay to talk to someone. Whether it's a teacher, a counsellor, or a parent, you have the right to seek support whenever you need it. It's a sign of strength, not weakness.

PREVIEW

Name: _____ 7

Curriculum Connection
MWB7.1

True or False

Is the statement true or false?

1) Mental well-being only affects emotions, not physical health.	True	False
2) Stress management helps us deal with difficult situations.	True	False
3) Emotional balance means controlling all emotions perfectly.	True	False
4) Resilience helps us bounce back from challenges.	True	False
5) Positive thinking always leads to better decisions.	True	False

Questions

Answer the questions below.

1) What is the relationship between thoughts and emotions?

2) How does stress management help us overcome challenges?

PREVIEW

Matching

Draw a line from the terms to their corresponding definition.

Resilience	The ability to manage stress and pressure.
Emotional Balance	The ability to bounce back from difficulties.
Stress Management	Maintaining control over feelings and reactions.
Mental Well-being	Reaching out to someone for support or guidance.
Seeking Help	The overall state of emotional and psychological health.

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Curriculum Connection
MWB7.1

Recognizing the Signs of Stress and Anxiety

Understanding Stress, Anxiety, and Depression

Stress, anxiety, and depression are common feelings that everyone experiences at some point, especially during adolescence. It's important to recognize the signs of these feelings so you can take steps to manage them early. Our brain and body go th h many changes during this time, and some ese changes can cause feelings of stres y.



Common Signs a d A iety

When we are s anxi r body and mind show certain signs. Recognizing these signs early lp us sooner. Some common signs include:

- Restlessness: Fe or focus.
- Trouble Sleeping: Di ling a staying asleep.
- Low Energy: Feeling tire ti r resting.
- Social Withdrawal: Not wanting to ends or family.
- Irritability: Getting upset more ea eelin d.
- Worrying Too Much: Thinking about problems and

These signs are often connected to changes in the body d adolescence. When we are under stress, our brain releases chemi repa to face challenges. However, if these chemicals are constantly re d, t feelings of anxiety and even depression.

How the Brain and Body Change

During adolescence, your brain and body go through many changes that can cause stress or anxiety. Your brain is still developing, and this can make you more sensitive to stress. Changes in your hormones, like increased adrenaline, can also affect your mood and energy levels. These changes can make it harder to cope with challenges and can cause anxiety.

Why Early Recognition is Important

The earlier you recognize the signs of stress or anxiety, the easier it is to manage. If you notice these signs in yourself or others, it's important to talk about them. This helps prevent them from turning into bigger problems like depression.

PREVIEW

Name: _____ 9

Curriculum Connection
MWB7.1

True or False

Is the statement true or false?

1) Stress can affect both your body and mind.	True	False
2) Feeling restless can be a sign of stress.	True	False
3) Trouble sleeping is never linked to stress.	True	False
4) Social withdrawal can indicate anxiety or depression.	True	False
5) Stress ... appens during big events.	True	False

Que... ...the questions below.

1) What are so... ...of st... ...xiety?

2) What role do hormones play in m... health... ...lescence?

Fill-in-the-Blanks

Fill-in-the-Blanks with the appropr...

1) _____ is a feeling that can affect both your mind and body.
2) _____ could be a sign of stress.
3) Social withdrawal may be a sign of _____.
4) Anxiety can cause physical symptoms like _____.
5) Talking about your feelings can help manage _____.

Depression
Nausea
Anxiety
Irritability
Stress

PREVIEW

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Name: _____ 19

Curriculum Connection
MWB7.1

The Role of Exercise in Reducing Stress

How Exercise Helps Reduce Stress



Exercise is not only good for your body but also for your mind. Physical activity, like jogging, biking, or even walking, has been shown to reduce stress, anxiety, and depression. This is because exercise causes changes in the brain that help improve mood and overall mental health.

The Scie d Exercise and Stress

When y e heart rate increases, and blo s more rough your body. This raised heart rate helps to release speci emical ain called endorphins. These chemicals act like natural painkillers an ters lies have shown that when your brain releases endorphins, it c o feel ppiness and a reduction in anxiety and stress.

Research has also sho ular p activity can lower levels of cortisol, a hormone that is often link ss. roduced when we are under pressure, but exercise helps t ody uce it.

Types of Exercise that Help Reduce St s

Not all exercises are the same, but certain ac are p y helpful for reducing stress. These include:

- Jogging: A great cardiovascular workout that e end s and improves mental outlook.
- Biking: Engages both the body and mind, allowing for on er than stressors.
- Swimming: Known for its ability to reduce muscle tension and p ntal well-being.
- Yoga: Combines physical movement with deep breathing, which can calm the mind.

How Physical Activity Boosts Your Mood

Exercise helps by taking your mind off worries and giving you something positive to focus on. It encourages better sleep, which is also important for managing stress. Additionally, exercise helps build confidence as you see improvements in your strength and fitness levels.

Regular physical activity can be a powerful tool for boosting mental health and reducing stress. By making exercise a habit, you can support both your physical and mental well-being.

PREVIEW

Name: _____ 20

Curriculum Connection
MWB7.1

True or False

Is the statement true or false?

1) Exercise increases your heart rate and improves mood.	True	False
2) Biking and jogging are helpful for reducing stress.	True	False
3) Endorphins are chemicals that can help reduce anxiety.	True	False
4) Cortisol levels rise during exercise, causing stress.	True	False
5) Physical activity has no effect on mental health.	True	False

Questi

nswer the questions below.

1) How does e t b chemistry?

2) What is the connection between e nd s ?

PREVIEW

Word Search

Find the words in the wordsearch.

Exercise	Cardiovascular
Stress	Mental
Anxiety	Jogging
Endorphins	Biking
Cortisol	Yoga
Mood	Swimming

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

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Curriculum Connection
MWB7.1

Trusted Sources for Mental Health Support

Finding Trusted Mental Health Resources

When it comes to mental health, it's important to know where to find reliable support. Whether you're feeling stressed, anxious, or just need someone to talk to, there are many trusted resources that can help you. These resources are often provided by professionals who are trained to support mental well-being.



Reliable Resources in School

One of the first places to look for help is your school. Many schools have counsellors who are trained to support students with emotional and mental health challenges. They are available to talk to you about anything that may be bothering you, whether it's school-related stress or personal issues. Additionally, some schools may also have mental health programs or workshops to help students manage stress and emotions.

Trusted Online Resources

There are also many reliable online resources. These websites are professionally managed by mental health organizations and provide accurate information about mental health, along with resources for getting help. Some examples include:

- Youth Helplines: These helplines are available for anyone in immediate support or advice. They are usually run by professional organizations and are confidential.
- Provincial Mental Health Websites: These websites are run by your local health department and offer information on mental health services, counselling, and support groups.

Why Professional Resources Are Better

While platforms like TikTok or social media influencers may offer advice, they are not always reliable. Professional resources, like school counsellors and mental health organizations, are carefully produced by trained experts. They provide trustworthy, science-based advice and can connect you to real help when needed.

Making Informed Decisions

It's important to make informed decisions when it comes to your mental health. Using trusted, professional resources will ensure that you are getting the best advice and support available. Always check the credibility of a source before trusting the information you find online.

PREVIEW

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Curriculum Connection
MWB7.1

True or False

Is the statement true or false?

1) School counsellors can provide support for mental health.	True	False
2) Youth helplines are not confidential.	True	False
3) TikTok is a reliable source for mental health advice.	True	False
4) Professional resources are managed by trained experts.	True	False
5) Youth helplines connect students with trained professionals.	True	False

Question

nswer the questions below.

1) What the ro ool counsellor?

2) Why is it important to use pr essi lth resources?

PREVIEW

Word Scramble

Unscramble the words from the word

WORD BANK

EXERCISE	ADOLESCENCE	LISTENING	INFORMATION
HELPLINE	DEPRESSION	SOCIAL	TRUSTWORTHY
COUNSELLOR	HELPFUL	MEDIA	GUIDANCE

ACEDLENOSEC		EADGNCIU	
ULOCLENOSR		ECSEIRXE	
NOITAMINAFR		YTROHTSWTRU	

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Curriculum Connection
MWB7.1

Exit Cards

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

Name: _____

Answer the following questions?

1) How can social media affect our mental health?

2) What is the benefit of contacting a youth helpline?

Name: _____

Answer the following questions?

1) How can social media affect our mental health?

2) What is the benefit of contacting a youth helpline?

Name: _____

Answer the following questions?

1) How can social media affect our mental health?

2) What is the benefit of contacting a youth helpline?

Name: _____

Answer the following questions?

1) How can social media affect our mental health?

2) What is the benefit of contacting a youth helpline?

PREVIEW

Name: _____ 24

Curriculum Connection
MWB7.1

Role Play: "Asking for Help"

Objective What are we learning about?

To help students build confidence and empathy by practising how to recognize mental health challenges and guide someone toward trusted help in realistic scenarios.

Materials What will you need for the activity?

- Scenario c
- A small spa uden rm role plays
- A worksheet with ff uesti



Instructions How will you comple ctivi

1) Divide students into small groups of 2–

2) Give each group a different scenario card (e.g. anxiety, essure to try vaping, feeling lonely at lunch, not sleeping w).

3) Ask each group to write a short role play where one pers ing the issue and another person helps by listening and suggesting ted support.

4) Students should include at least one helpful response and one example of a support resource (e.g., parent, teacher, hotline, counsellor).

5) Give time to rehearse their scenes.

6) Groups perform their role play for the class.

7) After all groups have performed, students complete the reflection questions and drawing prompts on their worksheet.

PREVIEW

Name: _____ 25

Curriculum Connection
MWB7.1

Scripts | Scenarios

Scenario	Description
Test Anxiety	A student is feeling overwhelmed and panicked about an upcoming math test. They haven't been sleeping well and are worried they'll fail. Their friend notices they seem stressed and helps them talk to the teacher. They also suggest visiting the school counsellor to learn test-taking strategies and calming techniques.
Peer Pressure to Vape	[illegible] is hanging out with a group that [illegible]m to try vaping. They feel nervous [illegible] say no. A peer helps them [illegible]nd, reminds them it's okay to walk a[illegible] encourages them to speak with a trusted [illegible] like [illegible] teacher.
Feeling Lonely at School	A new student is eating [illegible] lu[illegible] like no one notices them. [illegible] fe[illegible] miss their old school. Another st[illegible]em to join a lunch group, talks to a teache[illegible]t including them in a class project, and suggests they try joining a club to meet others.
Family Stress at Home	A student is having trouble concentrating because there's a lot of yelling and conflict at home. They feel embarrassed and don't want anyone to know. A classmate notices and gently listens, then shares that the school counsellor or Kids Help Phone can offer support without judgment.

PREVIEW

Name: _____ 26

Curriculum Connection
MWB7.1

Scripts | Scenarios

Struggling with Body Image	A student spends hours scrolling through social media and starts feeling insecure about how they look. They stop eating lunch and avoid mirrors. A friend reminds them that images online are often edited, shares ways to build self-esteem, and encourages talking to a parent or school nurse.
Lack of Sleep / Mood Swings	A student has been staying up late every night watching videos or gaming. They're cranky, tired, and getting into arguments at school. A peer talks to them about how sleep affects mental health and encourages them to talk to a parent or school staff about setting a healthier bedtime.
Fear of Talking in Class	A student avoids raising their hand or presenting in class because they get nervous and worried about being judged. A peer notices and offers to practise with them. They suggest asking the teacher for alternative ways to participate, like small groups or written answers.
Friendship Drama	A student feels left out after their friend suddenly stops talking to them. They feel confused, and don't know what to do. A peer listens, encourages journaling about their feelings, and suggests talking to a teacher, parent, or counsellor for advice on handling conflict.
Worried About a Friend	A student notices their friend has stopped talking, looks sad, and skips lunch. They're not sure what's wrong but are concerned. Instead of staying silent, they check in, gently ask how the friend is doing, and offer to go with them to talk to a counsellor or trusted adult.

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MWB7.1

My Role	Draw a picture of your role during the role-play and write a paragraph about what you did.



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MWB7.1

Rubric – "Asking for Help"

Criteria	1 – Needs Improvement	2 – Satisfactory	3 – Good	4 – Excellent
Understanding of the Iss	Shows little understanding of the mental health challenge; ene is unclear ealistic.	Shows basic understanding but misses key points or clarity.	Demonstrates good understanding of the issue and communicates it clearly.	Clearly and accurately shows deep understanding of the issue using realistic examples.
Use Support Strategies	egy ded.	Support is mentioned but ot clearly ined or ted.	Includes a relevant and mostly realistic support.	Includes a well-explained, realistic, and appropriate support resource.
Teamwork and Participation	Mini participatio roles are not balanced or collaborative.	U par so eff own.	Most group members ate and	All group members participate actively and share responsibility equally.
Presentation Skills	Difficult to hear or understand; lacks emotion or clarity.	Some parts a clear but lacks energy or flow.	Mos e, to	Well-rehearsed, r, expressive, nd highly g.

PREVIEW

Teacher Comments	Mark

Student Reflection – How did you do on this assignment? What could you do better?

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MWB7.1

Fact or Fiction - "Mental Health Myths"

Objective What are we learning about?

To help students develop critical thinking skills about mental health by challenging common myths and replacing them with facts using evidence-based explanations.

Materials What will you need for the activity?

- Fa Fictio nts
- A 'Fact' si ction o distinguish the two sides of m
- Designated areas in a room the 'Fact' and 'Fiction' signs ng students to move to either de



PREVIEW

Instructions How will you complete the a ?

1) Your teacher will read statements. Pay close a s ea tement is shared.
2) Consider carefully whether you think the statement is true fa
3) If you decide the statement is true, walk to the 'Fact' side of the room.
4) If your guess is that it's not true, move to the 'Fiction' side of the room.
5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
6) When the right answer is announced, return to your seat, ready for the next round.
7) Keep score of your correct answers.

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Curriculum Connection
MWB7.1

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Only adults can have mental health problems.	Fiction
2	Taking breaks can help your brain reset.	Fact
3	You always tell if someone has a mental illness.	Fiction
4	Ex help improve your mental health.	Fact
5	hould just ignore it.	Fiction
6	Mental nys alth are connected.	Fact
7	People with erous.	Fiction
8	It's weak to ask for	Fiction
9	You can improve your mental h th h habits.	Fact
10	Mental illness is rare.	Fiction
11	Everyone feels nervous or sad sometim	Fact
12	Bullying can affect your mental health.	Fact
13	People choose to be depressed.	ion
14	Laughter and fun can boost your mental health.	Fact
15	If someone seems fine, they don't need help.	Fiction
16	Mental health includes how you think and feel.	Fact
17	Only certain people get mental health problems.	Fiction
18	You should never talk about mental health.	Fiction
19	Deep breathing can help calm your mind.	Fact
20	Kids can learn to take care of their mental health.	Fact

PREVIEW

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Curriculum Connection
MWB7.1

Memory Game: "Mental Health Vocabulary Match"

Objective

What are we learning about?

To help students learn and remember key mental health vocabulary by matching terms with their definitions in a memory-style card game. This supports emotional literacy and helps students describe feelings and coping strategies.

Materials

What will you need for the activity?

- Memory g[illegible] with the terms on one set and [illegible] ther set.
- A flat surface like a t[illegible] out the cards.



Instructions

How will you complete the [illegible]?

1) Divide the class into groups of 3 or 4. Give each g[illegible]et [illegible]mor[illegible] Game cards. (Provided)
2) Have each group lay all the cards face down in a grid on a [illegible]te [illegible]floor.
3) The students take turns flipping over two cards at a time, trying t[illegible] find a term and its description..
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, gather the students and discuss what they learned about each term.

PREVIEW

Name: _____ 32

Curriculum Connection
MWB7.1

Cards | Terms & Definitions – Index Card Set

Stress	A mental or emotional strain caused by pressure or challenges.
	A feeling of worry, fear, or nervousness.
Resilience	to bounce back situations.
Self-talk	The thoughts or wo u say to yourself in your mind.
Mindfulness	Paying full attention to the present moment without judging it.

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Curriculum Connection
MWB7.1

Cards | Terms & Definitions – Index Card Set

Coping	Actions or strategies used to manage stress or emotions.
	The way someone feels overall, at a certain time.
Support	re, or comfort from you trust.
Therapy	Talking with a professional to work through problems.
Trigger	Something that sets off a strong emotional reaction.

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Curriculum Connection
MWB7.1

Cards | Terms & Definitions – Index Card Set

Depression	A condition that causes deep sadness and loss of interest in life.
	Being thankful and recognizing the good things in life.
Emotions	...ings like joy, ...nger ...ss, or fear.
Breathe	A calming too... involves slow, deep breaths.
Boundaries	Personal limits that protect your well-being and space.

PREVIEW

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Story - Supporting a Friend Through Mental Health Challenges

Emma noticed that her friend Liam had been acting differently lately. He seemed more quiet than usual, and Emma could tell he was struggling. He didn't join in on group activities, and when they spoke, Liam seemed distant and distracted. Emma knew that something was off, but she wasn't sure how to help.

One day, Liam finally opened up. "I'm having a hard time," he said. "I've been feeling really do[illegible] sometimes I feel like I can't handle it anymore." Emma was surprised and worri[illegible] she remembered what she had learned in health class about suppor[illegible] mental health challenges.

Emma knew t[illegible] be a good listener. She didn't try to solve Liam's problems right [illegible] stead [illegible] talk, showing that she cared. Listening is one of the most import[illegible] ays [illegible] end. According to the Canadian Mental Health Association, 1 in [illegible] ns wi[illegible] ience a mental health problem in any given year. Listening witho[illegible] ent[illegible] big difference.



Emma also knew that she couldn't fix L[illegible]'s problems herself, so she encouraged him to talk to a professional. "Have you thought about talking to a school counsellor?" Emma asked. She reminded Liam that it was okay to ask for help from adults or professionals, as they have the right tools to support him. Schools often have counsellors who can help students with mental health issues, and there are community helplines that provide free, confidential support.

Emma respected Liam's boundaries, too. She let him know she was there for him but didn't push him to talk if he wasn't ready. Supporting a friend means respecting their feelings and encouraging them to take the steps they need, whether it's seeking help from a counsellor or talking to a trusted adult.

Emma felt good knowing she had supported her friend, not by solving his problems, but by being there when he needed someone to listen.

PREVIEW

Name: _____ 36

Curriculum Connection
MWB7.1

True or False

Is the statement true or false?

1) Listening is a key way to support a friend.	True	False
2) You should try to fix your friend's problems.	True	False
3) It's important to respect your friend's boundaries.	True	False
4) Being there for a friend means solving their issues.	True	False
5) Encouraging professional help is helpful for a friend.	True	False

Question

Answer the questions below.

1) Why is it important to respect your friend's boundaries?

2) How can encouraging a friend to talk to another

PREVIEW

Cloze Test

Fill in the blanks with the correct words from the word bank.

Emma noticed her friend Liam had become very _____. He stopped joining activities and looked sad. She became a good _____ by listening without judging. Emma encouraged Liam to talk to a school _____. She respected his _____ and reminded him it's okay to get _____ help when needed.

- Listener
- Withdrawn
- Boundaries
- Professional
- Counsellor

Name: _____ 37

Curriculum Connection
MWB7.2

What Is Puberty and Why Is It So Different for Everyone?

Understanding the Changes During Puberty

Puberty is a time in life when your body begins to change from a child into an adult. These changes happen because your body starts making more hormones. Hormones are chemicals that tell your body how to grow and develop. Puberty usually begins between the ages of 8 and 14, but it is different for everyone.



What Happens During Puberty

During puberty, many physical changes take place. These changes happen at different times for different people. There is no "right" or "wrong" time for puberty to start or finish.

Here are some common changes during puberty:

- Growth spurts: You may grow taller and quickly in a short amount of time.
- Voice changes: Voices may deepen, especially for boys.
- Body hair: Hair starts to grow under arms, on legs, and around the genitals.
- Skin changes: You might get acne or oily skin.
- Body shape: Bodies start to develop more curves or change, depending on gender.
- Sweating and body odour: You may start to sweat more and smell different.

All of these changes are completely normal, even if they happen earlier or later than your friends, because everyone's body develops at its own pace and has a perfect timeline for puberty."

Why Puberty is Different for Everyone

Not everyone goes through puberty at the same time or in the same way. Some students may start changing in Grade 5, while others may not start until Grade 8 or later. Genetics, nutrition, and health can all affect when and how puberty starts. It's completely normal for these changes to happen at different rates.

How Puberty Affects Confidence

Going through changes can make you feel unsure about yourself. Some people may feel excited, while others feel embarrassed. This is normal. Talking to a trusted adult or learning about these changes can help you feel more confident and know that you're not alone.

PREVIEW

Name: _____ 38

Curriculum Connection
MWB7.2

True or False

Is the statement true or false?

1) Puberty always starts at age 12.	True	False
2) Hormones are chemicals that control body changes.	True	False
3) Everyone goes through puberty at the same time.	True	False
4) Growth spurts are a common sign of puberty.	True	False
5) Voice changes happen to everyone during puberty.	True	False

Question

Answer the questions below.

1) Wha[illegible] grow[illegible] and when do they happen?

2) Why is it important to respect oth[illegible]erty [illegible]es?

PREVIEW

Word Search

Find the words in the wordsearch.

Hormone	Sweat
Growth	Mood
Acne	Height
Voice	Change
Body	Puberty
Hair	Skin

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

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Activity – Create a "Puberty Playlist"

Objective What are we learning about?

To help students express and understand the emotional, physical, and social changes of puberty through creative, music-themed writing. This activity connects humour, creativity, and self-awareness to key puberty concepts.

Materials What will you need for the activity?

- Bl[illegible]aper [illegible]et template
- Pencils or [illegible]
- Optional: [illegible] mater[illegible]playlist cover art
- Chart paper or [illegible]ebo[illegible]orm title ideas together



Instructions How will you comple[illegible]tivi[illegible]

1) Begin by discussing the emotional, phys[illegible]d so[illegible]es that happen during puberty. Write examples on the bo[illegible]uch[illegible]gs, changing voices, growing taller, or wanting more perso[illegible]e.
2) Explain that students will be creating a fictional mu[illegible]lay[illegible]itle will reflect a puberty-related experience or feeling.
3) Ask students to come up with 8–10 creative song titles. Each so[illegible]tle should represent a different puberty-related change (e.g., "Suddenly Stretchy," "Talk to Me Later," "Face Full of Feelings").
4) After each title, students write a one-sentence description that explains what puberty-related change the title refers to.
5) Students can decorate their playlist by designing an album cover or adding symbols or icons that relate to growing up.
6) Once finished, students complete a reflection and drawing section that helps them connect the creative task to their own understanding of puberty.

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Reference | Sample Puberty Changes Chart

Physical Changes	Emotional Changes	Social Changes
Voice deepens or cracks	Mood swings	Friendships shift
[illegible]	Increased sensitivity	Wanting more independence
Acne or [illegible]	[illegible]eeling confused	Caring more about popularity
Hair growth (underarm[illegible] etc.)	[illegible]den [illegible]adness	Needing personal space
Body shape changes	Feeli[illegible]nbarra[illegible] easily	New peer pressure situations
Sweating and body odour	Worrying more abo[illegible] the future	Deve[illegible] crushes
Menstruation (for girls)	Feeling lonely at times	Soci[illegible]omes im[illegible]nt
Breast development	Stronger reactions to stress	Changes in friend groups
Growth of genitals	Low or changing confidence	Spending less time with family
Fatigue or needing more sleep	Feeling misunderstood	Conflicts over boundaries

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Reference | Example Playlist Titles

Mood Swing Anthem	Respect My Space
Stretch Marks and Sneakers	Acne Attack
[illegible]	Who Am I Today?
Why [illegible]	Privacy, Please
My Face Is a Volcano	[illegible]owth Spurt Shuffle
Too Tall, Too Fast	[illegible] Now
Crush Confusion	Hair [illegible]
Silence in the Cafeteria	New Me Rising
Emotion Explosion	Sleepy but Awake
Don't Touch My Hoodie	Changing Lanes

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Reference Sample Puberty Playlist Song Titles

Song Title	Puberty Theme
"Suddenly Stretchy"	Growing taller, physical changes
"Mood Mix"	Mood swings, emotional ups and downs
"[illegible]"	Voice cracking or deepening
"Fa[illegible]"	Emotional sensitivity
"Talk to Me[illegible]"	Wanting more privacy or space
"What's That Smell?"	[illegible]dy odour, hygiene
"Blush Mode On"	[illegible]sed or shy
"Growth Spurt Groove"	[illegible]
"Skin Breakout Blues"	Acne or skin ch[illegible]
"Hair Here, There, Everywhere"	Hair growth in new places
"No One Gets Me!"	Feeling misunderstood
"Crush Confusion"	New romantic feelings
"Wired and Tired"	Sleep challenges during puberty

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Reference | Puberty Playlist Worksheet Template

#	Song Title	What It Represents (Puberty Change)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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Reflection

Answer the questions below.

1) Which change during puberty do you find the most surprising?

2) How c ur help us talk about uncomfortable topics?

3) Why might people yo ed m or privacy during this time?

PREVIEW

Word Search

Find the words in the wordsearch.

Puberty	Body
Hormone	Voice
Growth	Change
Acne	Friend
Mood	Privacy
Respect	Emotion

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

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Emotional Changes: Why Am I Feeling So Intense?

Understanding Your Emotions During Puberty
Puberty is not just about physical changes—your emotions can change too. During this time, your body begins to release more hormones, especially ones like estrogen and testosterone. These hormones don't just affect your body; they also affect your brain, which is still growing and changing. This mix of changes can make your emotions feel much more intense than before.

Why Emot el Bigger
You may t you get upset more easily f or become sad with owing w called emotional reactivity. Your b earning how to handle strong d th mones released during make tronger. For example, mood gs how you feel—are comm inute feel happy, and the next you eel or tearful.



PREVIEW

Common Emotional Changes During Puberty
Here are some emotional changes many stud tice rty:

- Feeling more sensitive or emotional
- Getting angry or frustrated more quickly
- Becoming more self-conscious or worried about wh s th
- Wanting more privacy or independence
- Feeling confused or unsure about who you are

These changes are all normal, and everyone goes through them in diffe ways.

Healthy Ways to Cope
Learning how to deal with these new feelings is important. You don't have to manage them alone. Here are some strategies that can help:

- Journaling: Writing about your thoughts and feelings can help you understand them.
- Talking to someone: Sharing with a friend, parent, or trusted adult can make you feel supported.
- Physical activity: Exercise helps reduce stress and improve mood.
- Breathing or mindfulness: Slowing your breathing can calm your mind.
- Impulse control: Take a pause before reacting when you feel overwhelmed.

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True or False

Is the statement true or false?

1) Puberty only affects your body, not emotions.	True	False
2) Hormones can cause stronger emotional reactions.	True	False
3) Mood swings are a normal part of puberty.	True	False
4) Hormones like estrogen and testosterone affect the brain.	True	False
5) It's rare to feel overwhelmed during puberty.	True	False

Question

nswer the questions below.

1) What are two mo nal changes during puberty?

2) How can physical activity he you th?

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with the appro

1) _____ are chemicals that affect body and emotions.
2) A sudden change in emotions is called a _____.
3) Writing about your feelings is called _____.
4) _____ control means stopping before reacting.
5) During puberty, the _____ is still developing.

Mood swing
Journaling
Hormones
Impulse
Brain

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Social Changes: Friendships, Boundaries, and Awareness

Changing Friendships and Social Awareness During Puberty
As you go through puberty, your friendships and social life can change just as much as your body and emotions do. You may start to care more about what your friends think, or notice that you act differently around certain people. This is all part of growing up and figuring out who you are.



Why Frie s Feel Different
During pu ur brain becomes more aware o social situations. You migh to your friends or start ng dee At the same time, you may also gu or feel left out more ofte ormal udents start to build stro ien shared values, not jus bies.

As your emotions become more inten gh a friend is mad when they're just tired. Social cues like tone of voi al exp nd body language can be harder to read. Learning to check in instead of g ng h oid misunderstandings.

Respecting Boundaries and Consent
Puberty is also a time when personal boundaries change. Migh pace or feel differently about hugs or physical contact. It's important t boundaries and speak up about your own. This includes ongoing means checking in regularly—not just once—about how someone feels during actions. Here are key things to remember:

- Everyone's comfort level with personal space is different.
- Ask permission before touching or hugging someone.
- If someone says "stop" or looks uncomfortable, respect it immediately.
- Your feelings and boundaries matter too.
- Saying "no" is always okay, even to friends.

Being Aware of Others
Situational awareness means paying attention to how people around you feel. Look at their body language, listen to their tone, and notice if something seems off. This helps you be a better friend and helps everyone feel safe and respected.

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True or False

Is the statement true or false?

1) Friendships stay the same throughout puberty.	True	False
2) Mood and tone are easier to read during puberty.	True	False
3) Boundaries often change as people grow older.	True	False
4) Consent means asking once and never again.	True	False
5) Social cues include facial expressions and body language.	True	False

Question

nswer the questions below.

1) What is one w af ts friendships?

2) Why is it important to respect pers ?

PREVIEW

Matching

Draw a line from the terms to their corresp tion.

Consent	A signal like tone or body language.
Boundary	A personal limit someone sets for comfort.
Social Cue	Asking for permission before doing something.
Ongoing Consent	Noticing how others feel in a situation.
Situational Awareness	Checking in more than once during interaction.

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Exit Cards

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

Name: _____ Mark

Is the statement true or false?

1) Being a good friend means noticing social signals.	T / F
2) You should ask before giving physical contact.	T / F
3) Arguments with friends are not normal at this age.	T / F
4) It's important to respect others' comfort levels.	T / F

Name: _____ Mark

Is the statement true or false?

1) Being a good friend means noticing social signals.	T / F
2) You should ask before giving physical contact.	T / F
3) Arguments with friends are not normal at this age.	T / F
4) It's important to respect others' comfort levels.	T / F

Name: _____ Mark

Is the statement true or false?

1) Being a good friend means noticing social signals.	T / F
2) You should ask before giving physical contact.	T / F
3) Arguments with friends are not normal at this age.	T / F
4) It's important to respect others' comfort levels.	T / F

Name: _____ Mark

Is the statement true or false?

1) Being a good friend means noticing social signals.	T / F
2) You should ask before giving physical contact.	T / F
3) Arguments with friends are not normal at this age.	T / F
4) It's important to respect others' comfort levels.	T / F

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Fact or Fiction – "Puberty and Social Changes"

Objective

What are we learning about?

To help students learn and normalize the physical, emotional, and social changes that occur during puberty through an engaging true-or-false style game that supports critical thinking and personal reflection.

Material

What will you need for the activity?

- A [illegible] state[illegible]ut puberty and social changes
- A 'Fact' sign [illegible] Fictio[illegible]istinguish the two sides of the [illegible]
- Designated areas in th[illegible]oo[illegible]e 'Fact' and 'Fiction' signs, a[illegible]wing students to move to either side



PREVIEW

Instructions

How will you complete the [illegible]?

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

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Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Emotional changes are part of puberty.	Fact
2	Puberty happens at the same age for everyone.	Fiction
3	You[illegible]lings might get stronger or change often.	Fact
4	Ev[illegible]s and changes at the same speed.	Fiction
5	[illegible] need[illegible]rease during puberty.	Fact
6	Puberty[illegible]ery[illegible] age 13.	Fiction
7	Acne or oily [illegible]can [illegible] puberty.	Fact
8	Only boys get body [illegible]ing [illegible]	Fiction
9	Mental health is important dur[illegible]rty.	Fact
10	You should compare your growth to othe[illegible]	Fiction
11	It's okay to have questions about puber[illegible]	Fact
12	Talking about puberty is embarrassing and wi[illegible]	Fiction
13	Puberty can affect friendships and social life.	[illegible]t
14	Boys and girls go through all the same changes.	Fiction
15	Peer pressure can increase during puberty.	Fact
16	You can always tell when someone is going through puberty.	Fiction
17	It's normal to feel confused or emotional during puberty.	Fact
18	Everyone experiences puberty in the exact same way.	Fiction
19	Hormones can affect mood and reactions.	Fact
20	You must go through all changes by grade 7.	Fiction

PREVIEW

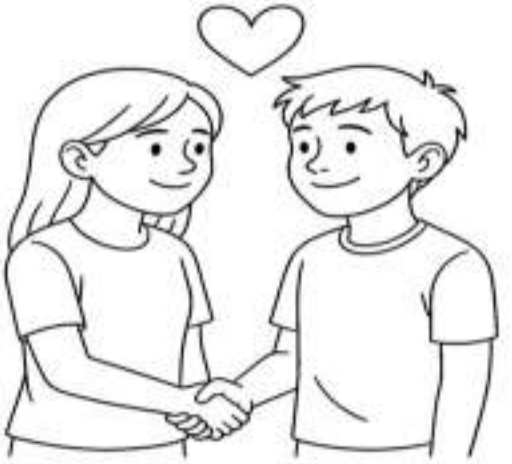
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Romantic Feelings and the Shifting Meaning of Relationships

Understanding Romantic Feelings and Changing Relationships
During puberty, your body, brain, and emotions go through many changes. One of these changes may include developing romantic feelings. These feelings can be new, exciting, and sometimes confusing. It's completely normal to start having crushes or to feel differently about your friends as you grow.



How Relationships Start to Change
As hormones like estrogen and testosterone increase during puberty, they can affect your emotions and how you relate to others. You may begin to feel more self-aware and more interested in forming closer relationships. This can lead to shifts in friendships. Sometimes friends may grow closer, or you may develop a crush on a friend. These changes can make relationships feel more complicated.

PREVIEW

It's important to remember that not everyone will experience romantic feelings at the same time, and that's okay. Some people may start dating while others are not interested at all. Both are normal.

Key Concepts to Remember
Here are important things to keep in mind as relationships change:

- Respectful communication: Talk honestly and kindly. Never pressure anyone into liking you back.
- Emotional awareness: Understand your own feelings and be aware of others' emotions.
- Personal boundaries: Everyone has different comfort levels. Respect space and feelings.
- Mutual consent: Both people must agree before a relationship changes. Consent must be clear and ongoing.
- Privacy: Talking about someone's crush or relationship without their permission is not respectful.

Learning to Communicate
Good relationships—whether friendships or romantic—need clear communication. It's okay to talk about your feelings, but it's also okay if the other person doesn't feel the same. You can learn a lot by listening, asking respectful questions, and being kind. These skills will help you build strong and healthy relationships as you grow.

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True or False

Is the statement true or false?

1) Puberty can cause changes in friendships.	True	False
2) Romantic feelings always start in high school.	True	False
3) Hormones can affect attraction and emotions.	True	False
4) Everyone starts dating at the same age.	True	False
5) Respectful communication helps build healthy relationships.	True	False

Questio

Answer the questions below.

1) Wha one w can change a friendship?

2) What role does respectful mu relationships?

PREVIEW

Visualizing

Draw what you were picturing while you were readi ure.

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Story: Body Image and the Media's Impact on Self-Concept

Jordan was scrolling through social media after school, looking at pictures of athletes, actors, and influencers. Every photo showed people with perfect skin, flat stomachs, and flawless hair. Jordan looked in the mirror and sighed. "Why don't I look like that?"



At school, their teacher had just started a health unit on body image and media. Jordan remembered learning that many images online are edited or filtered. Research shows that about 70% of teens edit photos before posting them, and advertisements often use Photoshop to change how people look.

Jordan also learned that bodies change in many different ways during puberty. Some people gain weight, others get taller quickly, and some develop muscles later than others. There is no "right" way to look. Jordan still couldn't stop comparing themselves to the people online.



In class, the teacher shared an important fact: Over 50% of Canadian teens say they've felt pressure to look a certain way because of social media. That number shocked Jordan. They thought they were the only one feeling that way.

The next day, the teacher introduced the idea of body positivity, which means accepting and respecting your body as it is, even while it changes. Jordan liked that idea. They also learned about self-concept, which is how you see yourself—not just your appearance, but your personality, values, and strengths.

That night, Jordan decided to follow a few new social media accounts—ones that showed real, unedited pictures and messages about self-confidence. They even unfollowed a few influencers that made them feel bad about their body.

Jordan still had days when they felt unsure, but now they remembered: bodies are all different, and nobody looks perfect all the time. And that made the reflection in the mirror a little easier to smile at.

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Questions

Answer the questions below.

1) What is body image and why does it matter?

2) How d dy positivity help your self-esteem?

PREVIEW

Draw

Dra r sho meone with positive self-talk.

True or False

Is the statement true or false?

1) Most social media photos are completely unedited.	True	False
2) Hormones during puberty never affect your appearance.	True	False
3) Body image is how you see your own body.	True	False
4) Everyone's body changes the same way during puberty.	True	False
5) Body positivity means respecting and accepting your body.	True	False

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Activity - Sticky Note Scenarios: Boundaries Check

Objective

What are we learning about?

To help students recognize and reflect on personal boundaries by thinking critically about real-life social situations. This activity promotes awareness of changing comfort levels and encourages respectful communication.

Materials

What will you need for the activity?

- Sticky notes in three colours
- Markers or pens
- Pre-written scenario cards or chart papers posted on walls
- Blank reflection worksheet for each student
- Optional: poster or chart displaying boundaries and consent



PREVIEW

Instructions

How will you complete the activity?

1) Prepare 8 to 10 boundary-related social scenarios and post them around the classroom walls before the activity begins.
2) Give each student three colours of sticky notes. Assign each colour a meaning: green = "comfortable," red = "uncomfortable," and yellow = "unsure."
3) Have students walk around the room and read each scenario.
4) For each one, they choose the sticky note colour that best represents how they would feel in that situation.
5) On the back of their sticky note, they write a sentence explaining why they chose that colour.
6) After all students have responded to the scenarios, gather the class and choose a few to discuss. Invite students to share their reasoning and see how perspectives may differ.
7) Students then complete the written reflection and drawing prompts on their individual worksheet.

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Scenarios | Post these around the classroom

Scenario	
1. Someone keeps texting you late at night.	6. A classmate saves your picture without asking.
2. A friend begs you when you don't want to be touched.	7. A peer pressures you to share a secret.
3. Your sibling goes through your backpack.	8. A friend sits too close when you're upset.
4. A friend takes your hat without asking.	9. A teammate gives you a back pat after a game.
5. A classmate reads over your shoulder in class.	10. Someone you don't know comments on your appearance.

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Scenarios | Post these around the classroom

Scenario	
11. A friend tells others your embarrassing moment.	16. A friend keeps asking to hang out after you say no.
12. A classmate posts a picture of you.	17. A cousin laughs at something you're serious about.
13. A friend opens your locker without asking.	18. A friend always borrows your clothing.
14. A peer calls you a nickname you dislike.	19. A group excludes you when you ask to join in.
15. Your parent enters your room without knocking.	20. A friend asks private questions in front of others.

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Reflection | Answer the questions below.

Question/Prompt	Student Response Area
Name: _____	**Date:** _____
1. How did you feel during this activity? ☐ Comf ☐ U ☐ It depends	**Why?**
2. Choose one scenario t **stood out to you.** What was the situation?	**W** **ote colour did you choose? Why?**
3. Was there a time when your choice was different from your classmates'? ☐ Yes ☐ No	**If yes, what do you** **ma** **s different?**
4. In your own words, what does it mean to have a boundary?	

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Reflection | Answer the questions below.

1) Which scenario did you feel the most unsure about?

2) Why do you think boundaries are different for each person?

3) Create a symbol to represent personal space and comfort.

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Rubric – Sticky Note Scenarios: Boundaries Check

Criteria	1 – Needs Improvement	2 – Satisfactory	3 – Good	4 – Excellent
Participation	Did not complete most sticky notes or was off-task.	Completed some sticky notes but needed reminders.	Completed most sticky notes thoughtfully.	Completed all sticky notes with clear effort.
Explanation / Reasoning	Vague or [illegible]	Gave basic reasoning but lacked detail.	Provided clear, thoughtful explanations.	Provided detailed, insightful reasoning for all answers.
Reflection Worksheet	[illegible] little effort [illegible]	[illegible] on a few questions	Completed all questions with relevant responses.	Completed all reflections with deep thought and clarity.
Respect for Different Views	Disrupted or dismissed others' ideas.	[illegible] but didn't engage respectfully	[illegible] others' ideas	Listened actively and supported respectful discussion.

PREVIEW

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

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Story - The Power of Saying No

Lena was excited to be invited to a group chat with some older students. At first, the messages were fun—funny memes, weekend plans, and music videos. But one night, someone sent a message asking everyone to share a "dare photo." Lena didn't feel comfortable. Her stomach twisted. "It's just a game," someone wrote. "Don't be boring."



Lena rem ed what her teacher had said that wee "no" is your right—even to a frien . Being assertive doesn't mea g or b n. It means standing up for yourself re ctfully. Saying no is about p f ourse hurting someone else's f s.

In class, Lena had learned t ert important skill. Studies show that students who learn how to be as re likely to resist peer pressure and avoid unsafe situations. Saying ps pe fer, more confident, and less stressed when they face difficult choices— ther or in real life.



Lena took a deep breath and typed: "No thanks. I'm not doing that." She felt nervous, but also proud. One person teased her, but others stayed quiet—and no one sent a photo after that. Lena's choice may have helped stop something that could've gone too far.

Later, Lena talked to her parents about what happened. They were proud of her for being assertive and reminded her she could always come to them if something didn't feel right. They also encouraged her to leave the chat and block anyone who made her uncomfortable. Lena felt relieved and supported.

Saying no is powerful. Whether it's someone asking for personal information, pressuring you to do something risky, or crossing your personal boundaries, you always have the right to speak up. Being assertive helps protect you—and sometimes, it helps protect others, too.

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True or False

Is the statement true or false?

1) Saying no is always considered rude.	True	False
2) Being assertive means standing up for yourself.	True	False
3) Saying no can help protect others, too.	True	False
4) Lena's parents supported her decision to say no.	True	False
5) Feeling nervous when saying no is normal.	True	False

Question

Answer the questions below.

1) What does it mean to be assertive?

2) What are two signs that something feels wrong?

PREVIEW

Order the Events

The events below are out of order. Write which came first (1) to which came last (6).

	Her parents encouraged her to block anyone who made her uncomfortable.
	Lena remembered what her teacher said about being assertive.
	She replied in the group chat, saying, "No thanks."
	Lena told her parents what had happened.
	Someone in the chat asked for a "dare photo."
	Lena was invited to a group chat with older students.

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Role Play: "Respecting Boundaries"

Objective

What are we learning about?

To help students explore how to communicate respectfully when setting personal boundaries in friendships or relationships. This activity builds confidence, empathy, and awareness around consent and personal space.

Materials

What will you need for the activity?

- Sc[illegible]o card[illegible]th a boundary-related situation)
- Paper and [illegible]r gro[illegible]or scripts
- A worksheet w[illegible]flec[illegible]and drawing prompts
- Optional props (backp[illegible]e, setting scenes)



Instructions

How will you complete the [illegible]?

1) Divide students into small groups of 3–4.
2) Give each group a different scenario card involving a socia[illegible] boundary (e.g., a friend who hugs without asking or some[illegible]ys borrows your stuff).
3) Groups brainstorm how both people in the scene might feel and how to respond respectfully.
4) Students create and rehearse a short role play that shows the situation and a respectful solution, using consent, assertiveness, and empathy.
5) Each group presents their role play to the class.
6) After performing, students' complete reflection questions and drawing prompts on their worksheet.

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Scripts | Scenarios

Scenario	Description
Unwanted Hugs	A friend always gives you big hugs, even though you don't like being touched without asking. You want to set a boundary without hurting their feelings. The scene shows how to express personal space preferences respectfully.
Borrowing Without Asking	ssmate keeps borrowing your phone, r supplies without asking first. You feel unco le but aren't sure how to bring it up. e r ws how to speak up clearly while nd kind.
Group Exclusion	Your friend group ans b er includes a new class o t joi You notice and want to say s ethi focuses on boundaries around fairness, and social respect.
Romantic Feelings Shift	A friend says they have a crush on you, but you don't feel the same way. You want to keep the friendship but don't want to lead them on. The role play shows how to express boundaries with honesty and care.

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MWB7.2

Scripts | Scenarios

Texting Too Much	A friend sends dozens of texts every night. You feel overwhelmed but worry they'll think you're ignoring them. The scene explores how to ask for space without damaging the friendship.
Pressure to Share Personal Information	A friend demands you share personal information or secrets to "prove" you trust them. You don't feel comfortable doing that. This role play highlights personal boundaries and how to say no with
Taking Photos Without Consent	A classmate snaps a photo of you during lunch and posts it online without asking. You see it later and feel uncomfortable. The scenario focuses on digital boundaries and asking for consent before sharing images.
Clingy Behaviour at School	A friend follows you everywhere and gets upset if you spend time with anyone else. You care about them but need some independence. This role play explores setting limits in a supportive way.
Public Teasing	A peer makes jokes about you in front of others, pretending "it's just teasing." It bothers you, but they don't seem to notice. The scene shows how to speak up about verbal boundaries and emotional respect.

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MWB7.2

Two Stars And A Wish

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

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







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MWB7.2

Rubric – "Respecting Boundaries"

Criteria	1 – Needs Improvement	2 – Satisfactory	3 – Good	4 – Excellent
Understanding of Boundaries	Shows little understanding or misrepresents the concept of boundaries.	Shows a basic understanding with some errors or confusion.	Demonstrates good understanding with mostly accurate examples.	Clearly shows strong understanding of personal boundaries and consent.
Respectful Communication	Dialogue is unclear, disrespectful, or ineffective message.	Dialogue is sometimes awkward but attempts respectful tone.	Dialogue is mostly clear and respectful.	Dialogue is assertive, kind, and clear in all interactions.
Empathy and Awareness	Shows no awareness of others' feelings.	Attempts to show empathy but lacks depth.	Shows some empathy and awareness of perspectives.	Strong empathy and clearly acknowledges both sides of the situation.
Group Participation	One or more group members do not participate or contribute.	Some members contribute, but roles are uneven.	Most members participate with effort.	All group members participate equally and actively.

PREVIEW

Teacher Comments	Mark

Student Reflection – How did you do on this assignment? What could you do better?

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MWB7.2

Blog Post: Understanding Gender-Based Violence and Power Imbalances

By: Naomi L. | Posted on May 8, 2025 *4-minute read*

When people think of violence, they often imagine hitting or yelling. But gender-based violence includes a wider range of harmful behaviours like controlling someone, using threats, or forcing them to do things they don't want to do. It can happen in friendships or dating relationships and affects people of all ages.

One major warning sign in a relationship is a power imbalance. This happens when one person has more control—maybe because they are older, stronger, or use fear or guilt to get what they want. For example, if someone pressures a younger person to do something they're uncomfortable with, that's not respectful. It's a sign of an unhealthy or unsafe relationship.

Substance use, like alcohol or drugs, can also make situations more dangerous. It can change how people behave or be used to pressure others into risky behaviour. Studies in Canada show that many youth who experienced dating violence said alcohol or drugs were involved.

Unhealthy relationships may include feeling unsafe or scared around someone, being told who to talk to or what to wear, not having your boundaries respected, or being threatened—even if it's called a joke. These are all signs that something isn't right.

Everyone has the right to feel safe and respected. A healthy relationship is based on trust, equality, and consent. No one should feel pressured, afraid, or feel uncomfortable or unsafe, talk to a trusted adult or contact Kids Help Phone at 1-800-668-6868.

Written by: Naomi L.

Comments:



Tyler M. (May 8, 2025)

This blog is so helpful. I didn't realize that even controlling who you text could be a warning sign. Thanks for the clear examples!

Like Reply 2h ago



Serena K. (May 8, 2025)

I agree, but I think power imbalances aren't always bad—sometimes one person just leads more. Still, I see how it can turn unsafe, especially with peer pressure or substance use.

Like Reply 1h ago

PREVIEW

Name: _____ 73

Curriculum Connection
MWB7.2

Two Truths and a Lie

Put a check mark only on the truths

	A healthy relationship is built on mutual respect.
	Threatening someone as a joke is always harmless.
	Power imbalances can make relationships unsafe.

	You should always feel safe in a relationship.
	People who use fear or guilt gain more power.
	Always should have one person in control.

	More than half of dating violence cases involve substances.
	You can stop loving anyone.
	Only adults experience healthy relationships.

	Controlling who someone texts is normal.
	It's okay to ignore boundaries if you're close.
	Equality means both people have the same voice.

PREVIEW

Questions

Answer the questions below.

1) What is a power imbalance in a relationship? Provide an example.

2) Why is substance use risky in relationships?

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Curriculum Connection
MWB7.2

How to Report Unsafe or Abusive Situations

Knowing When and How to Report Unsafe Situations

Sometimes people may find themselves in a situation that feels wrong, scary, or dangerous. It could be bullying at school, someone online asking for personal photos, or even an adult doing something that makes you uncomfortable. These situations are serious, and it's important to know how and when to report them.



Reporting is not the same as tattling. Tattling is when someone tells just to get another person in trouble. Reporting is when you tell a trusted adult because you're being hurt or is unsafe. If someone is in danger or being abused, it is always the right thing to do.

Unsafe or abusive situations can happen anywhere: at school, online, or even at home. For example, online luring is when a person uses the internet to trick or pressure kids into sharing private images. In Canada, this is against the law. Another example is bullying, which can include name-calling, threats, or physical harm. Abuse in relationships might include controlling behaviour, or not respecting someone's boundaries.



Here are people you can report to:

- A teacher or school counsellor
- A parent or caregiver
- A principal or vice-principal
- A trusted adult in your life
- Kids Help Phone at 1-800-668-6868

You can also report unsafe situations online, like on social media platforms, using the "report" button.

When you report, you should try to explain:

- What happened
- Who was involved
- When and where it happened
- How it made you feel

You are never at fault for abuse. No one ever deserves to be treated in a way that makes them feel scared, hurt, or unsafe. Adults have a responsibility to listen and to help. If one person doesn't take it seriously, keep telling until someone does.

PREVIEW

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Curriculum Connection
MWB7.2

True or False

Is the statement true or false?

1) Unsafe situations can happen at school or online.	True	False
2) You should keep abuse a secret.	True	False
3) Online luring is against the law in Canada.	True	False
4) You can report bullying to your principal.	True	False
5) Adults must listen when someone reports abuse.	True	False

Question

wer the questions below.

1) What is the di tw n tattling and reporting?

2) What should you include wh rep or situation?

PREVIEW

Visualizing

Draw what you were picturing while reading and awing.

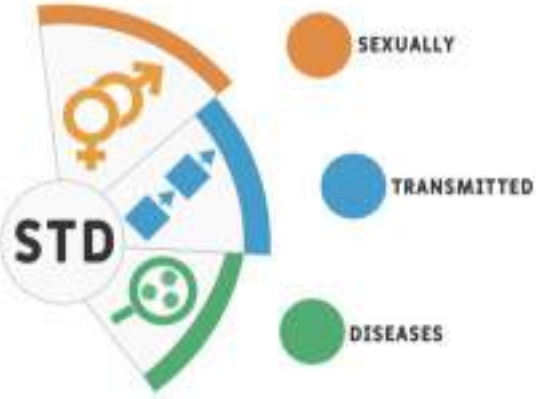
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Curriculum Connection
MWB7.2

The Truth About STIs and Protecting Yourself

Learning the Facts About STIs and Staying Safe

Sexually transmitted infections, or STIs, are infections that spread from one person to another through sexual contact. Some of the most common STIs among teens in Canada include chlamydia, gonorrhoea, and herpes. Learning the facts can help you make smart, safe, and healthy choices.



STIs are s[illegible]hrough vaginal, oral, or anal sex whe[illegible]already has the infection. Some[illegible]n also be spread throu[illegible]t. Many STIs do not show sy[illegible]ch[illegible]ans a person might not kno[illegible]one[illegible]why getting tested is importa[illegible]eciall[illegible]coming sexually active.

In Canada, chlamydia is the mos[illegible]TI among youth aged 15–24. In 2021, more than 150,000 cases of chl[illegible]were [illegible]across the country. Gonorrhoea is also increasing in teens [illegible]d young[illegible]ts. [illegible]infections can be treated with medicine, but only if people get t[illegible]nd s[illegible]rly.

Here are smart ways to protect yourself:

- Wait until you are ready and fully informed before h[illegible]x
- Always use a condom if you are sexually active
- Talk openly with your partner about testing and protection
- Never feel pressured into doing something you're not ready for
- Learn the facts from trusted sources, not rumours

It is also important to understand the role of consent. Consent means both people agree clearly and willingly to take part in any sexual activity. If someone feels unsure, scared, or pressured, it is not consent. Everyone has the right to say no at any time.

Some common myths about STIs are that they only affect certain people or that you can tell if someone has one by looking. These are false. The only way to know is through testing, and anyone can get an STI. Respect, protection, and honest communication are key to staying safe.

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True or False

Is the statement true or false?

1) STIs only affect adults, not teens.	True	False
2) Herpes can be spread through skin contact.	True	False
3) STIs are always easy to notice.	True	False
4) Chlamydia is common among youth aged 15–24.	True	False
5) Using condoms helps lower the risk of STIs.	True	False

Question

Answer the questions below.

1) What are STIs? How are they spread?

2)How do you know if someone has an STI?

PREVIEW

Word Search

Find the words in the wordsearch.

Chlamydia	Respect
Gonorrhoea	Condom
Herpes	Virus
Consent	Partner
Testing	Myths
Safety	Health

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

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Exit Cards

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

Name: _____ Mark

Is the statement true (T) or false (F)?

1) STIs only affect adults, not teens.	T / F
2) Herpes can be spread through skin contact.	T / F
3) Chlamydia is common among youth aged 15–24.	T / F
4) You can tell someone has an STI by looking.	T / F

Name: _____ Mark

Is the statement true (T) or false (F)?

1) STIs only affect adults, not teens.	T / F
2) Herpes can be spread through skin contact.	T / F
3) Chlamydia is common among youth aged 15–24.	T / F
4) You can tell someone has an STI by looking.	T / F

Name: _____ Mark

Is the statement true (T) or false (F)?

1) STIs only affect adults, not teens.	T / F
2) Herpes can be spread through skin contact.	T / F
3) Chlamydia is common among youth aged 15–24.	T / F
4) You can tell someone has an STI by looking.	T / F

Name: _____ Mark

Is the statement true (T) or false (F)?

1) STIs only affect adults, not teens.	T / F
2) Herpes can be spread through skin contact.	T / F
3) Chlamydia is common among youth aged 15–24.	T / F
4) You can tell someone has an STI by looking.	T / F

PREVIEW

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Name: _____ 84

Curriculum Connection
MWB7.3

Blog Post: You Online vs. You Offline: Digital Identity

By: Marcus J. | May 9, 2025 4-minute read

Have you ever looked at someone's social media and thought, "Wow, their life looks perfect"? You're not alone. But here's the truth: what we see online is often only a small part of someone's real life. The way people present themselves online is called their digital identity, and it doesn't always match who they are offline.

Many stud[illegible]ce filters, edit photos, and carefully choose what they post. While that's not alway[illegible]it can lead to pressure to appear "perfect." According to a 2022 MediaSm[illegible] 45% of Canadian teens feel worse about their bodies after seeing imag[illegible]t shows how online life can affect self-worth.

Likes and follow[illegible]nfl[illegible]ce how people feel about themselves. Some students check their po[illegible]see w[illegible]them. But those numbers don't define your value. It's more importa[illegible]ld re[illegible]s and be proud of who you are—both online and offline.

Your digital identity can also [illegible]ur [illegible]ls, sports teams, and even jobs sometimes look at social media t[illegible]ee h[illegible] That's why it's smart to think before you post and ask yourself, "Is th[illegible]al me?"

Being yourself, online means showing who you a[illegible] just [illegible]rs want you to be. Share your interests, hobbies, and values. You [illegible]eed t[illegible]e[illegible] you just need to be honest.

Written by: Marcus J

Comments:



Sienna W. (May 9, 2025)

This post is so real. I sometimes delete pictures if they don't get enough likes, but I know I shouldn't. Thanks for reminding me that online isn't everything.

Like Reply 8hr ago



Jayden L. (May 9, 2025)

I get your point, but I think editing photos is just creative fun. Not everyone uses filters to hide—some just like the style. It depends on how you use it.

Like Reply 4h ago

PREVIEW

Name: _____ 85

Curriculum Connection
MWB7.3

True or False

Is the statement true or false?

1) Digital identity means how we act online.	True	False
2) Everyone shows their full life on social media.	True	False
3) Filters and editing tools can change how we look.	True	False
4) Likes and followers always reflect real confidence.	True	False
5) Over 45% of Canadian teens feel pressure online.	True	False

Questions

Answer the questions below.

1) What digital [illegible] Describe your digital identity.

2) How can social media affect self-

PREVIEW

Questions

Circle the correct answer for each question.

1. What is digital identity?

A) Report card	B) Online self	C) Phone number

2. What affects self-worth?

A) Likes	B) Shoes	C) Weather

3. What helps build confidence?

A) Filters	B) Honesty	C) Followers

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Curriculum Connection
MWB7.3

The Influence of Media on Who We Think We Should Be

How Media Shapes How We See Ourselves

As you grow and explore who you are, the media around you can have a big impact. Media includes things like TV shows, YouTube videos, social media posts, ads, movies, and music. These messages often show us what we "should" look like, wear, or care about. But not everything we see reflects real life—or who we really are.

PREVIEW



Media a cers often show only the "best" s. Photos are edited, vide scripte any posts are created to get l pr ucts. According to a 2022 Me repo of Canadian teens say social influ hey see themselves, and 30 ange how they look because

When the same body types, styles, c ests a wn again and again, people might feel like they have to fit in to be ng. But g t trends that don't match who you are can make you feel confu left



Here are some ways media can affect identity:

- Making you feel pressure to look or act a certain w
- Showing limited examples of what is "cool" or "normal"
- Encouraging comparisons with others' looks or lives
- Promoting products that promise to "fix" how you look
- Hiding real diversity in race, body size, gender, and interests

It's important to ask questions like: "Is this real?" "Do I actually like this?" and "Am I doing this for me or for likes?" Your identity should come from your own values, passions, and personality—not from a trend or filter.

Critical thinking means looking at media carefully and deciding what fits your life. It's okay to enjoy trends, but you don't have to follow them to feel good about who you are. You are already enough just as you are.

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MWB7.3

Questions

Answer the questions below.

1) What is media and what does it include?

2) How can media influence someone's identity?

PREVIEW

Fill-in-the-Blanks

Fill [illegible] with the appropriate answer.

1) Media can include social [illegible]dia, _____.
2) Many influencers only show the _____ parts of their lives.
3) Using critical _____ helps peo[illegible] what believe online.
4) Some teens feel pressure to follow every new _____.
5) Your identity should be based on your own _____.

Best
TV
Values
[illegible]d
hinking

True or False

Is the statement true or false?

1) Social media can influence how teens see themselves.	True	False
2) All influencers are trying to sell something.	True	False
3) Most ads encourage confidence in who you already are.	True	False
4) Critical thinking helps you understand media better.	True	False
5) Trying to copy trends can feel confusing.	True	False

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Curriculum Connection
MWB7.3

Coping With Identity Confusion or Pressure

Understanding and Coping With Identity Confusion

During the teen years, many people start asking big questions like "Who am I?" or "Where do I fit in?" It's normal to feel confused or unsure as you start exploring your interests, beliefs, values, and personality. This is called identity development, and it happens differently for everyone. Some students feel pressure to fit in with certain groups or trends, while others may struggle with self-doubt when they feel different from others.



Feeling unsure is a sign that something is wrong. According to the Canadian Mental Health Association, 40% of youth say they feel pressure to be someone else, especially on social media platforms. These pressures can lead to feeling unconfident or to make choices that reflect who you really are.

To cope with these feelings, it's important to develop regulation tools—skills that help you manage your thoughts and emotions in healthy ways. This includes things like breathing exercises, journaling, or taking a break when you feel overwhelmed. Another helpful tool is positive self-talk, replacing negative thoughts with kind and true statements about yourself.

Here are five ways to handle identity confusion or pressure:

- Take time to reflect on what you truly enjoy
- Avoid comparing yourself to others online
- Talk to a trusted adult, friend, or school counsellor
- Use healthy coping tools like writing or drawing
- Remind yourself: "It's okay to not have all the answers yet"

Identity doesn't have to be figured out all at once. It's something that develops over time, through experiences and reflection. It's also okay to change—what matters most is that you are learning to understand and accept yourself as you grow. Being different is not a weakness; it's part of what makes you strong.

PREVIEW

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Curriculum Connection
MWB7.3

Questions

Answer the questions below.

1) What does identity confusion mean? Give an example.

2) Name [illegible] healthy coping strategies you could use when you're feeling overwhel[illegible]

PREVIEW

Word Search

Find the w[illegible] th[illegible]

Identity	Support
Pressure	Reflection
Values	Coping
Confusion	Growth
Emotion	Acceptance
Journal	Regulation



True or False

Is the statement true or false?

1) It is normal to question your identity.	True	False
2) Everyone figures out their identity at the same age.	True	False
3) Over 40% of youth feel pressured to change.	True	False
4) Emotional regulation means ignoring your feelings.	True	False
5) Positive self-talk means being kind to yourself.	True	False

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Curriculum Connection
MWB7.3 & MWB7.2

Four Corners : "What Do You Think?"

Objective What are we learning about?

To encourage students to reflect on personal identity, values, and experiences by exploring different perspectives through movement, discussion, and respectful listening. This activity helps build communication skills, confidence, and understa of self and others.

Materi you need for the activity?

- A list of q
- Labels for each B, C, D)



Instructions How will you mpl

1) Prepare the classroom by labelling eac er wi A, B, C, and D.
2) Explain to the students that you will read out q elat personal identity, values, and experiences, and each question ha
3) When you read a question, students will move to the corner tha esponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4) Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5) Repeat with different questions to reinforce their understanding of concepts.

PREVIEW

Name: _____ 99

Curriculum Connection
MWB7.3 & MWB7.2

Question	A	B	C	D
What most shapes your identity right now?	Friends	Social Media	Family	School
What do you do when you're stressed?	Talk to someone	Listen to music	Be alone	Exercise
What makes you feel most confident?	Achieving goals	Compliments	Being with friends	Expressing myself
Where do most like your	At home	Online	With friends	In nature
What identity most?	Peer pressure	Media influence	Expectations	School pressure
What helps you mentally healthy?		Hobbies	Time with loved ones	Being active
Which is hardest during puberty?	od ges	anges	Friend drama	Talking about it
What do you value most in a friend?	Loyalty	Kind	Honesty	Fun
What makes you feel most supported?	Being listened to	Encou	affect	Time together
What makes you feel disconnected from others?	Misunder-standings	Social media	rgu	left
What helps you reset your emotions?	Writing/ journaling	Music	Physical activity	Alone time
What influences your style or self-expression most?	Friends	Social media	Culture/ family	Mood
What is your biggest source of stress?	Schoolwork	Relationships	Social media	Expectations
What helps you set boundaries with others?	Being honest	Saying no	Asking for space	Talking to an adult
What reminds you to be proud of who you are?	Family support	Personal goals	Achievements	Identity/ culture

PREVIEW

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Name: _____ 100

Unit Test – Mental Well-Being Unit

Mark	Total
/ 10	/ 35

Multiple Choice /10

1) What is emotional balance about? a) Avoiding people b) Hiding feelings c) Managi[illegible]motions d) Acting[illegible]	2) Why does puberty affect mood? a) Brain changes b) Too much sleep c) Eating habits d) New hobbies
3) H[illegible]ss[illegible]ur body? a) Increases h[illegible] b) Improves me[illegible] c) Boosts growth d) Makes us tired	4) Which emotion change is common in puberty? a) Extreme joy b) Mood swings c) Hunger d) [illegible]ess
5) Which activity helps reduce stress? a) Yoga b) Video games c) Eating d) TV watching	[illegible]way to respect someone's boundaries? a) [illegible]hem b) [illegible] c) Force [illegible] d) Ask first
7) Why are endorphins helpful? a) Boosts mood b) Lowers weight c) Causes sweat d) Raises blood pressure	8) How do HIV and he[illegible]pread? a) Coughing b) Shaking hands c) Blood contact d) Sharing snacks
9) What is a sign of anxiety? a) Excitement b) Restlessness c) Happiness d) Calmness	10) What is critical thinking about media? a) Question images b) Copy them c) Like posts d) Skip ads

PREVIEW

Mark
/ 5

True or False

Is the statement true or false?

1) Good mental well-being helps you make better decisions.	True	False
2) Stress only affects your mood, not your physical health.	True	False
3) Everyone goes through puberty at the same age and speed.	True	False
4) Mood swings are a normal emotional change during puberty.	True	False
5) Identity can change during your teen years.	True	False

PREVIEW

Mark
/ 5

Matching

Match the word with the correct description.

Resilience	A strong emotional reaction that can change quickly
Endorphins	Skills for managing hard times
Mood Swings	Professionals who support mental health in schools
School Counsellor	Chemicals that boost your mood during exercise
Identity	How you see yourself and your role in the world

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Define What do the terms below mean?

Mark / 6

Term	Definition – What does it mean?
Endorphins	
Self-Esteem	
So… Wi…	

Short Answer A…e qu…low – Each question is worth 3 marks.

Mark / 9

1) What are two signs th… e m…eling anxious?

2) Why is setting personal boundaries important during …erty

3) Give an example of how media can shape how you see yourself.

PREVIEW

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Google Slides Lessons Preview

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BC Health Curriculum

Social & Community Health– Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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





Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

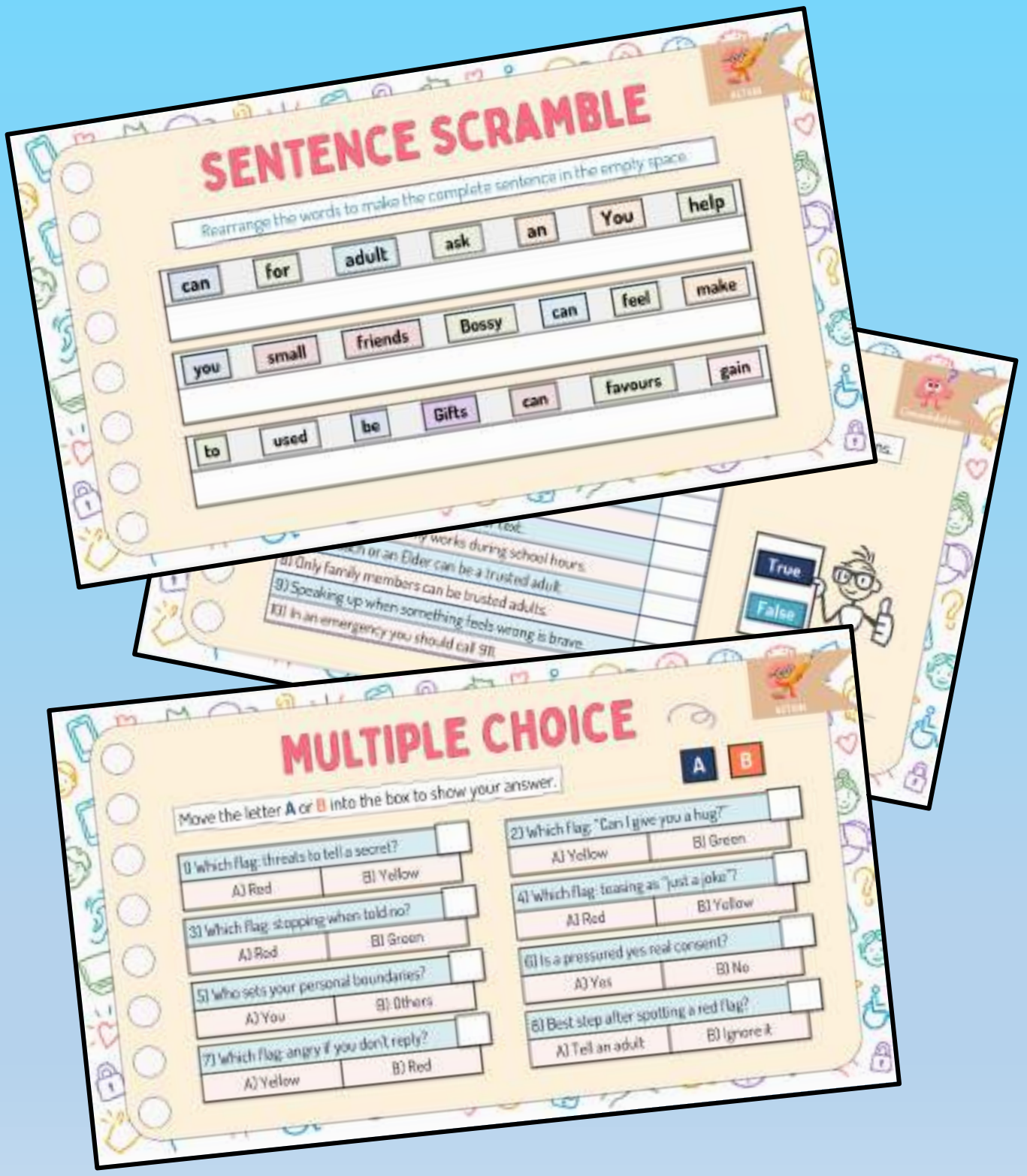
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



BC Health Curriculum

Social & Community Health– Grade 7



BC Health Curriculum

Social & Community Health– Grade 7



Workbook Preview

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BC Grade 7 – Health Unit

Social and Community Health

	Curricular Competencies – Elaborations	Pages
SCH7.1	Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations	6-38, 91-96
SCH7.		82, -96
SCH7.3	Describe and apply strategies for developing and maintaining healthy relationships • contribute to a culture of consent:	83-96

Preview of 70 pages from this product that contains 132 pages total.

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SOCIAL AND COMMUNITY HEALTH



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Name: _____ 6

Curriculum Connection
SCH7.1

Spotting Unsafe Online Situations

Understanding Online Dangers

Many people use the internet every day to talk to friends, play games, and do homework. But not every person online is safe. Sometimes, strangers pretend to be someone else to trick you. This can be very dangerous. They may try to get you[r] personal information or ask you to share pict[ures]. It's important to learn how to spot uns[afe] [situations] before they cause harm.



What Is [an] Unsafe [Online] Behavior?

Unsafe online [behavior] is [any] that puts you at risk when using the internet. This can include shar[ing] [your] real [address], phone number, school name, or pictures with someone you [don't] kn[ow]. [Some] online try to make friends quickly and ask personal questions. They [may] offer gift[s] [or] things to make you trust them. These are signs of online luring.

Here are examples of risky online beh[aviors] to a[void]:

- Talking to strangers, even if they seem nic[e]
- Sharing photos or videos with people you [never m]
- Clicking links from people you don't know
- Sending your name, age, or address to others
- Accepting gifts or money from strangers online

How to Stay Safe

You can stay safe online by setting strong boundaries. This means saying "no" to anything that makes you feel uncomfortable or unsafe. If someone you don't know messages you, don't reply. If they ask for pictures or personal info, tell a trusted adult right away. Use strong passwords and never share them with anyone besides a parent or guardian.

Remember, predators can use tricks like pretending to be your age or saying they know your friends. If something feels wrong or too good to be true, it probably is. Always talk to a teacher, parent, or trusted adult if you feel unsure.

Learning to spot online dangers helps keep you and your friends safe.

PREVIEW

Name: _____ 7

Curriculum Connection
SCH7.1

True or False

Is the statement true or false?

1) You should never share your home address online.	True	False
2) Online predators always tell you who they are.	True	False
3) Clicking unknown links can be very risky.	True	False
4) Passwords should only be shared with your friends.	True	False
5) Predators may pretend to be kids your age.	True	False

Questions

Answer the questions below.

1) What is unsafe behaviour?

2) Give two examples of private information you should not share.

PREVIEW

Matching

Draw a line from the terms to their corresponding description.

Online predator	Pretends to be friendly to gain trust
Private information	Asking for help from someone you trust
Online boundary	Full name, school, or home address
Luring behaviour	An unsafe person who targets others online
Telling an adult	A rule you set to stay safe online

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Name: _____ 8

Curriculum Connection
SCH7.1

Understanding Grooming and Exploitation

How Grooming and Exploitation Happen

Grooming is when someone tries to build trust with a child or teen in order to take advantage of them later. This can happen online or in real life. It often starts with kindness, attention, or special treatment. The person might give you gifts, tell secrets, or ask you to keep your relationship private. While it may seem friendly at first, grooming is a trick used by unsafe people to control or harm.



PREVIEW

What Grooming Can Look Like

Grooming does not always look dangerous. It can look like a friendship or caring adult. The person may slowly try to become your "favourite" and separate you from friends or family. They might say, "Don't tell anyone about this," or "Other people won't understand our friendship." These are warning signs. No healthy friendship or adult relationship should involve secrets or pressure.

Grooming can lead to exploitation. Exploitation means using someone for your own gain. The groomer may ask for photos, videos, or in-person meetings that make you feel uncomfortable. It's important to recognize these signs early.

Signs of Grooming to Watch For

Here are some common signs that grooming might be happening:

- Giving you gifts or money for no reason
- Asking you to keep secrets from your parents or teachers
- Complimenting you a lot and asking for photos
- Trying to spend time alone with you, online or in person
- Saying that other people "don't understand" your friendship
- Slowly making you depend on them for support or attention

Students your age should always feel safe in their relationships. If someone makes you feel confused, pressured, or uncomfortable, talk to a trusted adult right away. You have the right to be safe, respected, and protected—always.

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True or False

Is the statement true or false?

1) Grooming always looks scary or dangerous.	True	False
2) Grooming can happen both online and in person.	True	False
3) Receiving gifts for no reason is a red flag.	True	False
4) Predators may try to separate you from friends.	True	False
5) Asking for secret chats is a warning sign.	True	False

Questions

Answer the questions below.

1) What is groo

2) Name two ways someone might tr

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with the appropri

1) Grooming often starts with _____ or attention to build trust.
2) A person who asks you to keep _____ is showing a warning sign.
3) _____ means using someone unfairly for your own benefit.
4) A healthy relationship should never include _____ or control.
5) If something feels wrong, talk to a _____ adult right away.

Trusted
Pressure
Secrets
Kindness
Exploitation

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SCH7.1

Activity - "Red Flag, Yellow Flag" Sorting Cards

Objective

What are we learning about?

To help students recognize safe, concerning, and unsafe social behaviours by identifying red flags (unsafe), yellow flags (potential concerns), and green flags (safe/respectful). This activity builds awareness of coercion, manipulation, and healthy b ries.

Mate

you need for the activity?

- A set of p aviou with a short scenario on e
- Red, yellow, and g uctio r or folders for sorting
- A chart or board space fo ss



Instructions

How will you complete the act

1) Begin by reviewing what red, yellow, and gree ean i lonships or interactions.
2) Divide students into small groups of 3–4 and give each gro k of behaviour scenario cards.
3) Give each group three sorting areas: red (unsafe), yellow (mayb afe), and green (safe).
4) Students take turns reading each card aloud and discuss what flag it represents.
5) As a group, they sort the cards into the matching colour zone and explain their reasoning to each other.
6) After all cards are sorted, bring the class together and select a few cards to discuss as a group.
7) Ask questions like, "Why did your group choose yellow instead of red for this?"
8) Clarify tricky or confusing scenarios and guide students through key warning signs.
9) Provide each student with a reflection worksheet to complete individually.

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Reference | ✅ Sorting Card Table – Red, Yellow, and Green Flags

Red Flag (Unsafe)	Yellow Flag (Potential Concern)	Green Flag (Safe/Respectful)
Someone gives you a gift and says, "Don't tell anyone I gave this to you."	A friend teases you and says, "Don't be so sensitive, it's just a joke."	A classmate asks, "Can I sit with you?"
A peer asks for your password and won't stop until you say yes.	Someone keeps asking to hang out even after you've said no twice.	A friend checks in: "You seemed upset earlier. Want to talk?"
An older teen wants to hang out alone and asks you not to tell your parents.	A friend gets jealous when you spend time with someone else.	Someone stops immediately after you say, "That makes me uncomfortable."
Someone touches you even after you clearly said no.	A person in power sends very inappropriate messages to you and gets upset when you don't reply.	A friend says, "Thanks for telling me how you feel—I didn't realize that bothered you."
A peer threatens to reveal a secret if you don't do what they say.	Someone says something that feels off but laughs like it's a joke.	A classmate compliments you in a way that makes you feel confident and comfortable.
Someone messages you every night and gets angry when you don't reply.	A friend rolls their eyes when you say "no" to something.	Teacher: "You were distracted during class work—that's okay."
A person much older than you keeps inviting you to private spaces.	A peer asks to borrow something personal and acts hurt when you say no.	A student asks, "Is it okay if I give you a hug?"
Someone asks you to keep secrets from your family about your relationship.	A classmate always needs you to make decisions but gets mad when you don't.	A peer says, "Let me know if I ever cross your line."
A person pressures you to send pictures and won't take no for an answer.	A peer keeps calling you a nickname you don't like, even if they mean it as a joke.	A teacher gives students the option to share or pass during a discussion.

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Reference | ✅ Sorting Card Table – Red, Yellow, and Green Flags

Red Flag (Unsafe)	Yellow Flag (Potential Concern)	Green Flag (Safe/Respectful)

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Reflection Answer the questions below.

1) Which card was the easiest to sort? Why?

2) What is [illegible]d flag you learned to watch for?

3) How can you help [illegible]ehaviour?

PREVIEW

Word Scramble Unscramble the words from [illegible]ba

WORD BANK			
CONSENT	ASSERTIVENESS	PRONOUN	TOUCH
TRUST	PRIVACY	HEALTHY	CONFIDENTIAL
BOUNDARY	RESPECT	MANIPULATION	QUIET

NTAPCIMUNLAO		STPECRE	
STVESEARSSINE		YRBDUONA	
STCNEON		NIFDETAILNOC	

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What to Do When You Feel Unsafe

Knowing What to Do When You Feel Unsafe
Everyone feels uncomfortable or unsure sometimes. Maybe someone says something that bothers you, asks you to keep a secret, or makes you feel nervous. It's important to know that these feelings matter—and you are allowed to take action. When something feels wrong, it usually is. Trusting your feelings is the first step to staying safe.

Ways to [illegible] in the Moment
If some[illegible] you feel unsafe, it is okay to spea[illegible] to explain or argue. You can us[illegible]ort, cl[illegible]ces to show that you want the beh[illegible]p. T[illegible]are called verbal boundaries. Se[illegible]undar[illegible] that you respect yourself a[illegible]per[illegible]nect you too. Here are examples of [illegible]al bo[illegible]:



- "No."
- "I don't like that."
- "Please stop."
- "That makes me uncomfortable."
- "I don't want to talk about that."

If the person doesn't stop or you still feel unsafe, [illegible]. You[illegible]t have to stay in a situation that feels wrong.

When and How to Ask for Help
Asking for help is never a sign of weakness. It shows strength and h[illegible]y. A trusted adult is someone who listens, supports you, and takes your safety seriously. This might be a parent, teacher, coach, school counsellor, or neighbour.

Here are signs it's time to tell an adult:
- Someone asks you to keep a secret that feels wrong
- You feel nervous, scared, or uncomfortable after a conversation
- Someone won't stop even after you say "No"
- You are being pressured, tricked, or made to feel guilty

You deserve to feel safe in all places—at home, at school, online, and in your community. You can always talk to someone you trust.

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Curriculum Connection
SCH7.1

True or False

Is the statement true or false?

1) You must always explain why you feel unsafe.	True	False
2) Saying "No" is a strong and clear response.	True	False
3) It's okay to ask for help when unsure.	True	False
4) Only adults are allowed to set boundaries.	True	False
5) A trusted adult could be a teacher or coach.	True	False

Questio

Answer the questions below.

1) Wha es it n l unsafe?

2) Name two things you can say to s ndar

PREVIEW

Word Search

Find the words in the wordsearch.

Unsafe	Adult
Help	Comfortable
Boundary	Verbal
Trust	Respect
Secret	Walkaway
Stop	Support

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

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SCH7.1

Fact or Fiction – "Unsafe Situations"

Objective

What are we learning about?

To help students identify myths and truths about consent, personal safety, and boundaries. This game encourages critical thinking and builds confidence in recognizing and responding to unsafe or manipulative situations.

Material

What will you need for the activity?

- A [illegible] state[illegible]ut consent, personal safety, an[illegible]
- A 'Fact' sign [illegible] Fictio[illegible]istinguish the two sides of the [illegible]
- Designated areas in th[illegible]oo[illegible]e 'Fact' and 'Fiction' signs, a[illegible]wing students to move to either side



PREVIEW

Instructions

How will you complete the [illegible]?

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

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Fact or Fiction | Read the statements to the class.

#	Statement	Answer
1	You can say "no" at any time, even after you first said "yes."	Fact
2	If someone gives you a gift, you owe them something.	Fiction
3	If something feels wrong, you should trust that feeling.	Fact
4	Only [illegible] can set boundaries.	Fiction
5	[illegible] to leave a situation that feels unsafe.	Fact
6	If someone [illegible] you say "no," you should give in.	Fiction
7	Real friends [illegible].	Fact
8	If someone is older [illegible] what they say.	Fiction
9	It's okay to say "I'm not sure" if [illegible]	Fact
10	You should keep it a secret if someone asks you not to tell.	Fiction
11	You can ask a trusted adult for help at any time.	Fact
12	If you didn't say "no," it means you said "yes."	Fiction
13	People who care about you won't force or guilt you.	Fact
14	A joke that hurts someone's feelings is still a joke.	Fiction
15	Saying "stop" clearly is a way to set a boundary.	Fact
16	It's your fault if someone makes you uncomfortable.	Fiction
17	People sometimes test your boundaries to see how far they can go.	Fact
18	Only serious situations require asking for help.	Fiction
19	Knowing your rights helps keep you safe.	Fact
20	You should always stay quiet to avoid hurting someone's feelings.	Fiction

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Curriculum Connection
SCH7.1

Giving and Receiving Consent

Understanding What Consent Really Means

Consent means giving someone clear permission to do something. It must be given freely, without pressure or fear. Consent can be spoken with words like "Yes, that's okay," or shown through body language like a thumbs-up or a smile. But silence or not saying "no" does not mean someone is agreeing. Consent must be clear, and both people must feel safe and comfortable.



Consent is important in all kinds of relationships—not just romantic ones. This includes friendships, classmates, or teammates. For example, asking to borrow someone's phone, giving a hug, or sharing a private conversation should always include consent. You have the right to say no, and others must respect that.

What Consent Looks and Sounds Like

A true "yes" comes without pressure, fear, or guilt. A pressured "yes" is when someone says "okay" just to avoid trouble or make someone else happy. That is not real consent. You have the right to change your mind at any time, even after saying yes before. Consent must also be ongoing, which means it should be checked more than once if something continues.

Here are signs of clear consent:

- Saying "Yes, I'm okay with that."
- Smiling or nodding with comfort
- Asking permission before touching or using something
- Listening and stopping if someone says "No"
- Respecting when someone changes their mind

You should never feel bad for saying "no," even to a friend. And if someone doesn't ask for your permission or ignores your "no," that is not okay. It's also not okay to keep asking until someone gives in—that's pressure, not consent.

Learning how to give and ask for consent helps everyone feel respected and safe. Practicing consent every day builds trust and healthy friendships.

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SCH7.1

True or False

Is the statement true or false?

1) Consent must always be clear and not forced.	True	False
2) A pressured "yes" is still real consent.	True	False
3) Consent is only needed in romantic situations.	True	False
4) It's okay to keep asking until they say yes.	True	False
5) Nodding or smiling can show comfort and agreement.	True	False

Question

nswer the questions below.

1) What conse ample.

2) What is the difference betw a t ssured yes?

PREVIEW

Word Scramble

Unscramble the words from the word

WORD BANK			
CONSENT	COMMUNICATION	CONFIDENT	BOUNDARY
PRESSURED	AGREEMENT	COMFORTABLE	TRUSTWORTHY
TRUST	RESPECT	RECEIVE	GUIDANCE

DNUOBARY		OCMITNUCNAOMI	
TCEPSER		SRESPEURD	
NSETCNO		YTROHSWTRUT	

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SCH7.1

Story - What Is Abuse? Physical, Emotional, and Digital

Tyler was a quiet Grade 7 student who loved drawing comics and hanging out at the library. He usually kept to himself, but lately, something had changed. His friends noticed he flinched when someone raised their voice, and he was always checking his phone nervously.

One day, during health class, Ms. Patel taught a lesson on abuse. She explained that abuse isn't just about hitting. "There are five main types of abuse," she said. "Physical, emotional, sexual, and digital."



Tyler looked up. Ms. Patel continued, "Abuse is when someone uses power to control or harm another person. This can include hurting their body, calling them names, threatening them, or even using texts and social media to make them feel scared."

She shared some facts: One in three [illegible] youth say they've experienced emotional abuse. Around 20% of teens have reported being cyberbullied. Abuse can happen at home, in friendships, or online—and it is never the victim's fault.

Tyler thought about the texts he'd been getting from someone who used to be his friend. "If you don't do what I say, I'll post your drawings and make fun of them," one message read. Another said, "No one likes you but me, stop talking to people." Tyler realized this was digital and emotional abuse.

Ms. Patel reminded the class, "If someone makes you feel unsafe, scared, or controlled, talk to a trusted adult. Abuse is never okay."

After class, Tyler stayed behind. "Ms. Patel," he said quietly, "I think I'm being abused."

That day, Tyler got the help he needed. A counsellor spoke with him and helped him understand that he was brave for speaking up.

Tyler learned that no one deserves to be treated with fear—and that speaking up can be the first step to safety.

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Curriculum Connection
SCH7.1

True or False

Is the statement true or false?

1) Abuse always involves physical harm.	True	False
2) Emotional abuse can include name-calling and threats.	True	False
3) Cyberbullying is a form of digital abuse.	True	False
4) One in three Canadian youth face emotional abuse.	True	False
5) Victims are to blame for staying silent.	True	False

Question

Answer the questions below.

1) What are the f[illegible]f abuse?

2) What is emotional abuse?

PREVIEW

Cloze Test

Fill in the blanks with the correct words fro[illegible]

Tyler learned in health class that _____ can happen in different forms. It's not just physical. It can be _____, like name-calling, or _____, like threats over text. Abuse is always about power and _____, and it is never the victim's fault. Tyler was _____ when he asked for help.

Emotional

Abuse

Brave

Control

Digital

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SCH7.1

Recognizing Power Imbalances

What Is a Power Imbalance?

A power imbalance is when one person has more control or influence than another. This can happen because of age, popularity, money, size, or even social status. When someone has more power, it can make it harder for the other person to say no or feel safe. Power imbalances are often seen in situations where one person makes most of the decisions or controls what the other person does.



Power imbalances can be unsafe when it's used to pressure, harm, or control someone. It is important to learn how to recognize when this is happening, especially in friendships or early dating relationships.

Where Power Differences Can Show Up

Power imbalances aren't just seen in adults or leaders—they happen among kids and teens, too. For example, someone who is more popular may pressure a friend to go along with something they're not comfortable with. Someone who has more money or freedom might make another friend feel left out. These situations can lead to unfair treatment or even exploitation.

Examples of power imbalances include:

- An older teen pressuring a younger student to keep secrets
- A popular classmate controlling who someone is "allowed" to talk to
- A person using money or gifts to get favours or attention
- A dating partner who makes all the decisions or gets angry when told "no"
- Friends who say, "If you don't do this, I won't hang out with you"

Why It Matters

Recognizing power imbalance helps prevent unsafe situations. People who exploit others often use their power to make the other person feel small or unsure. Knowing how to speak up, set boundaries, and ask for help is key to staying safe. Everyone deserves respect, and no one should ever feel forced to do something because someone else has more power.

PREVIEW

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SCH7.1

True or False

Is the statement true or false?

1) Power imbalances only happen between adults.	True	False
2) A friend who controls you is showing imbalance.	True	False
3) Popularity can create a power difference.	True	False
4) Power differences can happen in dating relationships.	True	False
5) Control[illegible] behaviour is a warning sign.	True	False

Questio[illegible]

[illegible]wer the questions below.

1) What is a p[illegible]ice [illegible]ovide an example.

2) What are signs of an unhealthy po[illegible] dynam[illegible]

PREVIEW

Word Search

Find the words in the wordsearch.

Power	Friendship
Control	Popular
Respect	Influence
Pressure	Decision
Consent	Unfair
Safety	Boundary

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

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SCH7.1

Role Play: "Setting Boundaries in Real Life"

Objective

What are we learning about?

To help students practise identifying uncomfortable situations and use assertive, respectful language to set personal boundaries. This activity supports social-emotional learning and builds confidence in real-life communication.

Materials

What will you need for the activity?

- Boundary sentence starters (printed or written on slips of paper)
- Scenario cards (teacher-made or your own)
- Chart paper or board space for sharing ideas)



Instructions

How will you complete the activity?

1) Divide the class into small groups of 3–4 students.
2) Give each group 1–2 boundary sentence starters. Please don't call me that," "I need some space right now," "I don't want to talk about this."
3) Either assign each group a boundary situation or let them choose their own. Examples include: being asked for a password, being teased, receiving unwanted texts.
4) Ask groups to create a short role play where one person has to set a boundary using one of the sentence starters.
5) Remind them that all responses should be respectful, not aggressive.
6) Give groups 10–15 minutes to rehearse their short skits.
7) Groups take turns performing their scenes for the class.
8) After each role play, ask the class: Did the person set a clear boundary? Was it respectful? How could it be improved?
9) Encourage students to take note of good examples of body language, tone, and word choices.
10) Have students complete the reflection and drawing tasks to connect learning to their personal experiences.

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SCH7.1

Sentence Starters | Use the sentence starters in your performances

Boundary Sentence Starters
"I'm not comfortable with that."
"Please don't do that again."
"I need [illegible] stop."
"I d[illegible]ny."
"I'd rather [illegible] priva[illegible]"
"I don't want to shar[illegible]"
"Please don't touch me like tha[illegible]"
"I need some space right now."
"I'm not okay with that kind of joke."
"I don't feel safe doing that."
"I've asked you before, and I'm asking again—please stop."
"It's not okay to pressure me like that."
"That makes me uncomfortable. Please stop."
"I decide who sees my stuff, not you."
"No thanks, I'd rather not."

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SCH7.1

Scripts | Scenarios

Scenario	Description
Texting Too Late	A classmate keeps messaging you after 10 p.m., even when you're trying to sleep. You've mentioned before that you don't like late-night texts, but they continue to send messages, expecting replies. You feel tired and disrespected.
Unwanted Teasing	keeps making jokes about your clothes or the u speak. They say they're just but you don't like the attention or h feel in front of others.
Sharing Passwords	A peer at school k g fo phone or social media password and friendship. They pressure "Real friends don't hide things. comfortable sharing it.
Being Left Out	A group of classmates is planning a fun event and keeps talking about it loudly near you. You were never invited, and it feels like they want you to feel excluded. You're unsure whether to say something or stay quiet.

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SCH7.1

Scripts | Scenarios

Physical Boundaries	A classmate hugs you or touches your shoulder every time they say hi or goodbye. Even though they're being friendly, it makes you feel uncomfortable, but you're nervous to ask them to stop.
Consistent Int	During group work, one student constantly talks over everyone else and takes control of the project. You feel like your ideas aren't being heard or respected, and the group isn't working as a
Sharing Private Info	u to something personal, and now they ing it others at school. You trust em to k t p e, but they say it's "not a big de urts ings and breaks your trust.
Pressure to Hang Out	You're invited to hang out after e tired or just not feeling up to it. e p keeps texting and insisting, making you fee tty for saying no.
Copying Homework	A classmate regularly asks to copy your homework before class. They say, "I'll fail if you don't help me." You feel uncomfortable and pressured, even though you don't want to share your answers.

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SCH7.1

Two Stars And A Wish

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

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

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SCH7.1

Rubric – "Setting Boundaries in Real Life"

Criteria	1 – Needs Improvement	2 – Satisfactory	3 – Good	4 – Excellent
Boundary Statement	Boundary is missing, vague, or disrespectful	Boundary is present but unclear or passive	Boundary is mostly clear and respectful	Boundary is clear, respectful, and confidently delivered
Assert… Lan… b…	…ses passive …ressive …one …e	Uses some assertive language but lacks clarity or respect	Mostly uses assertive, respectful language with appropriate tone	Consistently uses assertive, respectful language with strong tone
Team Collaboration	…ly parti… …u… suppo… group members	…tes som… nev… coo…	Actively contributes; most group members work …l together	Fully engaged; all group members collaborate and support each other
Scenario Realism	Scenario is unrealistic or confusing	Sc…o is somewhat realistic bu… lacks connection to real life	Scen… mos… …l …ar…	Scenario is very realistic, relatable, and …appropriate

PREVIEW

Teacher Comments	Mark
_____ _____ _____ _____	

Student Reflection – How did you do on this assignment? What could you do better?

_____
_____
_____
_____

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SCH7.1

Human Trafficking and Exploitation Awareness

Understanding Human Trafficking and Exploitation

Human trafficking is when someone is tricked, forced, or controlled to do work or other activities against their will. It is a serious crime that happens in Canada and around the world. Some people believe trafficking only happens in faraway places, but 93% of victims in Canada are Canadian-born, and many are youth under the age of 25.

Trafficker[illegible]ricks and manipulation to gain control. They often target young people b[illegible]gifts, money, or attention. These offers can seem kind at first, but they [illegible]uild trust and control. Some traffickers use social media to find y[illegible] pretend[illegible] friendly or even romantic.

PREVIEW

How Traffickers [illegible]outh

Traffickers may no[illegible] da[illegible] can seem like friends, adult[illegible] class[illegible] They try to build fast relat[illegible]an[illegible] isolate the person from their f[illegible]nds. Trafficking is not just about kidnappi[illegible] often happens through lies and pressure.



Common lures traffickers use:

- Promises of money or a job
- Free gifts, rides, or phone plans
- Saying "I love you" after only a few days
- Asking for private photos or information
- Trying to meet in secret or telling you to keep things quiet

Staying Safe and Getting Help

If someone makes you feel uncomfortable, pressured, or scared, it's important to talk to a trusted adult. Every province in Canada has school staff, counsellors, and helplines that can help. You can also report unsafe situations anonymously.

Important fact: You are never to blame if someone tries to trick or control you. Recognizing the signs early and knowing where to go for help is how we protect ourselves and each other. Talking about human trafficking helps stop it from happening.

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SCH7.1

True or False

Is the statement true or false?

1) Most human trafficking victims in Canada are from Canada.	True	False
2) Traffickers often look scary and dangerous.	True	False
3) Traffickers may build fast relationships to gain trust.	True	False
4) Being offered free gifts can be a warning sign.	True	False
5) Traffickers might pretend to be a boyfriend or girlfriend.	True	False

Question

Answer the questions below.

1) What is human [illegible]?

2) What kind of tricks do traffickers [illegible]?

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with the appropriate [illegible]

1) Human _____ is when someone is tricked or forced to do something.

2) Traffickers often use _____ or gifts to build trust.

3) Social _____ is sometimes used to contact youth secretly.

4) Victims are never to _____ for being targeted.

5) A trusted _____ can help if you feel unsafe.

Media
Trafficking
Adult
Blame
Money

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What Are Stereotypes and Where Do They Come From?

Understanding Stereotypes and Their Impact

Stereotypes are ideas or beliefs about people that are too simple and often untrue. They group people together and label them based on things like gender, culture, appearance, or ability. A stereotype might say, "All boys like sports" or "Girls aren't good at math." These kinds of beliefs are unfair and don't let people be their full selves.

Stereoty[illegible]lead to discrimination, which means treating someone unfairly just bec[illegible]hey are. This can hurt feelings, lower confidence, and even caus[illegible]d differently at school or in society. It's important to unde[illegible]d that [illegible]ple in a group are the same—everyone is unique.

PREVIEW

Where Stereoty[illegible]me Fr[illegible]

Stereotypes don't [illegible] usually come from thin[illegible]hear see over and over again. M[illegible] movies, video games, and even jokes help spread stereotypes without us[illegible]ng it. Sometimes, even school culture (like how teachers or classmates act) can send mess[illegible] about what is "normal" or "expected."



Examples of common stereotypes include:

- Boys should be strong and never cry
- Girls should be quiet and kind
- People with disabilities can't do things on their own
- Certain cultures always act or dress a certain way
- Someone's clothing or hairstyle tells you everything about them

Why It Matters

According to research from Statistics Canada, over 1 in 4 youth say they've been treated unfairly because of their appearance or background. Stereotypes stop people from being accepted for who they truly are. When we recognize and challenge stereotypes, we help build a more fair and respectful community. Instead of making assumptions, it's better to ask, listen, and learn about each person as an individual.

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True or False

Is the statement true or false?

1) Stereotypes are not based on facts.	True	False
2) All girls are expected to be quiet.	True	False
3) Assumptions are the same as getting to know someone.	True	False
4) Stereotypes make it easier to understand people.	True	False
5) Assumptions are the same as getting to know someone.	True	False

Question

nswer the questions below.

1) What a ster e an example.

2) What can stereotypes do to some elf-co ce?

PREVIEW

Matching

Draw a line from the terms to their corresponding iption.

Stereotype	Treating someone unfairly because of who they are
Media	The messages and habits seen in a school
Discrimination	Accepting people for who they really are
School culture	Judging someone based only on one label
Respect	TV, movies, and games that can spread ideas

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Exit Cards

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

Name: _____ Mark

Is the statement true or false?

1) Statistics show youth face unfair treatment often.	T / F
2) Reflecting on stereotypes helps stop them.	T / F
3) People are too different for stereotypes to be fair.	T / F
4) Stereotypes only happen to adults.	T / F

Name: _____ Mark

Is the statement true or false?

1) Statistics show youth face unfair treatment often.	T / F
2) Reflecting on stereotypes helps stop them.	T / F
3) People are too different for stereotypes to be fair.	T / F
4) Stereotypes only happen to adults.	T / F

Name: _____ Mark

Is the statement true or false?

1) Statistics show youth face unfair treatment often.	T / F
2) Reflecting on stereotypes helps stop them.	T / F
3) People are too different for stereotypes to be fair.	T / F
4) Stereotypes only happen to adults.	T / F

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Activity – "Stereotype Swap" Sentence Starters

Objective

What are we learning about?

To help students identify stereotypes and practise rewriting them into inclusive and respectful messages. This activity builds critical thinking skills and supports respectful communication while challenging bias and assumptions.

Materials

What will you need for the activity?

- Prewritten sentence strips or cards (10–15 examples)
- Worksheet with
- Markers or pencils
- Chart paper or board for



Instructions

How will you complete the activity?

1) Begin with a short class discussion about what stereotypes are and why they can be harmful.
2) Share a few common stereotype examples (e.g., "Boys don't cry" or "Girls aren't good at math").
3) Hand out one stereotype sentence card or strip to each student or small group.
4) Ask students to read the sentence and think critically about why it is unfair or untrue.
5) Students rewrite the sentence in a way that promotes respect and inclusivity (e.g., "Everyone feels emotions, and it's okay to cry").
6) Once complete, students can decorate or highlight their new sentence to make it stand out.
7) Invite students to share their swaps with the class and discuss the impact of the change in language.
8) Create a "Wall of Respect" by posting the inclusive messages around the classroom.
9) Give each student the reflection worksheet to complete individually.

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Reference | ✅ Prewritten Stereotype Sentence Strips

Theme	Stereotype Sentence
Gender Stereotypes	Boys don't cry.
	Girls aren't good at sports.
	Boys are always tough and strong.
	Girls should always be kind and quiet.
	Only boys like video games.
	y girls play with dolls.
School & Ability	ar t good at math.
	oys d reading.
	can't be smart.
	leader.
	st students.
	Boys are bett science
Disability Stereotypes	People with disabiliti ys n
	People with disabilities
	You can tell someone has a dis st them.
	Kids with disabilities can't be independen
Cultural & Racial	All people from the same culture act the same ay.
	People who speak with an accent aren't smart.
	Certain groups are always good at music or dancing.
	People with different skin colours can't be friends.
Appearance & Identity	People with short hair are always boys.
	Wearing pink means you're girly.
	Tall people are always good at basketball.
	Boys shouldn't wear makeup or jewellery.

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Reference Example stereotype rewrite sentences

Stereotype Sentence	Inclusive Rewrite
Boys don't cry.	Everyone feels emotions, and it's okay to cry.
[illegible] at math.	Anyone can be good at math, no matter their gender.
People with [illegible]	People with disabilities can be strong athletes too.
Only boys like video games.	Anyone can enjoy video games if they like them.
Tall people are always good at basketball.	Height doesn't decide [illegible]—practice [illegible]
Quiet kids can't be leaders.	Leadership comes in many forms—even quiet voices matter.
Wearing pink means you're girly.	Colours don't belong to any gender—they're for everyone.
People who speak with accents aren't smart.	Accents show language skills—they don't define intelligence.

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Planning | 💪 Sentence Rewrite Sheet

Part	Student Response Area
1. Original Stereotype	
2. Why is this sentence unfair/untrue?	
3. My Inclusive Rewrite	
4. What message does your new sentence share?	
5. How will you decorate your sheet?	

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Reflection

Answer the questions below.

1) What stereotype did you work with?

2) How d… …ewrite the sentence to make it more inclusive?

3) Why is it important t… …p whe… …hear biased language?

PREVIEW

Word Search

Find the words in the wordsearch.

Stereotype	Bias
Inclusion	Culture
Respect	Kindness
Equality	Diversity
Empathy	Belonging
Identity	Fairness

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

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Understanding Discrimination

What Discrimination Really Means

Discrimination is when someone is treated unfairly because of who they are. This could be because of their race, religion, ability, gender identity, or sexual orientation. Discrimination is different from bullying. Bullying can happen for many reasons, but discrimination is about unfair treatment linked to a person's identity—something they cannot or should not have to change.



In Canada, discrimination is against the law. The Canadian Human Rights Act says that all people should be treated equally and with respect. Sadly, discrimination still happens in schools, communities, and online. A 2022 report from Statistics Canada found that over 40% of racialized Canadians experienced discrimination regularly.

Common Examples of Discrimination

Discrimination doesn't always look obvious. It can be direct, like calling someone a hurtful name, or indirect, like leaving someone out because they are different. It's important to learn how to spot it and speak up.

Examples of discrimination include:

- Not letting someone join a group because of their religion
- Making jokes about someone's cultural background
- Refusing to use someone's correct pronouns or name
- Assuming someone can't do something because of a disability
- Treating someone unfairly because of how they look or dress

Why Inclusion and Respect Matter

Everyone deserves to feel safe and included at school and in their community. Inclusion means making sure everyone feels welcome, no matter their background or identity. Respect means listening, being kind, and treating others the way you want to be treated.

Schools that focus on inclusion have better learning environments. Students feel more confident, and friendships are stronger. When we understand discrimination, we can help stop it by standing up for others, learning about different people, and creating spaces where everyone belongs.

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True or False

Is the statement true or false?

1) Discrimination is always the same as bullying.	True	False
2) Discrimination is about unfair treatment based on identity.	True	False
3) Discrimination can happen because of race or gender.	True	False
4) The Canadian Human Rights Act protects all people.	True	False
5) Inclusion means making sure everyone feels welcome.	True	False

Questio

Answer the questions below.

1) Wha discri ive an example.

2) What does the Canadian H Ri

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Visualizing

Draw what you were picturing while you were readin ure.

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Role Play: "Responding to Discrimination and Stereotyping"

Objective

What are we learning about?

To help students recognize and respond respectfully to real-life examples of discrimination, bias, and stereotyping. Through role play, students will practise standing up for others and using strategies like checking in, speaking out, or seeking support.

Materials

What will you need for the activity?

- Scenario cards (examples of discriminatory or biased comments)
- Strategy prompt cards
- Chart paper or whiteboard (for class discussion)



Instructions

How will you complete the activity?

1) Divide the class into small groups of 3–4 students.
2) Give each group a scenario card that describes a situation, such as a joke about someone's accent or assumptions based on culture.
3) Give the group a strategy prompt card or let them choose how they want to respond.
4) Have students create a short role play showing the scenario and a respectful response.
5) Remind students to act in ways that are safe, calm, and respectful—not aggressive or mean.
6) Give them 10–15 minutes to plan and rehearse their role play.
7) Each group presents their role play to the class.
8) After each performance, invite a brief class discussion: What was the stereotype or bias? Was the response respectful? Could there be other ways to respond?
9) Encourage students to reflect on how they might respond in a similar real-life situation.
10) Students complete their reflection questions and drawing activities as part of their learning.

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Scripts | Scenarios

Scenario	Description
Ac[illegible]t Joke	During a group activity, one student mimics another student's accent in a joking way. Others laugh, but the student being mocked goes quiet and looks uncomfortable. No one steps in to stop the joke or support the student. The group continues working as if nothing happened.
Gender Stereotype in Gym Class	[illegible] boy says, "Girls shouldn't be team [illegible]use they're not strong enough." Some [illegible] say nothing. One girl looks upset [illegible] The teacher doesn't hear the comm[illegible] gro[illegible]ft to decide what to do next.
Name Mispronunciation	A classmate or teacher [illegible]dly [illegible]nces a student's name, even afte[illegible]ein[illegible] than once. The student seems e[illegible] doesn't correct them again. Other stu[illegible]otice but aren't sure if they should speak up. [illegible]e mistake keeps happening in front of the whole class.
Assumptions About Religion	A student finds out a classmate doesn't celebrate Christmas and loudly says, "That's weird—how can you not celebrate Christmas?" Some classmates laugh, while the student being questioned looks down and says nothing. The conversation moves on without anyone addressing the comment.

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Scripts	Scenarios
Body Shaming Comment	At lunch, someone says to a peer, "You eat way too much" or "You're too skinny—you should eat more." The comment is meant to be funny, but the student looks hurt. A few others awkwardly laugh or avoid looking at the person who was targeted.
Racial Stereotype Cla	During math class, a student says, "Of course you're good at math—you're Asian." Although it's said as a compliment, the comment makes the student feel uncomfortable and singled out. No one addresses it, and keeps working as if nothing happened.
Disrespecting Someone's Pronouns	A student uses "they/them" pronouns, but another student using "he" or "she" on purpose. They smirk and say not used to it." The student being misgendered looks upset, and others in the group are unsure how to react if they should say something.
Mocking a Disability	A student imitates how another student with a physical disability moves or speaks in a joking way to get laughs from their friends. The student being mocked hears it and leaves the area. Most students don't say anything out loud, even though they know it was wrong.
Cultural Clothing Comment	On a cultural dress-up day, a student wears traditional clothing from their culture. Another student says, "That outfit looks like a costume" or "That's weird." The student wearing the clothing looks uncomfortable and tries to change the subject. No one steps in to correct the hurtful comment.

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My Role	Draw a picture of your role during the role-play and write a paragraph about what you did.



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Rubric – "Responding to Discrimination and Stereotyping"

Criteria	1 – Needs Improvement	2 – Okay	3 – Good	4 – Excellent
Understanding of Issue	Doesn't show the bias clearly	Shows some understanding	Explains the issue clearly	Fully explains the bias and its impact
Respe… Res…	Response is …nclear or …ind	Somewhat respectful or unclear	Mostly clear and respectful	Clear, strong, and respectful response
Team Participation	R… help… grou…	…lped a bit	Helped and worked well with others	Supported group and worked as a team
Speaking and Expression	Hard to hear … not clear	S… …dent	Spoke clearly …d used some …xpression	Very clear, confident, and expressive
Use of Strategy	No clear strategy used	Strategy … but not fully shown	S… …rly	Strategy used effectively and thoughtfully

PREVIEW

Teacher Comments	Mark
_____ _____ _____ _____	

Student Reflection – How did you do on this assignment? What could you do better?

_____

_____

_____

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Story: When Words Hurt: Language and Microaggressions

Mila had always loved school, especially lunchtime when she could hang out with her friends. One day, she opened her lunchbox and smiled at the warm injera her mom had packed. But as she sat down, someone at her table wrinkled their nose.

"Ew, what's that smell?" someone whispered loudly.
Another classmate added, "That looks weird. Why can't you bring normal food?"

Everyone l , Mila tried to smile, but her face turned r r hands shook as she slowly closed her l e granola bar instead.



Later that da ass, acher introduced the topic of mic ssions e comments or actions that may se mal rt someone because they're based o ypes," lained. "Sometimes they're meant bu make them okay."

The teacher shared a fact: More than 60% of Can stu ay they've heard or experienced microaggressions at school.

Mila raised her hand. "Does it count if someone mak our f "Yes," the teacher replied. "Comments about culture, nam ide ven when said casually—can cause emotional harm. These are micro ney add up over time."

Mila's class learned that saying things like "You speak English so well" or "You don't look autistic" might sound like compliments but actually send the message that someone is different in a bad way. These words reinforce stereotypes and make others feel like they don't belong.

The next day, one of the kids from lunch walked over to Mila. "Hey, I'm sorry about what I said yesterday. I didn't mean to be rude. Your food looked really cool."
Mila smiled. "Thanks. Want to try some tomorrow?"

That day, Mila didn't just feel seen—she felt respected. And her classmates began to think more carefully about the words they used.

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Questions

Answer the questions below.

1) What is a microaggression? Give an example.

2) What s[illegible]ype was shown in the story?

PREVIEW

Draw

Create a p[illegible]t say[illegible] Matter" with 3 examples around it.

True or False

Is the statement true or false?

1) Words should never make someone feel excluded.	True	False
2) Critical thinking means questioning what we hear and speak.	True	False
3) Mila's lunch included traditional Canadian food.	True	False
4) Calling someone "weird" can be a microaggression.	True	False
5) Joking about someone's background is never hurtful.	True	False

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Activity – "Rewind the Moment" Rewrite Activity

Objective

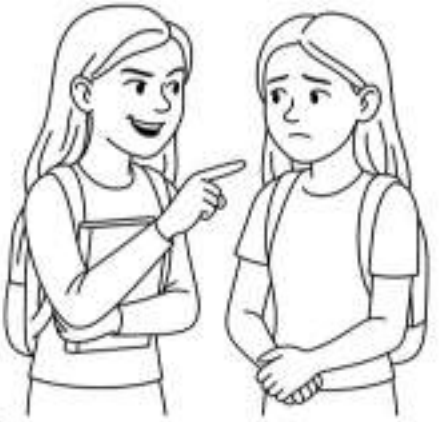
What are we learning about?

To help students practise identifying bullying or discriminatory behaviour and rewrite those moments using respectful and inclusive language. This builds awareness of microaggressions and encourages positive communication strategies.

Materials

What will you need for the activity?

- Printed scenario cards (with short examples of bullying or biased comments)
- Worksheet with space for respectful rewrite and reflection
- Markers or pencils



Instructions

How will you complete the activity?

1) Begin by reviewing the difference between conflict, discrimination or bullying.
2) Explain what microaggressions are—small comments or actions that may seem minor but are hurtful or based on stereotypes.
3) Distribute one scenario strip to each student or small group. Each contains short examples of bullying, exclusion, or stereotypes (e.g., "You don't look Canadian" or "Girls can't play on our team").
4) Ask students to read the scenario and think about what was wrong or disrespectful in the moment.
5) On their worksheet, students rewrite the moment in a way that is respectful, kind, or inclusive.
6) Students can include dialogue, actions, or bystander intervention in their rewrite.
7) Once rewrites are complete, invite volunteers to share their versions with the class.
8) Discuss how different respectful responses can change the outcome.
9) Have students' complete reflection questions about what they learned and how they felt doing the activity.

PREVIEW

Reference | ✅ Respectful Sentence Starters Table

Purpose	Sentence Starters
Apologizing	I'm sorry, that wasn't kind.
	I didn't mean to hurt you.
	That came out wrong—what I meant was...
Including	Want to join us?
	deserves a chance to play.
	ere.
Challenging Stereotypes	That's for ne.
	Actually, any be t.
	Let's not assume bas meo ckground.
Showing Empathy	I can see how that might be hurt
	Thanks for telling me how you feel.
	That wasn't fair—are you okay?
Encouraging Respect	Let's talk to people kindly.
	It's better to ask respectfully.
	Let's not joke about that—it could hurt someone.

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Reference ▼ Scenario Strips (Examples of Harmful or Unkind Language)

#	Scenario (Microaggression, Exclusion, or Stereotype)
1	"You don't look Canadian."
2	"Girls can't play on our team."
3	"You weird."
4	"Yo uiet to be a leader."
5	li ."
6	"Yo re not sit ere."
7	"You prob ebrate lidays."
8	"Why do you at ?"
9	"You're too fat to do g cs."
10	"You're not good at English bec your ."
11	"You can't be smart—you're in th class."
12	"You're too brown to be Elsa."
13	"That's a boy's job."
14	"You're too short to be on stage."
15	"Your skin is too dark to wear that colour."
16	"You're always angry—must be your background."
17	"That's not a real family."
18	"Boys don't cry."
19	"Why do you wear that on your head?"
20	"Ew, what's wrong with your face?"
21	"You don't belong in this club."
22	"Your name is too hard to say."
23	"You're not allowed in our group."

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Reference | ✅ Example Rewrite Sentences

Hurtful Scenario	Respectful Rewrite
"You don't look Canadian."	"Canada is full of people from many backgrounds—everyone belongs."
"[illegible] our team."	"Everyone should have a chance to play if they want to."
"You [illegible] weird."	"I've never heard that accent before—where is it from?"
"You're too quiet to be a leader."	"Good [illegible]ers can listen and speak in [illegible]rent ways."
"You throw like a girl."	"Ever[illegible] sport[illegible]rently—and [illegible]s o[illegible]"
"Why do you eat that?"	"That looks interes[illegible]ng[illegible]s it?"
"Your name is too hard to say."	"Can you teach me how to say your name correctly?"
"That's not a real family."	"Families come in all shapes and sizes."
"You don't belong in this group."	"Want to join us? Everyone is welcome."

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Reflection Answer the questions below.

1) What was the scenario you were given?

2) Why w... riginal moment harmful or disrespectful?

3) What difference wou... rsio... r the person being targeted?

PREVIEW

Word Search Find the words in the wordsearch.

Microaggression	Rewrite
Inclusion	Fairness
Respect	Kindness
Apology	Bystander
Empathy	Belonging
Communication	Identity

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

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Blog Post: Standing Up Without Escalating

By Kayla Thompson | Posted: May 27, 2025 *4-minute read*

Have you ever seen someone being treated unfairly and weren't sure what to do? Maybe it was a rude joke, or someone was picked on because of how they looked or spoke. It can be tough to speak up, but you don't have to yell or start a fight to make a difference.

This is called standing up without escalating. It means responding to bullying or discrimina[illegible] a calm, respectful way. Saying something like "That's not okay," or "I don't agree wit[illegible]n show you care without making things worse. Staying calm can actuall[illegible]tuation faster.

Resea[illegible]om PR[illegible]moting Relationships and Eliminating Violence Network) shows that 75%[illegible]thin 10 seconds when someone speaks up. That's proof that one perso[illegible]an he[illegible]e what's happening. When you speak up, you show leadership and ma[illegible]r sch[illegible]ace for everyone.

If you don't feel safe spea[illegible]the n[illegible]'s okay to wait and support the person later or talk to a trusted adult[illegible]. You don't[illegible]ud or confrontational to stand up for someone. What matters is that you t[illegible]etter. Everyone deserves to feel included and respected at school, [illegible]r voic[illegible]make that happen.

By Kayla Thompson

Comments:



EmmaDancer22 (May 27, 2025):

I really liked this post! Once, a classmate made fun of s[illegible]t, and I said, "That's not funny." It felt awkward at first, but then a few[illegible] agreed and the person backed off. This blog helped me realize that c[illegible]words really can work.

Like Reply 7h ago



HockeyGuy57 (May 27, 2025):

I'm not sure I agree. A 2023 Canadian survey showed that 33% of students who tried ignoring bullying said it continued or got worse. I think sometimes walking away doesn't work, and it's better to get a teacher involved right away.

Like Reply 5h ago

PREVIEW

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Multiple Choice

Circle the correct answer based on the article.

1. What does it mean to escalate a situation?

a) Make it worse b) Stay calm c) Ask politely

2. What is a calm way to speak up?

a) "That's ay." b) "You better stop!" c) "I'm done with you!"

3. W ut bullying stopping in 10 seconds?

a) PREVNet lp Phone c) CBC News

4. When should you ge nvol

a) If someone laughs you c) If it's about homework

5. What does "advocate" mean?

a) Tease someone b) Ignore the problem Stand s someone

PREVIEW

Questions

Answer the questions below.

1) What are two phrases you can use to respond to bullying?

2) How does respectful disagreement help build a better school?

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Exit Cards

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

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Walking away is one safe way to respond.	T / F
2) Standing up is part of being a good friend.	T / F
3) It's better to laugh along to avoid conflict.	T / F
4) Speaking up should always be aggressive.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Walking away is one safe way to respond.	T / F
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3) It's better to laugh along to avoid conflict.	T / F
4) Speaking up should always be aggressive.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

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4) Speaking up should always be aggressive.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Walking away is one safe way to respond.	T / F
2) Standing up is part of being a good friend.	T / F
3) It's better to laugh along to avoid conflict.	T / F
4) Speaking up should always be aggressive.	T / F

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Story - How to Be an Active Bystander



It was the middle of lunch when Aisha heard the teasing start again. Ethan, a new student, was sitting alone, and a group of kids walked by making fun of his clothes. "Hey thrift store!" one of them shouted. The others laughed as they walked off. Aisha froze. She had seen this happen be[illegible], but she never knew what to do.

That day [illegible]s, Mr. Reid introduced the t[illegible] bystander. "A bystan[illegible]s some[illegible]ees something wrong happenin[illegible] Bu[illegible]ere's a big difference between a silent bystander and an active one[illegible] silen[illegible]rm continues."

He showed a fact on t[illegible] sc[illegible]ere students speak up, bullying is stopped or reduced 57% [illegible] "Th[illegible]your actions matter," he explained. "Even small ones."

Mr. Reid explained the 3 D's of being a[illegible]ve bys[illegible]—[illegible]ct, Distract, and Delegate.

Direct means saying something like, "That's not o[illegible]."
Distract means changing the subject or shifting the f[illegible]
Delegate means getting help from a teacher or adult.

Aisha thought back to lunch. She didn't want to make a scene, bu[illegible]ey[illegible] was something she could do.

The next day, when she saw Ethan alone again, she sat beside him and said, "Hey, I really liked your answer in science class." They started talking, and the group who usually teased him walked by—this time silently.

Later that week, Aisha told her teacher what had happened. "You were an active bystander," Mr. Reid said with a smile. "You helped stop something hurtful by doing something kind."

That moment helped Aisha see that speaking up doesn't always mean shouting. Sometimes, it just takes one voice to make someone feel seen—and safe.

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Curriculum Connection
SCH7.2

True or False

Is the statement true or false?

1) A bystander is someone who joins the bullying.	True	False
2) Active bystanders can help others feel safe.	True	False
3) 57% of bullying stops when someone speaks up.	True	False
4) Saying "That's not okay" is being too aggressive.	True	False
5) The 3 D's are Direct, Distract, and Delegate.	True	False

Question

Answer the questions below.

1) What is a bystander? Give an example.

2) What does it mean to be an active bystander? Give an example.

PREVIEW

Order the Events

The events below are out of order. Write which came first (1) to which came last (6).

	The group of students made fun of Ethan's clothes.
	Aisha told her teacher about what she did to help Ethan.
	Aisha saw Ethan getting praised by the teacher in science class.
	Aisha learned about the 3 D's: Direct, Distract, and Delegate.
	Mr. Reid taught the class about being active bystanders.
	Aisha sat beside Ethan and started a friendly conversation.

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SCH7.2

Fact or Fiction - "Stereotypes and Bullying"

Objective

What are we learning about?

To help students recognize and challenge stereotypes, microaggressions, and bullying myths by critically thinking about social messages and discussing the role of bystanders and respectful communication.

Material

What will you need for the activity?

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



Instructions

How will you complete the activity?

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

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SCH7.2

Fact or Fiction | Read the statements to the class.

#	Statement	Answer
1	Anyone can be bullied—no matter their gender, race, or size.	Fact
2	Only boys bully.	Fiction
3	Standing up for someone can make a difference.	Fact
4	Some jokes are always harmless.	Fiction
5	You can be kicked out of school for bullying online, even if it's a "joke."	Fact
6	Teasing is always meant to be funny.	Fiction
7	Just one person speaking up can help stop bullying.	Fact
8	You should stay silent if you're not sure what to say.	Fiction
9	Stereotypes can hurt people's self-confidence and mental health.	Fact
10	If someone laughs at a stereotype, it's not harmful.	Fiction
11	It's okay to speak up if you hear a racist or sexist joke.	Fact
12	Girls are too emotional to stand up to bullies.	Fiction
13	People who are different are more likely to be bullied.	Fact
14	Bullying only happens in person.	Fiction
15	You can be a bystander and still make a positive impact.	Fact
16	Some jokes are too small to matter.	Fiction
17	Jokes about accents or clothing can be harmful.	Fact
18	Only popular kids are safe from being bullied.	Fiction
19	People sometimes use humour to hide bullying behaviour.	Fact
20	If someone says, "I was just joking," it means it wasn't hurtful.	Fiction

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Curriculum Connection
SCH7.2

Bias in Media and Social Networks

Looking Closely at Media Messages

Every day, students see hundreds of messages from media sources like TV, YouTube, video games, and social media apps. These messages can entertain, inform, or connect people—but they can also spread harmful stereotypes and unfair ideas. This is called bias. Bias means showing only one point of view, often in a way that makes someone, or something look better or worse than it really is.



When me s one group of people the same w r—like always making one ies or always showing girls a et and nforces stereotypes. A stereotype s t mple and usually unfair. ple, s s are always tough" or an't do much" are both ste

PREVIEW

According to MediaSmarts, a Ca adia group, nearly 90% of kids aged 9–17 use social media regularly many s ontent without realizing it. This can happen through memes, comments, a wh shown in games and videos.

How to Spot Bias Online

It's important to learn how to question what you see and he onli always look obvious. It can be in how people are shown, what's s even who gets included or left out.

Signs of bias in media may include:

- One group always shown as the "bad guy"
- Only one type of person shown as the hero
- Jokes that target a certain race, gender, or ability
- Comments or posts that leave out diverse voices
- Characters who are based only on stereotypes

When you notice bias, you can make a difference. Ask questions, choose content that includes many types of people, and share things that are respectful and fair. Media can shape how we think—so let's help shape it in the right direction.

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SCH7.2

True or False

Is the statement true or false?

1) Media never shows people unfairly.	True	False
2) Bias means showing only one point of view.	True	False
3) All video games include many different people.	True	False
4) Jokes in media can spread harmful ideas.	True	False
5) Bias can be found in memes or comments.	True	False

Question

Answer the questions below.

1) Wh bias in ve an example.

2) How can characters in media sho patte

PREVIEW

Visualizing

Draw what you were picturing while reading and expla rawing

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Curriculum Connection
SCH7.3

What Makes a Relationship Healthy?

The Qualities of a Healthy Relationship

Healthy relationships are an important part of social and emotional well-being. Whether it's a friendship, a family bond, or a dating relationship, a healthy connection helps people feel safe, respected, and supported. These rela[illegible]nships are based on fairness and trust[illegible]ntrol or fear.



In a h[illegible] people listen to each other and can be themselves. They feel c[illegible]table[illegible]up and know that their opinions and feelings matter. Respecting bo[illegible]ls[illegible]. Boundaries are personal limits, like not sharing private inform[illegible] not wa[illegible]be touched. A friend or partner should always listen when you s[illegible]ound[illegible]

Research shows that teen[illegible]ve[illegible]lthy relationships tend to have better mental health, more c[illegible]end[illegible] communication skills. According to Kids Help Phone, one i[illegible]Canad[illegible]uth say they have felt pressure in a relationship, which sho[illegible]how im[illegible]nt i[illegible] learn these skills early.

Key Signs of a Healthy Relationship

It's important to know what makes a relationship hea[illegible] wh[illegible] a red flag. Below are five core features of a positive relationsh[illegible]

- Trust – You believe the other person will be honest and kee[illegible]e
- Respect – You value each other's feelings, space, and opinions
- Honesty – You can share your true thoughts without fear
- Support – You encourage each other to grow and do well
- Boundaries – You agree on what feels okay and what doesn't

Warning signs of an unhealthy relationship include jealousy, constant pressure, manipulation, and ignoring boundaries. If someone tries to control you, makes you feel guilty, or does not respect your limits, it may be time to speak to a trusted adult.

Knowing what makes a relationship healthy helps you make smart choices and take care of your emotional health.

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Curriculum Connection
SCH7.3

Questions

Answer the questions below.

1) What is a healthy relationship? What are some key signs?

2) What does it mean to have boundaries? What boundaries do you have?

PREVIEW

Cloze Test

Fill the blanks with the correct words from the word bank.

A healthy relationship is built on _____ and kindness. People in strong relationships show _____ by listening and treating each other fairly. They give each other space and follow personal _____. Another key part is _____ being able to speak the truth without fear. Good friends also offer emotional _____ during tough times.

Boundaries
Support
Trust
Respect
Honesty

True or False

Is the statement true or false?

1) Boundaries are personal rules about what feels okay.	True	False
2) Feeling pressure in a relationship is a good sign.	True	False
3) Respect means listening and valuing someone's opinions.	True	False
4) Jealousy is always part of a healthy relationship.	True	False
5) Ignoring someone's boundaries shows care and friendship.	True	False

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Curriculum Connection
SCH7.3

Setting Boundaries and Sticking to Them

Learning to Set and Respect Boundaries

Boundaries are personal limits that help us feel safe and respected. Everyone has different boundaries based on their comfort, beliefs, and needs. These might include physical space, emotions, time, or personal belongings. Setting boundari[illegible]ans telling others what feels okay for you—[illegible]t doesn't. Respecting someone else's b[illegible]ns listening when they say "no" [illegible]sp[illegible]



Healthy boun[illegible]s help buil[illegible] relationships with friends, classmates, and family members. [illegible] bou[illegible]e ignored, people can feel uncomfortable, disrespected, or eve[illegible] [illegible]. In a survey by *Kids Help Phone*, over 60% of Canadian teens say they've felt pr[illegible]do s[illegible] they weren't okay with. This shows how important it is to speak [illegible]d s[illegible]her's limits.

Examples of Boundaries in Everyday Life

Boundaries can be big or small, but they ar[illegible]ys im[illegible]u might already have some, even if you haven't thought about [illegible]n i[illegible]. Here are common boundary situations:

- Saying "no" when someone wants to borrow your [illegible]r c[illegible]
- Letting a friend know you don't want to be teased
- Telling someone you need time alone to calm down
- Asking permission before hugging or touching someone
- Not reading someone's private messages or diary without asking

Practicing how to express boundaries clearly is helpful. You can say things like "I'm not okay with that," or "Please don't do that again." It's also important to listen when someone else sets a boundary. If a friend says "Don't share my secret," the respectful thing to do is to keep it private.

Boundaries help everyone feel safer, more confident, and more respected. When students learn how to set and stick to their boundaries—and respect others'—they create a more caring and supportive school environment.

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SCH7.3

True or False

Is the statement true or false?

1) Boundaries help people feel safe and respected.	True	False
2) Everyone has the same personal boundaries.	True	False
3) Asking before hugging someone shows respect.	True	False
4) Over 60% of teens have felt pressured.	True	False
5) Listening shows you respect someone's limits.	True	False

Questions

Answer the questions below.

1) Why is it important to respect personal boundaries?

2) Why is it sometimes hard to set boundaries?

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Make Connections

Can you think of a time when you needed to set a boundary? What happened and how did it make you feel?

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SCH7.1 & SCH7.3

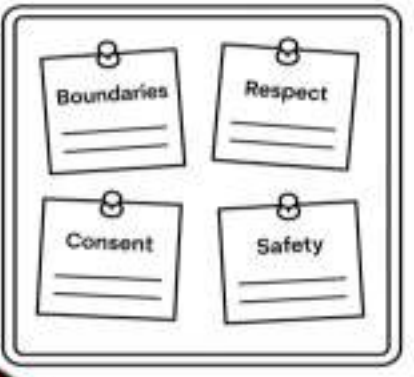
Memory Game: "Mental Health Vocabulary Match"

Objective — What are we learning about?

To help students build vocabulary and deepen their understanding of healthy relationships and personal safety by matching important terms with their definitions in an interactive and collaborative way.

Materials — What will you need for the activity?

- Memory game cards (provided) with the terms on one set and definitions on the other set.
- A flat surface like a table or floor to lay out the cards.



Instructions — How will you complete the activity?

1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2) Have each group lay all the cards face down in a grid on a table or floor.
3) The students take turns flipping over two cards at a time, trying to find the Mental Health and its benefit.
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, gather the students and discuss what they learned about each term.

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Curriculum Connection
SCH7.1 & SCH7.3

Cards | Mental Health Terms & Definitions – Index Card Set

Consent	Giving clear and willing permission.
B	A personal limit that shows what feels safe or okay to you.
Assertiveness	…up for yourself in …alm… …spectful way.
Respect	Treating others wit… …ness and honouring… …eir feelings or space.
Safe Touch	Physical contact that is comfortable and welcome by both people.

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Curriculum Connection
SCH7.1 & SCH7.3

Cards | Mental Health Terms & Definitions – Index Card Set

Manipulation	Trying to control or trick someone to get your way.
	Believing someone will be honest, kind, and keep your confidence.
Verbal Boundary	S…ow you feel or what y…nt clearly …rds.
Personal Space	The physical a…a …you that belongs to y… and should be respected.
Healthy Relationship	A connection where both people feel safe, valued, and respected.

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Curriculum Connection
SCH7.1 & SCH7.3

Cards | Mental Health Terms & Definitions – Index Card Set

Unhealthy Relationship	A connection where someone feels hurt, pressured, or ignored.
Gu[illegible]g	Making someone feel bad to get them to do something.
Digital Privacy	[illegible] your personal [illegible]safe online.
Bystander	A person[illegible] something hap[illegible]g but is not directly involved.
Trusted Adult	Someone you can go to for help, like a parent, teacher, or school counsellor.

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Unit Test – Social and Community Health Unit

Mark	Total
/ 10	/ 35

Multiple Choice /10

1) What is grooming in online safety? a) Gaining trust b) Sharing h[illegible]ework c) Playing [illegible] d) Sendi[illegible]	2) Why are stereotypes harmful? a) Easy to learn b) Funny stories c) Unfair beliefs d) Cool tricks
3) Wha[illegible]sign of [illegible]ng? a) Doing homew[illegible] b) Sharing a game[illegible] c) Talking to friends d) Trying to become friends t[illegible]y	4) How do traffickers trick youth? a) Offering gifts or jobs b) Giving homework c) Saying hello d) [illegible]g sports
5) What does 'verbal boundary' mean? a) Posting online b) Saying stop c) Typing fast d) Liking photos	What [illegible]xploitation mean? a) Sh[illegible]snac b) [illegible]g ot c) Using [illegible] d) Studying t[illegible]
7) When should you ask an adult for help? a) After feeling unsafe b) After winning a game c) When bored d) When online	8) What shows healthy a) Control b) Respect c) Secrets d) Jealousy
9) What is unsafe online behaviour? a) Doing research b) Watching a movie c) Texting a friend d) Talking to strangers	10) What is discrimination? a) Unfair treatment b) Being late c) Asking questions d) Eating snacks

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True or False

Is the statement true or false?

Mark / 5

1) Sharing your password with a friend is a safe idea.	True	False
2) A pressured "yes" does not count as real consent.	True	False
3) You should ask before posting someone's photo online.	True	False
4) Setting [illegible] helps you feel safe and respected.	True	False
5) Bias [illegible] media [illegible] shows both sides fairly.	True	False

PREVIEW

Matching

[illegible] its correct description.

Mark / 5

Grooming	Sayi[illegible] freely, without pressure or fe[illegible]
Consent	When one [illegible] has [illegible] control or influence tha[illegible] both
Stereotype	A person you can go to fe[illegible]fety and help
Trusted Adult	When someone tries to build trust to later control or harm you
Power Imbalance	An unfair and simple belief about a group of people

Mark
/ 6

Define What do the terms below mean?

Term	Definition – What does it mean?
Grooming	
Human Traffick	
Digit	

PREVIEW

Mark
/ 9

Short Answer A[illegible] the qu[illegible]low – Each question is worth 3 marks.

1) Why is it important to s[illegible]al [illegible]?

2) What should you do if something online makes you feel [illegible]nco[illegible]?

3) What does consent mean?

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