# Preview - Information

Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

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

rob@supersimplesheets.com

# Google Slides Lessons Preview

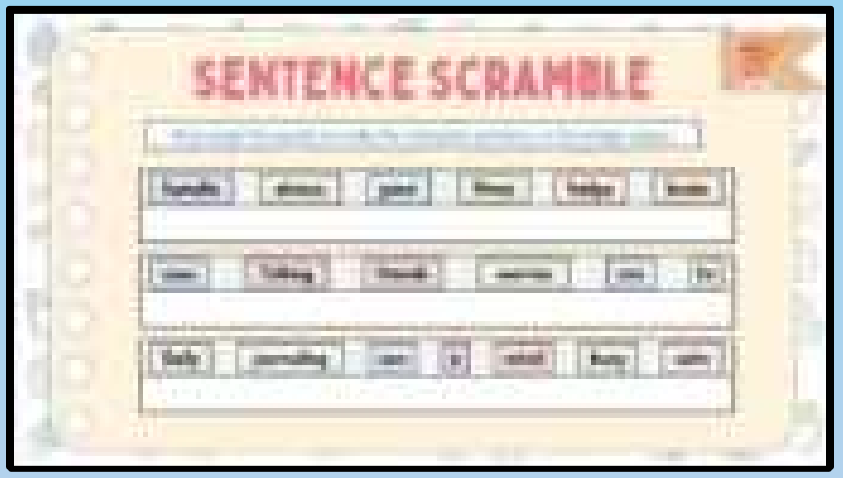
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# Ontario Health Curriculum
# Mental Health Literacy– Grade 8

## 3-Part Lesson Format

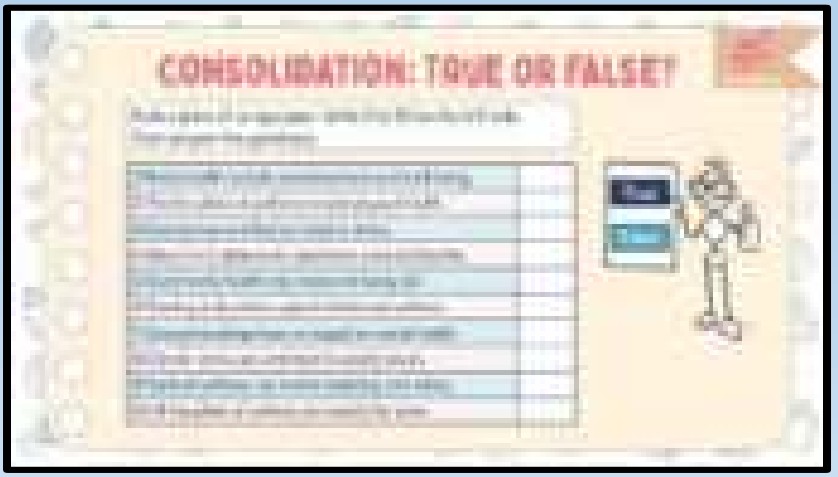
### Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



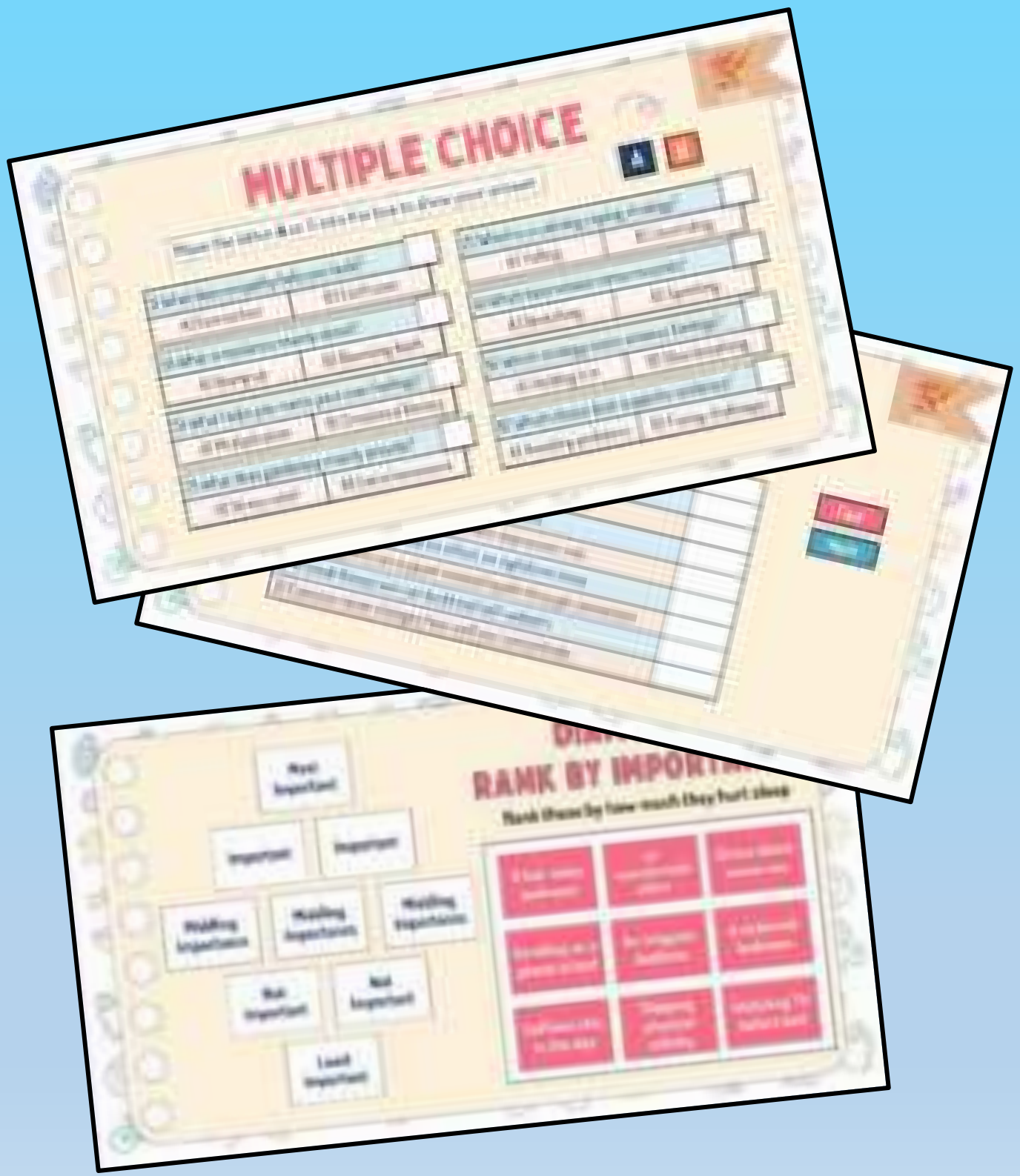




### Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

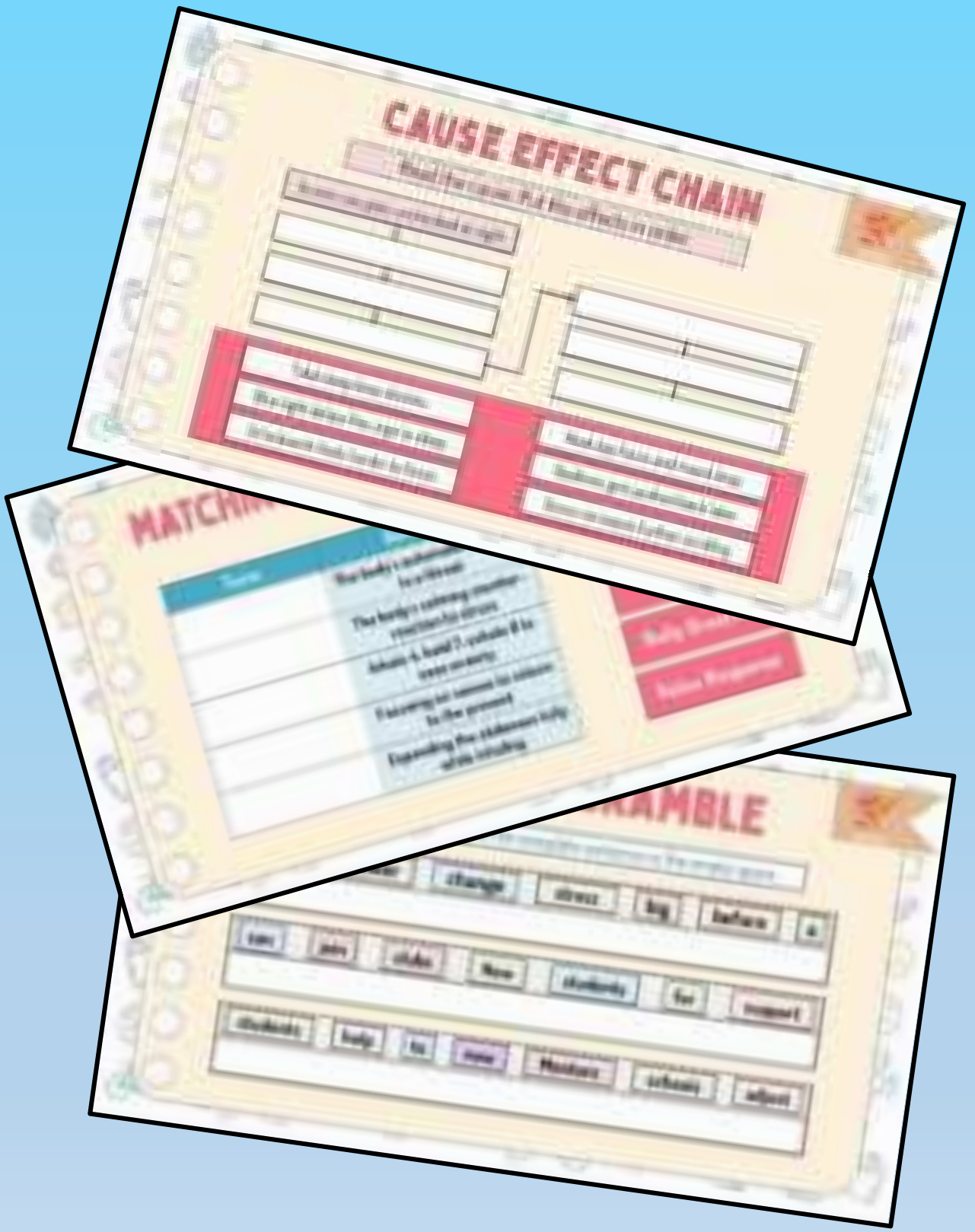
### Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



# Ontario Health Curriculum
# Mental Health Literacy– Grade 8



# Ontario Health Curriculum
# Mental Health Literacy– Grade 8



# Workbook Preview

# Grade 8 – Health Unit

## Mental Health Literacy

| | Expectations | Pages |
|---|---|---|
| D2.4 | mental health and resilience in times of stress | |
| D3.4 | explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma | 103-122 |

Preview of 80 pages from this product that contains 162 pages total.

# MENTAL HEALTH LITERACY

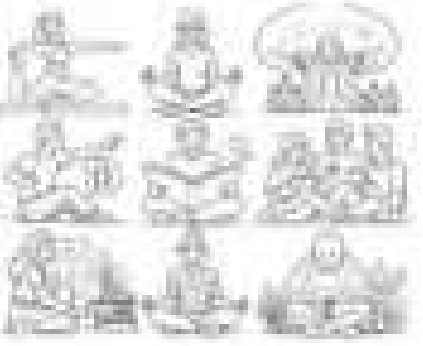


Name: _____ 6

# Introduction to Mental Health and Wellness

**Understanding Mental Health**

Mental health encompasses our emotional, psychological, and social well-being. It affects how we think, feel, and act in our daily lives. It also determines how we handle stress, relate to others and make choices. Just like physical health, mental health is important at every stage of life, from childhood through adulthood.



**The Five [illegible] Wellness**

Achie[illegible] crucial for maintaining good mental health. This balance can be u[illegible]ve pillars of wellness:

- Physical [illegible]: Regular physical activity, proper nutrition, and sufficient sleep. Exer[illegible] strengthens our bodies but also releases chemicals like [illegible] which are crucial for mood regulation.
- Intellectual Wellne[illegible]: Engaging our [illegible] through learning new skills, reading, or solving puzzles help[illegible] co[illegible]ns and encourages creativity and curiosity.
- Social Connections: Building strong [illegible] relationships with friends and family supports emotional health by provi[illegible] sense [illegible] and security.
- Emotional Well-being: Understanding and m[illegible] our [illegible] values, and attitudes contribute to a robust emotional [illegible] mindfulness and meditation can help manage stress and emoti[illegible]
- Spiritual Wellness: This can involve connecting [illegible] valu[illegible] purpose, and possibly exploring our spiritual or religious belie[illegible]

PREVIEW

**Key Statistics and Facts**

- Approximately 1 in 5 children and adolescents experience a mental [illegible] at some point during their life.
- Stress, especially chronic stress, can significantly impact mental health, leading to issues like depression and anxiety.
- Good mental health is not just the absence of mental health problems. It also includes the presence of positive characteristics, such as the ability to manage stress, work productively, and contribute to the community.

**Examples for Better Understanding**

Consider Adam, who keeps a gratitude journal and practices yoga, contributing to his emotional and physical well-being. Meanwhile, Laura engages in chess and puzzle games enhancing her intellectual wellness, showing that diverse activities support different aspects of mental health.

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Name: _____ 7

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

| | | |
|---|---|---|
| 1) Mental health affects only our emotional well-being. | True | False |
| 2) Learning new skills improves intellectual wellness. | True | False |
| 3) Strong relationships do not impact mental health. | True | False |
| 4) Physical health is related to mental health. | True | False |
| 5) Positive attitudes contribute to emotional well-being. | True | False |

**Question** ...e questions below.

1) How does p... t... mental health?

2) Why are social connections importa... ...tal ...

PREVIEW

**Direction** Read each mental health problem and write a physi... ...t can help improve or manage it.

| Mental Health Problem | Physical Activity |
|---|---|
| Stress | |
| Anxiety | |
| Overthinking | |
| Feeling nervous in social situations | |
| Difficulty concentrating | |

Name: _____ 6

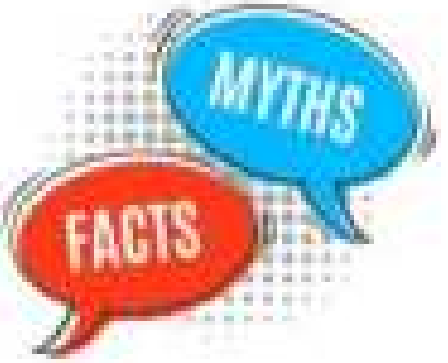
# Fact or Myth – Mental Health

**Objective** What are we learning about?

Students will identify common myths and facts about mental health and understand how these beliefs affect attitudes and well-being.

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

- [illegible] statements about Mental Health
- [illegible] "MYTH" sign
- Open space [illegible] movement




**Instructions** How [illegible] activity?

1. Explain to the class that they will [illegible] facts about mental health and decide if each one is a FACT or a MYTH.
2. Show the FACT and MYTH signs and explain [illegible]
3. Read one statement aloud.
4. Give students time to think about whether the statement [illegible]
5. Students move to the FACT side if they believe it is true, or to the MYTH side if they think it is false.
6. Ask a few students to explain their answers.
7. Reveal the correct answer and briefly discuss it.
8. Students return to their seats and prepare for the next statement.
9. Repeat until all statements have been discussed.

PREVIEW

Name: _____ 9

**Fact or Myth** Read the statements to the class.

| # | Statement | Fact or Myth |
|---|---|---|
| 1 | Mental health is just as important as physical health. | Fact |
| 2 | Everyone has mental health, just like everyone has physical health. | Fact |
| 3 | Mental health problems are a sign of weakness. | Myth |
| 4 | Talking to someone can help improve mental health. | Fact |
| 5 | Only adults can have mental health issues. | Myth |
| 6 | Exercise can reduce stress and improve mood. | Fact |
| 7 | Getting enough sleep is important for mental well-being. | Fact |
| 8 | You should keep your feelings to yourself. | Myth |
| 9 | Mental health problems can affect people of any age. | Fact |
| 10 | People with mental health problems cannot succeed. | Myth |
| 11 | Stress can impact both your body and your mind. | Fact |
| 12 | Having supportive friends and family improves mental health. | Fact |
| 13 | If you look fine, you are mentally healthy. | Myth |
| 14 | Mental health problems are permanent and cannot improve. | Myth |
| 15 | It is okay to ask for help when you are struggling. | Fact |
| 16 | Mental health problems can be treated and managed. | Fact |
| 17 | Only professionals can help—friends and family don't matter. | Myth |
| 18 | Positive activities like hobbies can improve mental health. | Fact |
| 19 | Social media always improves mental health. | Myth |
| 20 | Emotions like sadness and anger are normal and part of life. | Fact |

PREVIEW

Name: _____ 10

# Understanding Emotions

## Embracing Emotional Literacy

Date: March 03, 2024 Author: By Julianne Carter 2-minute read

In today's fast-paced world, understanding and expressing emotions are foundational to supporting mental health. Acknowledging and discussing our feelings can pave the way for a healthier mind and stronger relationships. Emotional literacy equips us with the tools to recognize and articulate our emotions, fostering empathy and connection in our interactions.

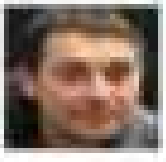
The importance of emotional literacy cannot be overstated, especially in an educational setting. By teaching students about the spectrum of human emotions, we enable them to navigate their feelings with greater awareness and sensitivity. This understanding is crucial for developing resilience and empathy, key components of emotional intelligence.

As we integrate emotional literacy into our curriculum and classrooms, we not only enhance personal well-being but also cultivate a more compassionate society. It's about transforming our approach to emotions, seeing them as a source of strength rather than vulnerability.

Regards,
Julianne Carter

PREVIEW

### Comments:



Ethan Tremblay, March 05, 2024

Emotional literacy is the cornerstone of mental health. It's essential to understand and express our feelings clearly to build stronger connections.

Like Reply 7h ago



Ashley Peters, March 01, 2024

Incorporating emotional literacy into education is a game-changer. It teaches kids to empathize and communicate more effectively, laying the groundwork for healthier future generations.

Like Reply 3d ago

Name: _____ 11

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Emotional literacy supports mental health. | True | False |
| 2) Expressing emotions weakens personal relationships. | True | False |
| 3) Teaching emotions is vital in educational settings. | True | False |
| 4) Emotional literacy reduces empathy in communication. | True | False |
| 5) Discus[illegible]etings can strengthen mind health. | True | False |

## Ques[illegible] the questions below.

1) How does [illegible]ute to society?

2) What role does empathy play in emotional li[illegible]

PREVIEW

## Define

What do the terms below mean?

| | |
|---|---|
| **Emotional Literacy** | |
| **Mental Health** | |

Name: _____ 12

# Emotional Pictionary

**Objective** — What are we learning about?

To enhance students' understanding of emotions, healthy habits, and coping strategies through visual representation, fostering empathy and mental health awareness.

**Materials** — What you will need for the activity.

- [illegible] paper sheets
- [illegible] or crayons
- Timer
- Cards with [illegible] and coping mechanisms [illegible]



**Instructions** — How you will [illegible]

1. Divide the class into two teams, ensuring a [illegible] each.
2. One student from the first team draws a card [illegible] concept without using words or symbols.
3. The team has one minute (use the timer) to guess the [illegible]
4. If the team guesses correctly, they earn a point; if not, the [illegible] a chance to guess.
5. Alternate turns between teams, ensuring every student gets a chance to draw.
6. Use simple drawings; the goal is to communicate the concept clearly.
7. Encourage students to think creatively about how to represent abstract ideas visually.
8. Keep track of points on the board for a friendly competitive atmosphere.
9. Conclude by discussing the various emotions, habits, and coping mechanisms explored.

PREVIEW

Name: _____ 13

| Cards | Cut out the cards below and have one student choose a card and try to draw what it says on their card. Their team has one minute to guess what they are drawing. |
|---|---|

| | |
|---|---|
| Joyful | Anxious |
| Serene | Frustrated |
| | Exercise |
| Medi | Reading |
| Gardening | Breathing |
| Dancing | Laughi |
| Anger | Hu |
| Fear | Cooking |
| Journaling | Stretching |
| Laughing | Hydration |

PREVIEW

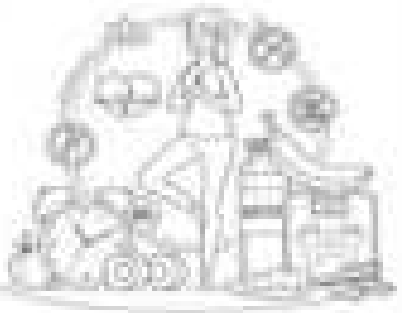
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Name: _____ 15

# Creating a Balanced Lifestyle

**Understanding Balance**

Creating a balanced lifestyle means ensuring that your mental, physical, and emotional health are all taken care of. This balance is crucial because it helps you perform better in school, enjoy relationships with friends and family and maintain overall happiness and well-being.



**Key Strat[illegible] Balance**

To achie[illegible]ed lifestyle, it's important to incorporate sever[illegible] your daily routine:

- [illegible]: Managing your time well allows you to dedicate the right amo[illegible] of ti[illegible] work, hobbies, exercise, and relaxation. By planning your week, you [illegible] time for both responsibilities and fun.
- Engaging [illegible]-Hob[illegible]vities you enjoy doing in your free time. They are important [illegible] because they provide an outlet for stress and allow you to expre[illegible]
- Prioritizing Self-Care: [illegible]s that you do specifically to take care of your mental, emoti[illegible] and[illegible] This could include reading, taking a bath, exercising, or practicing m[illegible]

PREVIEW

**Why Balance is Important**

A balanced lifestyle is crucial for several reason[illegible]

- It reduces stress and anxiety.
- It improves your focus and concentration for better [illegible] and [illegible]-solving.
- It increases your happiness and overall life satisfaction.

**Key Facts to Remember**

- Time Management: Students who manage their time effectively can r[illegible] stress levels by up to 70%.
- Hobbies: Engaging in hobbies can improve mood and lower stress by up to 30%.
- Self-Care: Regular self-care practices can boost self-esteem and improve relationships with others.

**Examples for Inspiration**

- Anna organizes her week with a planner, allocating time for homework, soccer practice, and piano lessons.
- Jayden takes a walk every evening to clear his mind and plan for the next day.
- Leila dedicates Sunday afternoons to her painting, allowing her to express her emotions and relax.

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Name: _____ 16

## Questions

Answer the questions below.

1) How do hobbies contribute to a balanced lifestyle?

2) Why is [illegible] to balance physical, emotional, and mental health?

PREVIEW

## Connecting

What are some [illegible] a balanced life?

| | |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Time management can reduce stress by 50%. | True | False |
| 2) Self-care practices can improve relationships. | True | False |
| 3) Effective time management only benefits school performance. | True | False |
| 4) Self-care includes activities like meditation and exercise. | True | False |
| 5) Planning your week can help balance responsibilities and fun. | True | False |

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Name: _____ 17

# My Balanced Lifestyle: Describe Your Routine

**Objective** What are we learning about?

Students will describe a daily routine that reflects a balanced lifestyle by applying concepts of time management, self-care, and healthy habits.

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

- Set of "Routine" cards, printed and cut
- [illegible]
- Pencil
- Timer (optional)



**Instructions** How [illegible] activity?

1. Begin the lesson by reviewing what a balanced lifestyle means, including mental, physical, and emotional health.
2. Explain to students that they will choose [illegible] card that describes a role or situation.
3. Distribute the cards randomly or allow students [illegible].
4. Instruct students to carefully read their assigned scenario.
5. Tell students to imagine themselves in that situation and think about how they would manage their day in a healthy and balanced way.
6. Students will write a short paragraph of five to seven sentences describing their daily routine. They should include time of activities such as morning, afternoon, and evening, school or work responsibilities, rest and sleep, hobbies or relaxation, and self-care habits.
7. Give students enough time, around ten to fifteen minutes, to complete their writing.
8. After writing, ask students to share their answers with a partner or small group.
9. Select a few volunteers to present their routines to the class.

PREVIEW

Name: _____ 18

# My Balanced Lifestyle: Describe Your Routine

**Direction** Cut out these cards.

| Describe Your Routine | Describe Your Routine | Describe Your Routine |
|---|---|---|
| You are a theatre artist balancing rehearsals | You are a famous actor managing work, health, and personal time. | You are a doctor balancing work shifts and self-care. |
| **Describe Your Routine** | **Describe Your Routine** | **Describe Your Routine** |
| You are a teacher managing classes, planning, and relaxation. | | You are a student-athlete balancing training, school, and rest. |
| **Describe Your Routine** | **Describe Your Routine** | **Describe Your Routine** |
| You are a musician practising daily while taking care of your mental health. | You are a dancer balancing practice, school, and recovery time. | |
| **Describe Your Routine** | **Describe Your Routine** | **Describe Your Routine** |
| You are a business owner balancing work and personal life. | You are a chef managing a busy kitchen and staying healthy. | You are a police officer balancing duty and personal wellness. |

PREVIEW

Name: _____ 19

**Direction** Cut out these cards.

| Describe Your Routine | Describe Your Routine | Describe Your Routine |
|---|---|---|
| You are a firefighter managing stress and staying physically fit. | You are a parent balancing family responsibilities and self-care. | You are a college student managing studies, sleep, and social life. |
| **Describe Your Routine** | **Describe Your Routine** | **Describe Your Routine** |
| You are a gamer to balance screen and healthy habits. | n artist ctivity | You are a traveler maintaining healthy habits while on the go. |
| **Describe Your Routine** | **Describe Your Routine** | **Describe Your Routine** |
| You are a community volunteer balancing helping others and self-care. | You are a fitness coach helping others while maintaining your own well-being. | st, |
| **Describe Your Routine** | **Describe Your Routine** | **Describe Your Routine** |
| You are a scientist balancing research work and personal well-being. | You are a construction worker staying active while taking care of your health. | You are a content creator balancing creativity, deadlines, and self-care. |

PREVIEW

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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: _____

Does this show an understanding of a balanced lifestyle?

| | | |
|---|---|---|
| 1) Balance means focusing only on school tasks. | Yes | No |
| 2) Time management helps reduce stress. | Yes | No |
| 3) Exercise and rest are part of a balanced lifestyle. | Yes | No |
| 4) Ignoring your emotions helps you stay productive. | Yes | No |
| 5) Self-care improves overall well-being. | Yes | No |

Name: _____

Does this show an understanding of a balanced lifestyle?

| | | |
|---|---|---|
| 1) Balance means focusing only on school tasks. | Yes | No |
| 2) Time management helps reduce stress. | Yes | No |
| 3) Exercise and rest are part of a balanced lifestyle. | Yes | No |
| 4) Ignoring your emotions helps you stay productive. | Yes | No |
| 5) Self-care improves overall well-being. | Yes | No |

Name: _____

Does this show an understanding of a balanced lifestyle?

| | | |
|---|---|---|
| 1) Balance means focusing only on school tasks. | Yes | No |
| 2) Time management helps reduce stress. | Yes | No |
| 3) Exercise and rest are part of a balanced lifestyle. | Yes | No |
| 4) Ignoring your emotions helps you stay productive. | Yes | No |
| 5) Self-care improves overall well-being. | Yes | No |

PREVIEW

Name: _____ 21

# Physical Activity and Mental Health

**The Morning Boost**

Starting your day with physical activity isn't just good for your body, it has significant benefits for your mental health too. When we engage in exercise in the morning, it can lead to a brighter mood, lower stress levels, and overall enhanced mental well-being.



**Biological Benefits**

Exercise [illegible] your brain chemistry in several positive ways. Here's how:

- [illegible]: These are chemicals in the brain that act as natural painkillers [illegible] morning exercise triggers a release of endorphins, leading to [illegible] of happiness and a reduction in pain.
- Reduction [illegible] physical activity reduces levels of the body's stress hormones [illegible] cortisol, helping us start our day with lower stress.
- Enhancement [illegible] physical activity boosts brain function and is linked to better [illegible] problem-solving abilities.

**Psychological Advantages**

Exercise also provides psychological b[illegible] mental health:

- Confidence Boost: Achieving fitness goals, no [illegible] can increase self-esteem and confidence.
- Improved Sleep: Regular, morning exercise [illegible] patterns, leading to deeper and more restorative sleep.
- Social Interaction: Group exercises or team sports [illegible] community and support, essential for mental health.

**Facts and Statistics**

To understand the impact of morning exercise on mental health, consider [illegible] statistics:

- Individuals who engage in regular physical activity have up to a 30% lower risk of depression.
- 75% of people report feeling more mentally alert after morning exercise.
- Exercise can reduce stress levels by up to 40% in regular participants.

**Practical Tips**

To incorporate physical activity into your morning routine, consider the following:

- Choose activities you enjoy to ensure you stick with them.
- Set realistic goals and gradually increase the intensity of your workouts.
- Consider team sports or group exercises for social interaction.

PREVIEW

Name: _____ 22

**Questions** Answer the questions below.

1) How do endorphins affect our mood after exercise?

2) Why is [illegible] exercise said to reduce stress?

PREVIEW

**Draw** What morning activities [illegible] to help boost your well-being? Label each activity.

| | | |
|---|---|---|
| | | |
| | | |

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

| | | |
|---|---|---|
| 1) Exercise releases chemicals called endorphins. | True | False |
| 2) Morning exercise increases levels of stress hormones. | True | False |
| 3) Regular physical activity can improve memory. | True | False |
| 4) Exercise is only beneficial for physical health. | True | False |
| 5) Achieving fitness goals boosts confidence. | True | False |

Name: _____ 23

# The Role of Sleep in Mental Health

**The Importance of Sleep**

Sleep plays a critical role in maintaining our mental health and overall well-being. It's as essential as eating healthy and exercising. Good sleep can improve our mood, enhance our brain function, and increase our emotional stability. When we sleep, our brain processes the day's events, makes memories, and releases hormones that help repair our body and manage stress.



**Effects of Sleep Deprivation**

Lack of sleep can have significant negative effects on our mental health:

- Mood Changes: Sleep deprivation can lead to irritability, mood swings, and even depression. It affects our emotional regulation, making it harder to cope with stress.
- Concentration and Memory: Without enough sleep, our concentration, creativity, and problem-solving skills can suffer. This can affect our performance at school, making it harder to learn and remember new information.
- Stress and Anxiety: Not getting enough sleep can increase our stress levels and susceptibility to anxiety. It becomes a cycle: stress makes it harder to sleep, and lack of sleep makes us more stressed.

PREVIEW

**Improving Sleep Habits**

Here are some tips for better sleep:

- Regular Schedule: Try to go to bed and wake up at the same time every day, even on weekends.
- Relax Before Bed: Develop a relaxing bedtime routine to help your body know it's time to sleep.
- Comfortable Environment: Keep your bedroom cool, quiet, and comfortable. Use your bed only for sleep.
- Limit Screen Time: Turn off electronic devices at least an hour before bedtime.
- Physical Activity: Regular physical activity can help you fall asleep faster and enjoy deeper sleep.

**Key Terms to Remember**

- Sleep Deprivation: Not getting the required amount of sleep.
- Circadian Rhythm: The body's natural sleep-wake cycle that influences our physical, mental, and behavioural changes within a 24-hour period.
- REM Sleep: A stage of sleep important for emotional regulation and memory formation.

Name: _____ 26

## Questions

Answer the questions below.

1) What are the effects of sleep deprivation on mood?

2) Why is it recommended to limit screen time before bed?

PREVIEW

## Connecting

Describe a time when you were sleep deprived. How did it affect you?

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Sleep is as essential as eating healthy. | True | False |
| 2) Sleep deprivation improves concentration. | True | False |
| 3) A cool, quiet bedroom promotes better sleep. | True | False |
| 4) Electronic devices help with sleep. | True | False |
| 5) Stress can make it harder to sleep. | True | False |

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Name: _____ 27

# Listen & Draw: The Ideal Sleep-Friendly Bedroom

**Objective** What are we learning about?

Students will demonstrate understanding of healthy sleep habits by listening to descriptions and drawing an ideal bedroom that promotes good sleep and mental health.

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

- P
- C
- Cra[illegible] or c[illegible]



**Instructions** How [illegible] activity?

1. Draw a bedroom and pla[illegible] pillow and a blanket to make it look comfortable.
2. Draw a small clock beside the bed and set [illegible] to [illegible]:00 or 10:00 at night to show bedtime.
3. Draw a window in the room. Outside the window, [illegible] moon [illegible]s to show that it is nighttime.
4. Add curtains to the window and draw them closed to block out [illegible].
5. Draw a lamp beside the bed and show that it is turned off to create a [illegible] and calm environment.
6. Draw a table or shelf with a book on it to show a relaxing bedtime activity.
7. Do not draw any gadgets like a cellphone, television, or computer near the bed. Leave that space empty to show no screen time.
8. Draw a small plant or decoration in the room to create a peaceful and relaxing environment.
9. Draw a person sleeping peacefully on the bed, showing that the room supports good sleep and mental health.

PREVIEW

Name: _____ 28

# Listen & Draw: The Ideal Sleep-Friendly Bedroom



Name: _____ 29

# Screen Time and Sleep

**The Impact of Screen Time**
In today's digital age, many of us spend a considerable amount of time in front of screens. This habit can significantly affect our sleep quality and, by extension, our mental health. Screens emit blue light, which can trick our brains into thinking it's still daytime, disrupting our natural sleep cycles.

**Key Facts and Statistics**
- Blue Light and Melatonin: Exposure to blue light from screens can inhibit the production of melatonin, the hormone responsible for regulating sleep.
- Screen Time Statistics: On average, teenagers spend about 7 hours a day on screens, excluding time for schoolwork.
- Sleep Requirements: Health experts recommend 8-10 hours of sleep per night for adolescents. Studies show that screen time before bed can lead to fewer sleep hours.

**Effects on Sleep and Mental Health**
Lack of adequate sleep due to excessive screen time before bed can have several effects on students' well-being, including:



- Increased risk of depression and anxiety
- Difficulty concentrating and poor academic performance
- Heightened feelings of stress and irritability

**Strategies for Better Sleep Hygiene**
Implementing strategies to reduce screen time before bed can significantly improve sleep quality and mental health. Here's a list of practical tips:

- Establish a Screen-Free Zone: Keep bedrooms free of screens. This means no TVs, computers, or smartphones.
- Set a Screen Time Limit: Aim to turn off all screens at least one hour before bedtime.
- Create a Relaxing Bedtime Routine: Consider activities like reading a book, taking a warm bath, or meditating to unwind before sleep.
- Use Night Mode: If you must use a device, activate the "night mode" setting to reduce blue light exposure.

**Encouraging Healthy Digital Habits**
It's essential to be mindful of our screen time, especially before bed, to ensure we're giving our bodies and minds the rest they need. By adopting healthier digital habits, we can improve our sleep quality and overall mental health, paving the way for a more balanced and productive life.

PREVIEW

Name: _____ 30

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Screen time before bed improves sleep quality. | True | False |
| 2) Teenagers need 8–10 hours of sleep nightly. | True | False |
| 3) Blue light boosts melatonin production. | True | False |
| 4) Screen-free zones help improve sleep. | True | False |
| 5) Reading books before bed can help with sleep. | True | False |

## Question

...er the questions below.

1) What ...ect d... h... on sleep?

2) How does screen time before bed affe... mental ...?

PREVIEW

## Define

What do the terms below mean?

| | |
|---|---|
| **Melatonin** | |
| **Screen Time** | |
| **Sleep Hygiene** | |

Name: _____ 31

# Activity - Give Me 5 – Screen Time and Sleep

**Objective** What are we learning about?

Students will identify and recall key concepts about screen time and sleep by listing examples of healthy habits, effects, and practices that support mental health and well-being.

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

- Set of Give Me 5 cards (printed and cut)
- Timer (optional)
- Board and [illegible]ing)




**Instructions** How to complete the activity?

1. Begin by reviewing the topic of screen time and sleep, including its effects on mental health.
2. Explain to students that they will play a game called "Give Me 5," where they must name five correct answers [illegible]
3. Divide the class into small groups or teams.
4. Give one card to each group or call out a category for the [illegible]
5. When the teacher says "Go," students must list or say five correct answers related to the category.
6. Set a time limit of about 10–15 seconds for each round.
7. Groups earn a point if they can give five correct and relevant answers within the time limit.
8. If a group cannot complete five answers, other groups may "steal" and complete the list.
9. Continue the game using different cards until all categories have been used.
10. At the end of the activity, discuss the answers and connect them to healthy sleep habits and reducing screen time.

PREVIEW

Name: _____ 32

**Instructions** Cut out these cards

| | |
|---|---|
| **Card 1**<br>Give me 5 healthy bedtime habits | **Card 11**<br>Give me 5 habits that can help reduce stress before bedtime |
| **Card 2**<br>Give me 5 effects of too much screen time | **Card 12**<br>Give me 5 problems caused by lack of sleep |
| **Card 3**<br>Give [illegible] should NOT do [illegible] | **Card 13**<br>Give me 5 healthy evening routines |
| Give me 5 [illegible] activit[illegible] | **Card 14**<br>Give me 5 bad sleep habits |
| **Card 5**<br>Give me 5 benefits of good [illegible]eep | **Card 15**<br>[illegible] 5 ways to relax your mind [illegible]efore sleeping |
| **Card 6**<br>Give me 5 gadgets that give off blue light | **Card 16**<br>[illegible] [illegible]ight on sleep |
| **Card 7**<br>Give me 5 ways to improve sleep habits | **Card 17**<br>Give me 5 things t[illegible]m sleep |
| **Card 8**<br>Give me 5 signs you need more sleep | **Card 18**<br>Give me 5 consequences of staying up late |
| **Card 9**<br>Give me 5 activities you can do instead of using gadgets at night | **Card 19**<br>Give me 5 habits that improve mental health through sleep |
| **Card 10**<br>Give me 5 reasons why sleep is important for students | **Card 20**<br>Give me 5 things you can do during the day to sleep better at night |

PREVIEW

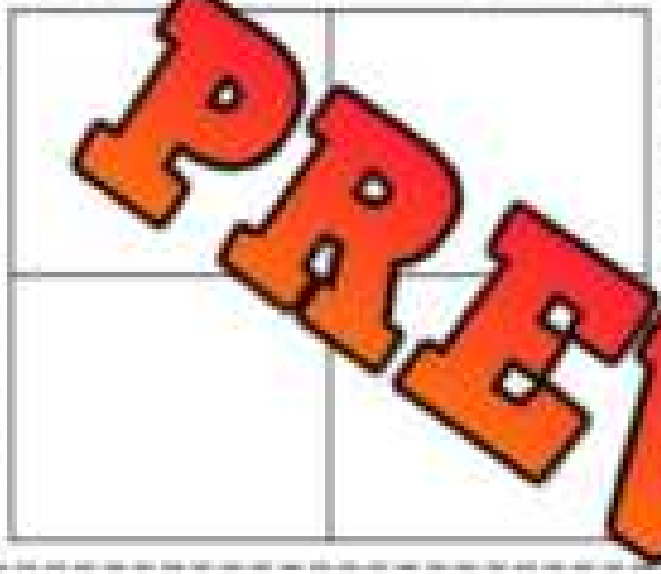
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# Exit Cards

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

Name: _____

Draw your ideal nighttime routine that helps you sleep better and stay healthy.



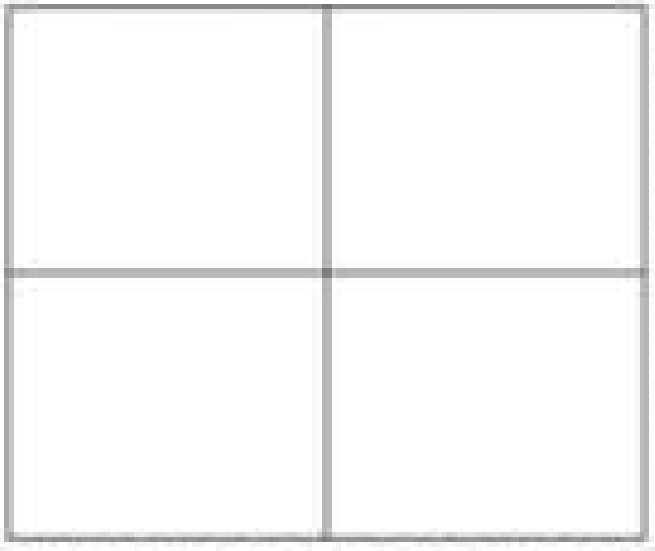
Name: _____

Draw your ideal nighttime routine that helps you sleep better and stay healthy.



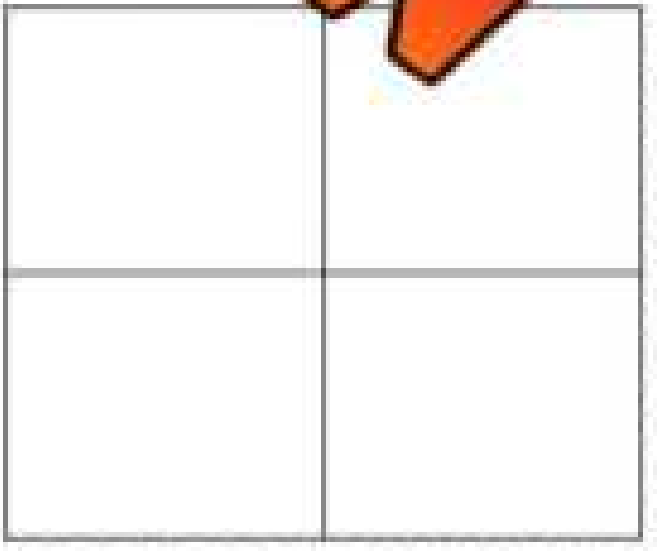
Name: _____

Draw your ideal nighttime routine that helps you sleep better and stay healthy.



Name: _____

Draw your ideal nighttime routine that helps you sleep better and stay healthy.



PREVIEW

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Name: _____ 34

# Digital Wellness

## "Balancing Screen Time"

*Publish Date: March 22, 2024*

In today's world, where screens are an essential part of our daily lives, finding a balance be[illegible] online and offline activities has never [illegible] crucial. Digital wellness, a term th[illegible] popularity in recent years, [illegible] of using technology [illegible] mental and physical health.

According to [illegible] average person now spends [illegible] in front of a screen. This [illegible] from smartphones and tab[illegible] and televisions. While technolo[illegible] countless opportunities for learning and connection, too much screen time can lea[illegible] issues like poor sleep, reduced concentra[illegible] and increased stress levels.

Dr. Anne Patrick, a psychologist specializing in digital wellness, emphasizes the importance of setting boundaries. "It's essential to have limits on how long we spend using devices," she says. "Taking regular breaks, ensuring we have 'screen-free' times during the day, and engaging in other activities can help maintain our mental health."

One approach that has been effective for many is the "20-20-20 rule." This involves taking a 20-second break to look at something 20 feet away every 20 minutes of screen time. This simple habit can reduce eye strain and help refocus the mind.

Moreover, Patrick suggests that families should have open discussions about digital use and agree on household rules. This could include specific times when screens are off-limits, such as during meals or before bedtime.

Jaspreet Singh, a high school student, shares his experience with managing screen time. "I realized I was spending too much time on my phone, which made it hard to concentrate on my homework. After setting limits for myself and finding hobbies outside of the internet, I've seen a big improvement in my grades and my sleep."

It's also important to be mindful of the content we consume. Engaging in positive activities, such as learning a new skill online or connecting with friends and family, can [illegible]hance our well-being. On the other hand, [illegible]ive exposure to negative content can [illegible]pposite effect.

As w[illegible] digital age, the key to dig[illegible] finding a healthy [illegible] boundaries, taking [illegible] in a variety of act[illegible] we can protect [illegible] ensure that technology [illegible] in our lives.



PREVIEW

Name: _____ 35

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Digital wellness promotes mental health. | True | False |
| 2) Screen time is limited to just computers. | True | False |
| 3) Content consumption doesn't affect mental health. | True | False |
| 4) Setting boundaries with technology is beneficial. | True | False |
| 5) Offline activities can improve digital wellness. | True | False |

## Question

Answer the questions below.

1) Why is setting [illegible] important?

2) How can content consumption affect [illegible]

PREVIEW

## Word Search

Find the words in the wordsearch.

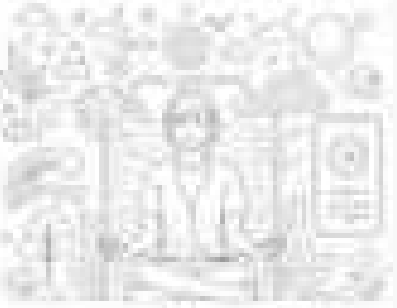
| | |
|---|---|
| Screen | Limit |
| Break | Books |
| Music | Sleep |
| Focus | Stress |
| Online | Family |
| Clock | Media |

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

Name: _____ 40

# Mindfulness and Mental Health in the Digital Age

**Mindfulness in the Digital Age**
In our fast-paced world, mental health has become a crucial part of our overall wellbeing. Mindfulness and meditation are practices that help us maintain our mental health by focusing on the present moment, reducing stress, and improving our emotional regulation. For students, understanding how to manage stress and emotions is particularly important as you navigate through changes in your lives.



**The Role of Technology**
Technology, while it can be a source of distraction, can also be a valuable tool for supporting mental health. Mindfulness apps are a great example of how technology supports our wellbeing. These apps offer guided meditation, breathing exercises, and other mindfulness practices right at our fingertips, making it easier for people to engage in these beneficial activities.

**Benefits of Mindfulness**
Practicing mindfulness through apps can offer several benefits for your mental health, including:

- Stress Reduction: Mindfulness helps decrease anxiety and stress by encouraging relaxation.
- Improved Focus: Regular practice can enhance your ability to concentrate on your studies.
- Better Emotional Health: Mindfulness aids in managing emotions, leading to improved mood and self-esteem.

**Popular Mindfulness Apps**
Here's a list of widely used mindfulness and meditation apps that are known for their accessible and engaging for young people:

- Headspace: Offers guided meditations for a variety of needs and goals.
- Calm: Features sleep stories, breathing programs, and relaxing music.
- Smiling Mind: Developed specifically for young people, providing exercises based on age.

**Engaging with Mindfulness**
Incorporating mindfulness practices into your daily routine can be a simple yet effective way to improve your mental health. Whether it's starting the day with a short meditation or taking a few minutes to focus on your breathing, mindfulness apps can guide you through these processes in an engaging and accessible way. By making use of these digital tools, you can take an active step towards maintaining your mental wellbeing.

PREVIEW

Name: _____ 41

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Mindfulness can reduce stress and anxiety. | True | False |
| 2) Meditation apps can worsen our mental health. | True | False |
| 3) Technology always distracts from mindfulness practices. | True | False |
| 4) Headspace offers guided meditations for various goals. | True | False |
| 5) Calm features sleep stories and relaxing music. | True | False |

## Questions

...er the questions below.

1) Ho... mindfu... support mental health?

2) Why is it important to practice mind...?

PREVIEW

## Making Connections

Draw a social media app that helps support your mental health.

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Name: _____ 43

# Healthy Eating and Mental Health

**The Link Between Diet and Mood**

Understanding how what we eat impacts our mental health is essential. A balanced diet isn't just crucial for physical health; it significantly affects our mood, energy levels, and overall mental well-being. When we nourish our bodies with the right kinds of foods, we provide our brains with the nutrients they need to function optimally. This reading explores the connection between nutrition and mental health, highlighting how certain dietary choices can enhance or impact our mental state.



**Key Nutrients for Mental Health**

A variety of nutrients are essential for maintaining good mental health. Some of the most important:

- Omega-3 Fatty Acids: Found in fatty fish like salmon and trout, and in flaxseeds and walnuts, omega-3 fatty acids are linked to reduced symptoms of depression and anxiety.
- Vitamins and Minerals: Vitamins B12, folate, and magnesium play critical roles in mood regulation and brain health.
- Protein: Sources like lean meat, fish, eggs, and legumes contain amino acids, which are building blocks for neurotransmitters like serotonin and dopamine that influence mood.

**Impact of Diet on Mental Health**

Diet affects mental health in several ways:

- Mood Regulation: Balanced diets rich in fruits, vegetables, whole grains, and lean proteins can improve mood and reduce symptoms of depression.
- Energy Levels: Consistent intake of complex carbohydrates, healthy fats, and proteins can stabilize energy levels throughout the day, affecting focus and alertness.
- Brain Function: Nutrients from a balanced diet support brain function and the production of neurotransmitters, which play a significant role in mood and cognitive processes.

**Incorporating Healthy Eating Habits**

Students should be encouraged to incorporate healthy eating habits into their daily routine, understanding how such choices can positively impact their mental well-being. Including a variety of nutrient-rich foods in every meal and understanding the connection between what we eat and how we feel can empower students to make informed dietary choices for their mental and physical health.

PREVIEW

Name: _____ 44

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

| | | |
|---|---|---|
| 1) Omega-3 fatty acids can reduce depression. | True | False |
| 2) Proteins have no role in mood regulation. | True | False |
| 3) Vitamins and minerals do not affect brain health. | True | False |
| 4) A balanced diet improves focus and alertness. | True | False |
| 5) Foods rich in omega-3 include salmon and walnuts. | True | False |

**Question** ...the questions below.

1) Wh... omega-3 fatty acids, and why are they important for mental health?

2) How do vitamins and minerals influence mental ...

PREVIEW

**Direction** Put a check (✓) under Healthy Choice or Unhealthy Choice.

| Actions | Healthy | Unhealthy |
|---|---|---|
| 1) Eating fruits and vegetables daily | | |
| 2) Drinking too many sugary drinks | | |
| 3) Eating balanced meals | | |
| 4) Choosing whole grains and healthy snacks | | |
| 5) Eating at regular meal times | | |

Name: _____ 45

# Activity – Healthy Eating Role Play

**Objective** What are we learning about?



Help students understand how food choices can influence mood, en[illegible]d mental health, and encourage them to make he[illegible]lanced eating decisions.

**Materials** W[illegible]u need for the activity?

- Scenario cards s[illegible] food choices and eating habits
- Pencil and paper
- Simple props (optional: food pictur[illegible] etc.)
- Space in the classroom for role-pl[illegible]

**Instructions** How will you complete the activ[illegible]

1. Explain that the food we eat can affect our mood, energy, and
2. Discuss examples of healthy and unhealthy eating habits (balanced [illegible] skipping meals, too much junk food, etc.).
3. Divide the class into small groups and give each group a scenario card.
4. Ask each group to discuss what eating habit is shown, how it affects mental health, and what a healthier choice would be.
5. Let groups act out their scenario, showing both the unhealthy habit and a healthier alternative.
6. After each role play, discuss as a class how healthy eating supports mental health and overall well-being.

PREVIEW

Name: _____ 46

**Scenario Cards** | Cut out the topics below

| Scenario | Key Moments/Descriptions |
|---|---|
| **Skipping Breakfast** | You wake up late and skip breakfast before going to school. During class, you start to feel tired, hungry, and unable to focus. You wonder how skipping meals affects your energy and mood and think about what a better choice would be. |
| **Choosing Food** | [illegible] and your friends buy chips, soda, and fast food after [illegible]t, you feel happy, but later you feel sluggish [illegible]. You begin to think about how unhealthy [illegible] can affect your mood and well-being. |
| **Healthy Snack Choice** | During break[illegible] you ch[illegible]t fruits and drink water while your friends cho[illegible]. You feel more energized and focused [illegible] how healthy food choices can support yo[illegible]. |
| **Sugary Drinks Habit** | You drink soft drinks every day instead [illegible] notice that you often feel tired and have trouble co[illegible]rating. You start to think about how too much sugar can affect your energy and mood. |
| **Balanced Meal at Home** | At home, your family prepares a meal with vegetables, rice, and protein. After eating, you feel full, energized, and ready to do your tasks. You realize how balanced meals can improve both your body and mind. |

PREVIEW

Name: _____ 47

**Scenario Cards** Cut out the topics below.

| Scenario | Key Moments/Descriptions |
|---|---|
| **Peer Influence on Eating** | Your friends often eat unhealthy snacks and encourage you to join them. You feel pressured but also want to make better choices. You think about how peer influence can affect your eating habits and mental health. |
| **Emotional E** | r feeling stressed from school, you eat a lot of sweets to b later, you feel uncomfortable and still stressed. ou about healthier ways to manage your |
| **Late Night Eating** | You stay up l at s hile using your phone. The next day, you feel tired u consider how late-night eating and ep and mental health. |
| **Trying a Healthier Routine** | You decide to eat regular meals, drink reduce junk food. After a few days, you notic mood, energy, and focus. You reflect on how small changes can improve your well-being. |
| **Skipping Lunch at School** | You skip lunch because you are busy or not hungry. Later, you feel weak, irritable, and unable to concentrate. You think about why regular meals are important for mental and physical health. |

PREVIEW

# Exit Cards

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

Name: _____

Check (✓) the Best Healthy Habits for Mental Health

| | |
|---|---|
| Eat a balanced diet with fruits and vegetables | |
| Skip meals often | |
| Drink plenty of water | |
| Eat too much junk food | |
| Ignore how food affects your mood | |
| Choose nutritious meals regularly | |

Name: _____

Check (✓) the Best Healthy Habits for Mental Health

| | |
|---|---|
| Eat a balanced diet with fruits and vegetables | |
| Skip meals often | |
| Drink plenty of water | |
| Eat too much junk food | |
| Ignore how food affects your mood | |
| Choose nutritious meals regularly | |

Name: _____

Check (✓) the Best Healthy Habits for Mental Health

| | |
|---|---|
| Eat a balanced diet with fruits and vegetables | |
| Skip meals often | |
| Drink plenty of water | |
| Eat too much junk food | |
| Ignore how food affects your mood | |
| Choose nutritious meals regularly | |

Name: _____

Check (✓) the Best Healthy Habits for Mental Health

| | |
|---|---|
| Eat a balanced diet with fruits and vegetables | |
| Skip meals often | |
| Drink plenty of water | |
| Eat too much junk food | |
| Ignore how food affects your mood | |
| Choose nutritious meals regularly | |

PREVIEW

Name: _____ 53

# Stress Management Techniques

## Easing Stress Creatively

Date: March 10, 2024 Author: By Owen MacLeod 2-minute read

In today's fast-paced world, finding effective ways to manage stress is more important than ever. Journaling, art, and music stand out as powerful tools for coping, offering not just a means of expression but a pathway to inner peace. These activities encourage mindfulness, allowing individuals to focus on the present moment, thereby reducing stress levels significantly.

Journaling [illegible] in untangling thoughts and emotions, serving as a private, judgment-free space for self-reflection. Art, on the other hand, allows for the visual expression of [illegible] might not capture, promoting a sense of calmness. Music, with its [illegible] soothe the mind and elevate mood, proving to be an effective stress [illegible] and age groups.

Adopting these stress [illegible] lead to a healthier mental state, fostering resilience in the face [illegible] Incorporating these practices into our daily routines, we can embark on a [illegible] journey, enhancing our overall quality of life.

Bye for now,
Owen MacLeod

PREVIEW

### Comments:



Paul Johnson, March 13, 2024

Exploring these creative outlets has dramatically improved my ability to handle stress. It's amazing how much a simple journal entry or a piece of music can change your perspective.

Like Reply 4h ago



Claire Desjardins, March 10, 2024

I've found that art allows me to express emotions I didn't even know I was holding onto. It's not just about stress relief, it's about discovering more about ourselves and our capacities for resilience and joy.

Like Reply 3d ago

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Name: _____ 54

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

| | | |
|---|---|---|
| 1) Journaling can help manage stress by organizing thoughts. | True | False |
| 2) Music increases stress levels instead of reducing them. | True | False |
| 3) Artistic expression can lead to increased calmness. | True | False |
| 4) Mindfulness is not related to stress management techniques. | True | False |
| 5) Music i[illegible]versal language for stress relief. | True | False |

**Ques[illegible]** [illegible]er the questions below.

1) How does [illegible] management?

2) In what way does music contribute to reduci[illegible]s?

PREVIEW

**Connecting** Which strategy would you prefer – journalling or music? Explain when you might use this strategy.

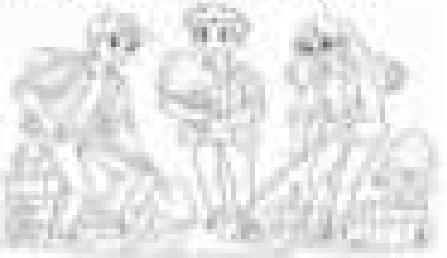
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Name: _____ SY

# Positive Social Interactions

## Bonds That Heal

In a vibrant Canadian town, a student named Kieran found himself struggling with feelings of isolation and sadness. He felt disconnected from his classmates and unsure how to bridge the gap. This is a common feeling, as studies show that 1 in 5 children and youth in Canada experience a mental health ch[illegible]ith isolation being a significant factor.



Kiera[illegible]ing p[illegible]hen he decided to join the school's environmental club, motivated by [illegible]. There, he met Sam and Emma, two students who shared his passion. The c[illegible] wee[illegible] clean-up activities, planting trees, and advocating for enviro[illegible]rvati[illegible]. Through these interactions, Kieran experienced firsthand the po[illegible]os[illegible]ctions.

Participating in activities with Sam, Emma, and o[illegible]rove[illegible]n with a sense of belonging and purpose. He learned that engagi[illegible]ar[illegible]r emotional support and reduce feelings of loneliness. The Canadi[illegible]healt[illegible]ation emphasizes that social connections can boost mental healt[illegible]and happiness and self-worth.

Kieran's story underscores a crucial message: positive social interactions are vital for mental health. By finding common ground with others, individuals can create supportive networks that counteract isolation. Statistics indicate that students who actively participate in community or school groups report higher levels of mental well-being.

Through Kieran's journey, it's clear that reaching out, connecting with others, and engaging in collective activities can significantly impact one's mental health, illustrating the transformative power of bonds that heal.

PREVIEW

Name: _____ 60

## Questions

Answer the questions below.

1) How do positive social interactions impact mental health?

2) What ty[illegible]f activities did the environmental club engage in?

PREVIEW

## True or False

[illegible] or false?

| | | |
|---|---|---|
| 1) Kieran felt isolated becaus[illegible] | True | False |
| 2) 1 in 5 Canadian youth face mental h[illegible] | True | False |
| 3) Positive social interactions can boost mental [illegible] | True | False |
| 4) Social connections do not affect feelings of h[illegible] | True | False |
| 5) Engaging in group activities can reduce loneliness. | True | False |

## Connecting

What are some of the things you do to av[illegible]n?

Name: _____ 65

# Conflict Resolution Skills

**Understanding Conflict**

Conflict occurs when there are disagreements or clashes between individuals due to differences in opinions, values, or needs. In schools, conflicts might arise among students over group projects, sharing spaces, or differences in opinion. Understanding that conflict is a normal part of human relationships is crucial. Handling these disagreements healthily can reduce stress and strengthen connections between people.



**Key Skills for Resolving Conflicts**

Developing effective conflict resolution skills is essential for everyone, especially young individuals navigating complex social environments. These skills include:

- Effective Communication: Expressing your thoughts and feelings clearly without blaming or criticizing others. It involves active listening, where you pay full attention to what the other person is saying, showing empathy and understanding.
- Empathy: Trying to understand and share the other person's perspective. This doesn't mean you have to agree with them, but understanding their viewpoint can lead to more harmonious solutions.
- Finding Common Ground: Looking for areas of agreement that both parties can acknowledge. This helps in shifting the focus from differences to shared interests.

**Strategies for Healthy Dispute Resolution**

To resolve disagreements in a manner that is beneficial for all parties involved, consider the following steps:

- Speak Up: Talk about what's bothering you in a respectful way. Use "I" statements to express your feelings and needs.
- Listen Actively: Give the other person your full attention, acknowledge their feelings, and ask questions to clarify your understanding.
- Seek Common Ground: Discuss ways to meet the needs of everyone involved.
- Agree to Disagree: Sometimes, it's not possible to find a solution that satisfies everyone. It's okay to respectfully agree to disagree.

**Importance of Conflict Resolution**

Practicing effective conflict resolution can lead to:

- Reduced stress from unresolved disagreements.
- Stronger relationships built on mutual respect and understanding.
- Improved communication skills, leading to more positive interactions.

PREVIEW

Name: _____ 66

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Conflict is always negative and should be avoided. | True | False |
| 2) Active listening is not important in resolving conflicts. | True | False |
| 3) Finding common ground can help resolve disagreements. | True | False |
| 4) "I" statements can help express feelings respectfully. | True | False |
| 5) Effective communication excludes non-verbal cues. | True | False |

## Connectin

s conflict you had and how you resolved it.

PREVIEW

## Conflict Response

Circle 👍 if it shows a healthy respons t sh unhealthy response.

| | | | |
|---|---|---|---|
| 1 | Listens to the other person's side during a disagreement. | 👍 | 👎 |
| 2 | Shouts and interrupts when arguing. | 👍 | 👎 |
| 3 | Uses "I" statements to express feelings calmly. | 👍 | 👎 |
| 4 | Tries to find a solution that works for both people. | 👍 | 👎 |
| 5 | Blames others without listening to their explanation. | 👍 | 👎 |
| 6 | Apologizes sincerely after making a mistake. | 👍 | 👎 |
| 7 | Ignores the problem and avoids talking about it. | 👍 | 👎 |

Name: _____ 67

**Direction** Read each situation. Identify the conflict and write a possible solution.

| Situation | Conflict | Solution |
|---|---|---|
| Two classmates argue about who should be the leader in a group project. Both want to be in charge and stop listening to each other. | | |
| A studen... becau... inter... talking. | | |
| Two friends disag... which game to play ... recess and refuse to compromise. | | |
| A student borrows a classmate's pen but forgets to return it, causing frustration. | | |
| During a group discussion, one member ignores others' ideas and insists on their own plan. | | |
| Two students misunderstand each other's messages in a group chat and start arguing. | | |
| A student feels left out because their groupmates do not include them in activities. | | |
| One student makes a joke that hurts another student's feelings. | | |

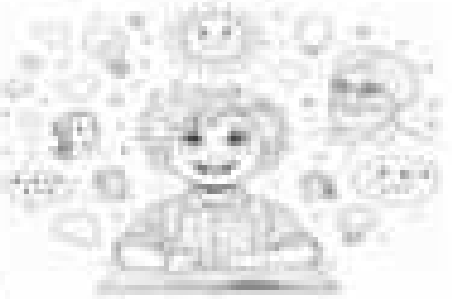
PREVIEW

Name: _____ 68

# The Power of Positive Thinking

## Brighter Thoughts, Brighter Days

In the heart of Toronto lived Alex, a student who discovered the power of positive thinking during a challenging school year. As Alex struggled with his mathematics class, his mood began to plummet, affecting both his schoolwork and friendships.



One day, their teacher, Mr. Singh, introduced the class to a lesson unlike any other. He spoke about the impact of positive thinking on mental health. He shared that, according to a study, individuals who engage in positive thinking can experience a 23% reduction in stress. He explained how shifting perspectives from negative to positive can significantly improve one's mood and resilience.

Intrigued, Alex decided to apply this theory to his own life. He started by focusing on the progress he had made in mathematics, rather than dwelling on his difficulties. Alex also began to practice gratitude, acknowledging three positive things in his life each day, no matter how small.

Over time, Alex noticed a remarkable change. His mood brightened, and his confidence strengthened. He felt more motivated to tackle challenges and found himself enjoying mathematics more than he ever had before. His friendships flourished as he shared his new outlook with others, creating a ripple effect of positivity.

Through Alex's journey, Mr. Singh's class learned a vital lesson: the power of positive thinking isn't just about feeling better in the moment; it's about building a foundation of mental strength that can carry one through life's ups and downs. Alex's story became a testament to the fact that with a positive mindset, brighter days are always within reach.

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

| | | |
|---|---|---|
| 1) Mr. Singh taught the power of positive thinking. | True | False |
| 2) Alex was initially excellent at mathematics. | True | False |
| 3) Alex practiced gratitude by acknowledging one positive thing daily. | True | False |
| 4) Alex's mood improved with positive thinking. | True | False |
| 5) Only Alex benefited from positive thinking in the story. | True | False |

**Question** the questions below.

1) What challenge [illegible] and how did he overcome it?

2) How did positive thinking affect Alex's academic [illegible]

PREVIEW

**Direction** Change each negative thought into a positive one.

| Negative Thoughts | Positive Thoughts |
|---|---|
| I am not good enough. | |
| I always fail at everything. | |
| I always make mistakes. | |
| Others are better than me. | |
| I don't belong anywhere. | |

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# Mental Wellness Match-Up – Positive Thinking

## Objective

What are we learning about?

To reinforce students' understanding of positive thinking, its benefits, and strategies that improve mental health through an engaging matching activity.

## Materials

What do you need for the activity?

- Cardstock
- Markers or pens or colors
- List of positive thinking terms and their meanings or examples
- Timer (optional for competitive play)



PREVIEW

## Instructions

How will you complete the activity?

1. Print the cards using cardstock (terms and matching meanings/examples).
2. Divide the class into groups of 3 or 4.
3. Distribute the printed cards to each group. Have students cut along the dotted lines. On the back of each card, label them with T (term) or M (meaning/example).
4. Shuffle all the cards and place them face down in a grid pattern.
5. Students take turns flipping two cards at a time, trying to match a positive thinking term with its correct meaning or example.
6. If the cards match, the student keeps the pair and takes another turn.
7. If the cards do not match, they are turned back over, and the next student takes their turn.
8. The game continues until all cards have been matched.

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| Cards | List of mental health terms and their definitions |
| --- | --- |

| | |
| --- | --- |
| **Positive Thinking** | Focusing on the good and looking for solutions instead of problems |
| **[illegible]** | Being thankful for the good things in life |
| **Optimism** | [illegible]lieving that good things can happen |
| **Self-Encouragement** | Tell[illegible] self[illegible]itive and [illegible] |
| **Resilience** | Bouncing back from challenges and difficulties |
| **Growth Mindset** | Believing you can improve through effort and learning |

PREVIEW

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| Cards | List of mental health terms and their definitions |
|---|---|

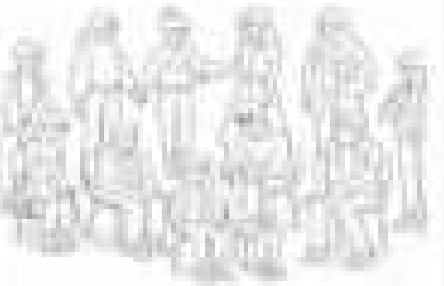
| | |
|---|---|
| **Positive Self-Talk** | Saying kind and helpful words to yourself |
| **P… gress** | Paying attention to improvement, not perfection |
| **Kind Thinki…** | …inking positively about …urself and others |
| **Hopefulness** | P… …om… …about … |
| **Self-Belief** | Knowing that you can succeed if you try |
| **Acceptance** | Understanding and accepting situations you cannot change |

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# Support Networks for Wellness

**Understanding Support Networks**
A support network consists of family, friends, and trusted adults who provide comfort, advice, and assistance during stressful periods. These networks are fundamental to maintaining mental health and well-being.



**Key Components of a Support Network**
- Family: Family members offer emotional support, love, and understanding. They are often the first ones we turn to during difficult times.
- Friends: Friends provide companionship, empathy, and social interaction, helping us feel [illegible]
- [illegible]: These can include teachers, counsellors, and community leaders who offer guidance and provide space to share concerns.

**Why Support Networks Matter**
- Emotional Support: [illegible] reduces feelings of isolation and anxiety.
- Practical Help: Support [illegible] can assist with daily tasks or during crises.
- Perspective and Advice: [illegible] insights and advice that can help navigate challenges.
- Increased Resilience: Those with strong support [illegible] better able to cope with life's stressors.

**Support Networks in Numbers**
- Studies show that individuals with robust support [illegible] mental health outcomes.
- Adolescents who feel connected to family and friends [illegible] and anxiety.
- Community involvement has been linked to higher levels of self-[illegible] among youths.

**Creating and Maintaining Healthy Support Networks**
- Be open to making connections with others.
- Offer support to friends and family; it's a two-way street.
- Seek out community groups or clubs with interests similar to yours.
- Communicate regularly with members of your support network.

**The Impact of Support Networks**
Support networks are not just about having people to lean on during tough times; they are also about sharing joys, successes, and everyday experiences. The presence of a strong support system enhances our mental health, encourages positive coping mechanisms, and enriches our lives in countless ways. Building and nurturing these connections is a crucial aspect of personal development and well-being.

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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Trusted adults can be teachers or counsellors. | True | False |
| 2) A support network can help reduce feelings of isolation. | True | False |
| 3) Having no support network has no impact on resilience. | True | False |
| 4) Community involvement increases self-esteem and happiness. | True | False |
| 5) Support networks offer only emotional, not practical help. | True | False |

## Con

u in anyone's support network? Explain.

## Questions

Answer the questions be

1) How does a support network impact mental health?

2) Why is it important to have trusted adults in your support network?

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# High School Transition Stress

## Navigating New Beginnings

Jasleen was feeling a mix of excitement and anxiety about starting high school. Like many students, she knew that transitioning from elementary to high school was a big step. Studies show that nearly 70% of students experience stress during this transition, worried about making new friends and keeping up with more challenging coursework.



To ease her worries, she decided to take proactive steps. First, she joined a school orientation at her new high school, which introduced her to the layout of the school and staff, and even some of her future classmates. This made the school feel less intimidating and more familiar.

She also reached out to Adam, a family friend and a current student at her new high school. Adam shared his experiences and tips for starting the year successfully. He emphasized the importance of getting involved in clubs and sports, meeting people with similar interests, and how valuable it was to use the school's academic resources, like the tutoring centre.

By the time September arrived, Jasleen felt more prepared and less isolated. She remembered Adam's advice to stay organized and manage her time effectively, especially with the increase in workload. Jasleen also made an effort to connect with her peers and join study groups, which not only helped with her studies but also with building friendships.

As the school year progressed, Jasleen found that the transition was smoother than she had anticipated. She learned that facing change with preparation and a positive mindset could turn challenges into opportunities for growth.

PREVIEW

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

| | | |
|---|---|---|
| 1) Jasleen felt only excitement about starting high school. | True | False |
| 2) 70% of students find the high school transition stressful. | True | False |
| 3) Jasleen's summer program introduced her to future classmates. | True | False |
| 4) Time management is unnecessary in high school. | True | False |
| 5) Preparation can turn challenges into growth opportunities. | True | False |

**Questions** ...swer the questions below.

1) W... ...e to ease her transition to high school?

2) What did Jasleen learn from her hig... ...ar...

**Direction** Complete the table by writing how you might feel in each situa... ...a coping strategy to help you manage it.

| Challenges | How I Feel | Coping Strategy |
|---|---|---|
| Making new friends | | |
| Harder schoolwork | | |
| Feeling nervous or anxious | | |
| Managing time and tasks | | |
| Adjusting to a new environment | | |

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# Expressive Tableaus on Mental Health

**Objective** — What are we learning about?

To explore and understand different aspects of mental health through the creation and interpretation of tableaus, focusing on the impact of positive social interactions and the benefits of coping strategies.

**Materials** — What you will need for the activity.

- [illegible]
- Camera or smartphone (optional, for documenting tableaus)
- Space in the classroom or [illegible] for performances



**Instructions** — How to complete the activity

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

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## Description of Scenes for Tableau

A student is shown enjoying their favourite hobby. Friends approach, pressuring them to skip the hobby for something less positive. The student struggles but stands firm. In the next scene, the student is seen happily continuing their hobby, while their friends eventually join in, showing the value of staying true to oneself.

The first scene depicts a student stressed over an upcoming test. The next shows them using relaxation techniques, like deep breathing and positive visualization. Another scene illustrates the student seeking help from a teacher. The final scene shows the student confidently [illegible]ing the test, showcasing coping strategies for anxiety.

The table[illegible] with a student being isolated and bullied by peers. The next scene shows t[illegible] sad and alone at home. The third scene has the student reac[illegible] help. In the final scenes, the student is shown being supp[illegible] class[illegible] making new friends, emphasizing the importance of seeking help.

A student is ov[illegible] by [illegible]nts at home. They escape to a quiet space to read. Another scen[illegible] counsellor. Gradually, the student uses music to cope and sha[illegible] family member, leading to a calmer household environment in [illegible]

A new student feels lonely in a c[illegible] to join a lunch table but are initially shy. In the following scene, the [illegible] class, gaining interest from peers. The next scenes depict the [illegible] project and laughing with new friends, illustrating the development [illegible]

The first scene shows a student being offered a v[illegible] homework time. The student initially looks tempted but ultimate[illegible] and returns to studying. In the next scene, the student presen[illegible] class, earning applause, while the other group members appear unp[illegible]

A scene opens with a student reacting to a low score on a test, loo[illegible] The following scene has the student practicing and studying with determinat[illegible] the end, the student receives a better score, celebrating the improvement with a proud walk across the room.

Initially, students witness a classmate being teased. The next scene shows them reflecting on how the classmate might feel. They then decide to show kindness, inviting the classmate to join a group activity. The final scenes reveal the classmate smiling and the group learning about the classmate's unique interests, emphasizing the power of empathy.

The first scene depicts a student attempting to shoot a basketball and missing. They hang their head low in defeat. Another scene shows a peer joining, offering pointers, and cheering. The final scene celebrates the student making a basket, with the peer clapping enthusiastically.

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**Reflection** | Answer the questions below.

1) How did your tableau represent mental health?

2) Which [illegible] resonated most with you? Why?

3) How can non-verbal cues [illegible]

4) How did collaboration influence your tableau?

5) Did any tableau change your perspective? How?

PREVIEW

Name: _____ /4

| Rubric | Understand the rubric to ensure you get a good mark! |
|---|---|

| Criteria | Needs Improvement | Satisfactory | Good | Excellent |
|---|---|---|---|---|
| **Understanding of Mental Health** | Shows little understanding of the scenario's mental health aspects. | Shows a basic understanding of the scenario's mental health aspects. | Shows a good understanding of the scenario and its impact on mental health. | Shows a deep and insightful understanding of the scenario's mental health aspects. |
| **Collabor… in P…** | Minimal …laboration; …does … | Some collaboration; the group works together with occasional disagreements. | Good collaboration; the group works together with shared responsibilities. | Excellent collaboration; the group works cohesively with clear communication. |
| **Creativity and Symbolism** | …ually … not … scenario's message clear. | …leau shows …tivity … is … | The tableau is creative, with symbolism that mostly conveys the scenario's message. | The tableau is highly creative, with clear symbolism that powerfully conveys the scenario's message. |
| **Expression and Poses** | Poses and expressions do not represent the emotions or narrative effectively. | Po… … exp… … represent the emotions or narrative. | …and …ress… …moti… …narr… | Poses and expressions are powerful and effectively convey the emotions and narrative. |
| **Rehearsal and Preparation** | The tableau appears unrehearsed and the transitions are rough. | The tableau seems somewhat rehearsed but transitions could be smoother. | …au is well… … with sm… transitions between scenes. | …au is … …ons … the story. |
| **Presentation** | The tableau is unclear and rushed with little impact on the audience. | The tableau is somewhat clear but lacks a strong impact on the audience. | The tableau is clear with a good impact on the audience. | The tableau is very clear, holding a strong and lasting impact on the audience. |

| | Mark |
|---|---|
| | |

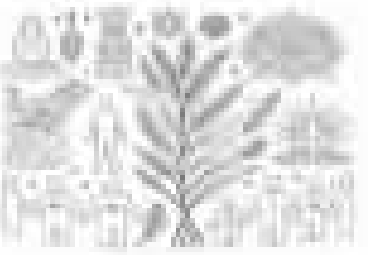
PREVIEW

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# Cultural Practices and Mental Health

**Understanding Cultural Practices**

In many cultures around the world, mental health and wellness are approached with unique practices and beliefs. These practices often reflect the values, history, and spirituality of a community. Understanding and respecting these diverse approaches is essential in promoting mental wellness and cultural sensitivity.



**Cultural Approaches to Mental Health**

- First Nations Communities: Smudging

Smudging involves burning sacred herbs like sage, cedar, or sweetgrass. The smoke is believed to cleanse the body and mind, promoting healing and emotional balance. This practice is deeply rooted in spirituality and connection to the land.

- Meditation Practices in Eastern Cultures

Originating from cultures like Buddhism and Hinduism, meditation and mindfulness involve focusing the mind and achieving clarity. These techniques are used to reduce stress, improve concentration, and promote emotional health.

- Social Support in African Communities

African cultures often emphasize the importance of community and social support in maintaining mental health. Sharing problems and seeking advice from elders or community members is a common practice.

PREVIEW

**Key Facts and Statistics**

- Global Perspective: Mental health issues affect [illegible] at some point in their lives.
- Cultural Sensitivity: A study found that culturally sensitive [illegible] health can significantly improve outcomes for individuals from [illegible] backgrounds.
- Youth Impact: Nearly half of all mental health conditions start [illegible] age, making early intervention and understanding cultural practices crucial.

**The Importance of Cultural Sensitivity**

Being culturally sensitive means recognizing and respecting the different ways cultures approach mental health. It's about understanding that what works for one person may not work for another due to cultural beliefs and practices. This approach fosters respect, understanding, and better mental health outcomes for everyone.

**Learning from Each Other**

By exploring and respecting the varied ways cultures address mental wellness, we can learn valuable lessons about empathy, respect, and the many paths to healing. Remember, mental health is a universal aspect of human life, but the way we nurture it can be beautifully diverse.

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Curriculum Connection: 10.4

**Questions** Answer the questions below.

1) What is smudging and which community practices it?

2) How d[illegible]al sensitivity improve mental health outcomes?

PREVIEW

**Connecting** Which cultural [illegible] do you relate to most. How can you apply it in your life?

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

| | | |
|---|---|---|
| 1) Smudging involves burning sacred herbs for purification. | True | False |
| 2) Meditation originated only from Hinduism. | True | False |
| 3) Social support is undervalued in African cultures. | True | False |
| 4) Community support is crucial in all cultures. | True | False |
| 5) Only one culture practices mindfulness and meditation. | True | False |

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# Fact or Fiction – Cultural Practices and Mental Health

**Objective** What are we learning about?

To help students understand different cultural practices related to mental health, recognize their importance, and develop respect for diverse ways of promoting well-being.

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

- A list of statements about cultural practices and mental health
- "Fact" and "Fiction" signs
- Open space in the classroom
- Tape or markers to label each side of the room




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

1. Your teacher will read different statements about cultural practices and mental health. Listen carefully to each one.
2. Think about whether the statement is true (Fact) or false (Fiction).
3. If you believe the statement is true, walk to the Fact side of the room.
4. If you believe the statement is false, move to the Fiction side.
5. Stay on your chosen side and be ready to explain your answer if asked.
6. Your teacher will reveal the correct answer and explain why it is fact or fiction.
7. Return to your seat and prepare for the next statement.

PREVIEW

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## Fact or Fiction

Read the statements to the class.

| # | Statement | Fact or Fiction |
|---|---|---|
| 1 | All cultures view mental health in the same way. | Fiction |
| 2 | Different cultures have unique ways of supporting mental health. | Fact |
| 3 | Practices like meditation can help reduce stress and improve focu | Fact |
| 4 | On hod of healing works for everyone. | Fiction |
| 5 | mmunity members can support emotional eing. | Fact |
| 6 | Cultural ve n mental health. | Fiction |
| 7 | Cultural tradi ple cope with stress. | Fact |
| 8 | Respecting cultural h mental wellness. | Fact |
| 9 | Mental health is only import | Fiction |
| 10 | Mindfulness is practised in many c | Fact |
| 11 | Community support is important in maint | Fact |
| 12 | You should ignore cultural differences when dis health. | tion |
| 13 | Meditation is only useful for adults. | tion |
| 14 | Talking about problems makes mental health worse. | Fiction |
| 15 | Cultural beliefs can shape how people understand mental health. | Fact |
| 16 | Cultural traditions are not related to emotional well-being. | Fiction |
| 17 | Some cultures use rituals or traditions to promote healing. | Fact |
| 18 | Learning about other cultures can improve empathy and understanding. | Fact |
| 19 | Respecting other cultures is not important in mental health. | Fiction |
| 20 | People from different cultures cannot learn from each other. | Fiction |

PREVIEW

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# Activity – My Mental Health Journey

**Objective** What are we learning about?

Students will understand how nature supports mental health by imagining a journey and illustrating natural environments that promote relaxation, calmness, and well-being.

**Materials** ...d you need for the activity?

- Printed wo... ...ing template)
- Pencil
- Crayons or colou...



**Instructions** How will you co...

1. Imagine that you are travelling to a place ... mental health and makes you feel calm and happy.
2. Think about the natural environment you would see along the ... beach, forest, garden, river, sky).
3. Picture yourself looking out of a window during your journey.
4. Draw the view outside the window that represents a place that relaxes your mind and supports your well-being.
5. Add details such as trees, water, animals, sunlight, or other natural elements.
6. Colour your drawing to show the mood of the place (calm, peaceful, happy).
7. After drawing, write a short sentence about why this place helps your mental health.

PREVIEW


PREVIEW


PREVIEW

# Exit Cards

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

Name: _____

Write 10 key words that you remember about today's lesson.

Name: _____

Write 10 key words that you remember about today's lesson.

Name: _____

Write 10 key words that you remember about today's lesson.

Name: _____

Write 10 key words that you remember about today's lesson.

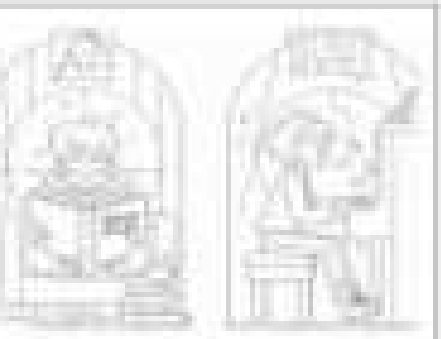
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# Goal Setting and Mental Health

**Understanding Goal Setting**

Goal setting is an important skill that helps you achieve what you want in life. By setting realistic and achievable goals, you can give yourself a roadmap to success. This is not just about accomplishing big tasks; it's also about improving your mental health and overall well-being.



**Why Goal**

Goals pl[illegible]ole in our lives. They provide a sense of direction, motivation, and a clear[illegible]portant. Setting and achieving goals can lead to a sense of satis[illegible]and a[illegible]ment, which is essential for our mental health. When we set goals th[illegible]are [illegible]t [illegible]ievable, we can improve our confidence, resilience, and happines[illegible]

PREVIEW

**Key Benefits of Goal[illegible]**

- Enhanced Motivation: [illegible]ear [illegible]ses your determination to achieve them.
- Improved Focus: Goals help [illegible]s important, reducing distractions.
- Boosted Self-confidence: Achieving your goal[illegible]ve you feel about yourself.
- Better Mental Health: Setting and achieving [illegible]feelings of stress and anxiety, contributing to overall mental[illegible]

**How to Set Personal Goals**

Setting personal goals involves several steps. Here's a simple list:

- Identify What's Important: Think about what you truly want to achieve.
- Be Specific: Clear, detailed goals are easier to achieve than vague ones.
- Make Them Measurable: You should be able to track your progress.
- Set Achievable Goals: Ensure your goals are realistic and within your capabilities.
- Time-bound: Give yourself a deadline to create a sense of urgency.

**Examples in Action**

Consider Jayden, who set a goal to read one book a month to improve his vocabulary. Or Maria, who decided to practice piano for 20 minutes daily to participate in the school recital. Both goals are specific, measurable, achievable, relevant, and time-bound (SMART), which greatly contributes to their mental health by providing them with a sense of purpose and achievement.

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## Questions

Answer the questions below.

1) Why is goal setting important for mental health?

2) How do achieving goals affect self-confidence?

PREVIEW

## Connecting

Set 3 SMART goals you want to achieved in the next 12 months.

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Goal setting can improve your mental health. | True | False |
| 2) Goals should be vague to be achievable. | True | False |
| 3) Achieving goals boosts self-confidence. | True | False |
| 4) Setting goals has no impact on motivation. | True | False |
| 5) Maria practices piano for a school recital. | True | False |

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# Activity - My Mental Health Goal Plan

**Objective** What are we learning about?

Students will develop goal-setting skills that support their mental health by identifying a personal goal, planning steps to achieve it, recognizing possible challenges, and identifying sources of support.

**Materials** [illegible] will you need for the activity?

- [illegible] worksheet
- Pen or pencil
- (Optional) [illegible] colored pencils for design




**Instructions** How will [illegible] complete the activity?

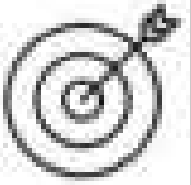
1. Begin by discussing how setting goals can help improve mental health, reduce stress, and increase motivation.
2. Ask students to think about one personal goal [illegible] well-being (e.g., managing stress, building healthy habits, improving [illegible]).
3. In the GOAL section, students will write their chosen goal clearly.
4. In the Steps to Reach My Goal section, students will list simple [illegible] they plan to follow to achieve their goal.
5. In the Things I Should Avoid section, students will identify distractions or habits that may prevent them from reaching their goal.
6. In the People Who Can Support Me section, students will write names of people who can help, guide, or motivate them.
7. In the Date to Achieve My Goal By section, students will set a realistic deadline for completing their goal.
8. After completing the worksheet, ask students to review their answers and reflect on how their goal can improve their mental health.

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**Planning**

Write a personal goal that will help improve your mental health and well-being. Think about how you can achieve it step by step. Identify things that might distract you, people who can support you, and set a realistic deadline for your goal.



**GOAL:** (Write a goal that supports your mental health):

_____

Steps to Reach My Goal:

**Things I Should Avoid:**
(Write distractions or habits that may stop you from reaching your goal.)

**People to Support Me:**
(Write people who can help, guide, or encourage you.)

PREVIEW

**Date to Achieve My Goal By:**

_____

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# The Stigma of Mental Health

**Understanding Mental Health**
Mental health is a critical part of our overall well-being, encompassing our emotional, psychological, and social health. It affects how we think, feel, and act, especially in handling stress, making decisions, and relating to others.
Unlike physical health, which is often visible and more straightforward to diagnose and treat, mental health issues can be more complex and harder to understand.



**Mental Health and Mental Illness**
It's vital to distinguish between mental health and mental illness. Everyone has mental health, just like everyone has health. However, not everyone will experience mental illness, which refers to a wide range of mental disorders that affect mood, thinking, and behaviour. Examples include depression, anxiety disorders, schizophrenia, and bipolar disorder.

**Stigma and Its Impact**
Stigma, or the negative stereotypes associated with mental health issues, can significantly affect those seeking help. Here's how stigma can be perpetuated:

- Societal Views: Misconceptions and lack of understanding about mental illnesses can lead to prejudice and discrimination.
- Word Choices: Language matters. Using terms like "crazy" or "psycho" to describe someone with a mental illness reinforces negative stereotypes.

**Key Statistics and Facts**
- Approximately 1 in 5 people in Canada will personally experience a mental health problem or illness in any given year.
- Only 1 in 3 people who experience a mental health issue will seek and receive proper help, largely due to stigma.
- Stigma can lead to exclusion, poor social support, and delays in seeking treatment.

**Importance of Support**
Support from family, friends, and the community is crucial for those dealing with mental health issues. Understanding, compassion, and proper use of language can make a significant difference in helping individuals feel less isolated and more inclined to seek help.

By learning about mental health and mental illness, students can play a pivotal role in breaking down the barriers of stigma, ensuring a more supportive and understanding society for all.

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

| | | |
|---|---|---|
| 1) Mental illness affects everyone at some point. | True | False |
| 2) Stigma can lead to social exclusion. | True | False |
| 3) Only adults experience mental health issues. | True | False |
| 4) Language does not impact mental health stigma. | True | False |
| 5) Support can reduce feelings of isolation. | True | False |

**Questions** Answer the questions below.

1) What is the difference between mental health and mental illness?

2) How does stigma affect individuals with mental health issues?

PREVIEW

**Direction** Check (✓) the healthy coping strategies for mental health stigma.

| | | |
|---|---|---|
| ❑ Talk to a trusted person | ❑ Believe negative labels | ❑ Keep everything to yourself |
| ❑ Ask for help when needed | ❑ Hide your problems | ❑ Isolate yourself |
| ❑ Use positive self-talk | ❑ Learn about mental health | ❑ Ignore your feelings |
| ❑ Join a support group | ❑ Practise deep breathing | ❑ Avoid others |
| ❑ Stay connected with friends | ❑ Compare yourself to others | ❑ Speak kindly to yourself |

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Name: _____ 105

# Activity – Write A Story About Internet Safety

**Write** Write your own story that teaches at least 2 important lessons about mental health stigma. Show how stigma can affect people and how it can be reduced through understanding, kindness, and support. Include a drawing.

PREVIEW

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Name: _____ 107

# Combating Mental Health Stigma

## "Breaking the Silence"

*Publish Date: March 21, 2024*

In communities across Canada, an important conversation is gaining momentum that could change the lives of many. It's about mental health and the stigma that surrounds it, making it especially difficult for teens to get the help they need. But, as various groups come together to bring awareness to this issue, there's a growing sense of hope.

"Mental health is just as important as physical health," says Dr. Emily Smith, a psychologist specializing in adolescent mental health. He notes that, according to recent statistics, 1 in 5 Canadian youth struggles with a mental health issue, yet less than 20% receive appropriate care. The reason? Stigma. The fear of being judged or treated differently keeps many from reaching out.

But change is possible. "Education is a powerful tool against stigma," Dr. Smith explains. "When students learn about mental health, they understand it better. This understanding can replace fear and judgment with compassion and support."

Schools are starting to include mental health in their curriculum, teaching students about different conditions, how to recognize signs of mental distress in themselves and others, and most importantly, that it's okay to talk about it. These conversations are vital.

They normalize mental health issues, making it easier for students to ask for help without fear of being stigmatized.

Beyond education, kindness plays a crucial role. A simple act of listening can make a huge difference. Farah, a high school student who struggled with anxiety, shares her experience: "When my friends listened without judging, I felt less alone. It gave me the courage to seek professional help."

Support groups, both in-person and online, offer another layer of help. They provide a safe space where individuals can share their experiences and coping strategies. Knowing you're not alone can be incredibly reassuring.

Activists against mental health stigma are creative in their ventures. They start campaigns for understanding, aiming to educate and learn. By fostering a community where mental health is openly discussed, communities can make a difference. Education and support groups are key to changing societal views, proving that together, we can break the silence and ensure that everyone receives the help and understanding they deserve.



PREVIEW

Name: _____ 108

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Mental health is less important than physical health. | True | False |
| 2) Stigma prevents many from seeking help. | True | False |
| 3) Education cannot help reduce mental health stigma. | True | False |
| 4) Listening and kindness can make a big difference. | True | False |
| 5) Only adults can join support groups for mental health. | True | False |

## Questions

Answer the questions below.

1) What role does education play in combating mental health stigma?

2) How can kindness impact someone's mental health?

PREVIEW

## Word Search

Find the words in the wordsearch.

| | |
|---|---|
| Stigma | Listen |
| School | Support |
| Safe | Kindly |
| Circle | Book |
| Group | Help |
| Fear | Talk |

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

Name: _____ 109

# Understanding Mental Health Through Role-Play

**Objective** — What are we learning about?

To foster empathy and understanding among students regarding mental health issues and stigma, and to explore constructive responses to these situations.

**Materials** — What you will need for the activity.

- S... ...ing different mental health ... by the teacher)
- A ... com... ...s for role-playing
- Reflectio... ...ap... ...each student
- Pens or pe...



**Instructions** — How yo... ...ity

1. Begin with a short introduction a... ...at m... ...h means and the importance of addressing stigma.
2. Explain the concept of role-playing and i... ...y.
3. Divide the class into small groups and hand out sc... ...d... ...p.
4. Assign roles within each group based on the scenarios prov...
5. Allow time for students to read their scenarios and prepare their ...
6. Each group performs their role-play in front of the class, showcasing their scenario.
7. After each performance, facilitate a brief discussion, focusing on feelings and learnings.
8. Encourage students to think about constructive ways to respond in real life.
9. Conclude the activity with a group discussion on the overall experience and insights gained.

PREVIEW

Name: _____ 110

| Cards | Use the scenario cards for the role-play activity |
|---|---|

After two months in a mental health clinic, Jamie returns to school. Students whisper, and some avoid Jamie, unsure how to act. Jamie feels isolated and anxious.

Taylor has weekly therapy sessions to talk about feelings and stress. Some classmates have started calling Taylor "the shrink's pet," which makes Taylor feel embarrassed and reluctant to continue therapy.

Alex has been out of school due to severe anxiety. Rumours start to spread that Alex is leaving school. This affects Alex's reputation and friendships.

Jordan takes medication which helps them sleep and focus better in class. Some peers find out and suddenly start asking to join their study group, thinking the medication gives an academic advantage.

Pat overhears some classmates making jokes about depression, saying it's just an excuse for laziness. Pat's older sibling struggles with depression, and these jokes are hurtful and frustrating.

Chris used to be energetic and outgoing but has become withdrawn and seems sad all the time. Friends are noticing the change and want to help but don't know what to say or do.

Casey tells a close friend, Morgan, about feeling overwhelming anxiety, but Morgan laughs it off, saying everyone gets stressed and Casey should just relax more.

A teacher notices that Lee has trouble focusing, isn't turning in homework, and seems to withdraw from friends. The teacher is concerned and wants to help without embarrassing Lee.

PREVIEW

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Name: _____ 123

# Unit Test – Mental Health

**Multiple Choice** /10

| | |
|---|---|
| 1. What is mental health?<br>a) Body wellness<br>b) Emotional well-being<br>c) Physical fitness<br>d) Intellectual fitness | 2. Which app offers guided meditations?<br>a) Headspace<br>b) Facebook<br>c) Instagram<br>d) YouTube |
| 3. Which [illegible] to your brain, reduc[illegible] and anxiety?<br>a) Fib[illegible]<br>b) Sugar<br>c) Omega-3 Fatty [illegible]<br>d) Complex Carbohydr[illegible] | 4. How many hours of sleep do adolescents need?<br>a) 6-8 hours<br>b) 8-10 hours<br>c) 5-7 hours<br>d) 10-12 hours |
| 5. What does the "4-7-8" tech[illegible] with?<br>a) Waking up<br>b) Building muscles<br>c) Reducing anxiety<br>d) Enhancing creativity | [illegible] a crucial part of a support<br>a) Tr[illegible]<br>b[illegible]tory<br>c)<br>d) Social |
| 7. How much lower is the depression risk with regular exercise?<br>a) 10%<br>b) 20%<br>c) 30%<br>d) 40% | 8. What reduces blue [illegible]nt?<br>a) Screen-free zone<br>b) Night mode<br>c) Morning exercise<br>d) Physical books |
| 9. Which is not an effective stress-management technique?<br>a) Journaling<br>b) Listening to music<br>c) Using substances<br>d) Drawing | 10. What does volunteering increase according to studies?<br>a) Screen time<br>b) Self-esteem<br>c) Homework load<br>d) Social media usage |

PREVIEW

**Define** What do the terms below mean?

| Term | Definition – What does it mean? |
|---|---|
| Sleep Hygiene | |
| Meditation | |
| End | |

**Short Answer** Answer the questions below – Each question is worth 3 marks.

1) How does deep breathing help [illegible]?

2) Who can be part of a support network, and why are they important [illegible]?

3) What does stigma about mental health mean? Do you think there is a stigma?

PREVIEW

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

1) How can engaging in regular physical activity positively impact a student's mental health and academic performance?

2) What strategies can students implement to [illegible] reduce their screen time, ensuring a balance between digital and real[illegible]

PREVIEW

# Google Slides Lessons Preview

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Ontario Health Curriculum

Properties of & Injury Prevention– Grade 5

# 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!



# Ontario Health Curriculum

# Properties of & Injury Prevention– Grade 5



# Ontario Health Curriculum

# Properties of & Injury Prevention– Grade 5



# Workbook Preview

# Grade 8 – Health Unit

## Personal Safety and Injury Prevention

| | Expectations | Pages |
|---|---|---|
| D1.1 | describe the signs and symptoms of | |
| D1.2 | | |
| D2.2 | demonstrate the ability to assess situations for potential dangers, and apply strategies for avoiding dangerous situations | 76-84 |
| D3.2 | analyse the impact of violent behaviours, including bullying, violence in intimate and sexual relationships, and gender-based violence or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence | 85-134 |

Preview of 90 pages from this product that contains 179 pages total.

# Personal Safety and Injury Prevention



Name: _____ 6

# The Science Behind Concussions

**Understanding Concussions**
A concussion is a type of brain injury that occurs when a force causes the brain to move rapidly back and forth inside the skull. This movement can cause chemical changes in the brain and sometimes stretching and damaging of brain cells.

**How Concussions Happen**
The brain is protected by cerebrospinal fluid inside the skull, but a sudden jolt or hit can cause the brain to move violently. This can happen during sports, falls, or car accidents. When the brain moves rapidly inside the skull, it can lead to a concussion.

**Key D**
Concussions differ from other brain injuries in their cause and impact. Unlike more severe injuries that may result in permanent brain damage, concussions primarily affect the brain's functioning temporary effects such as confusion, amnesia, and impaired coordination.

**Critical Signs and Sympto**
Early recognition of concussion is for proper treatment and recovery. Symptoms can be physical, cogni related. Here is a list of common signs to watch for:

- Headache or a feeling of pressure in the he
- Confusion or feeling foggy
- Dizziness or balance problems
- Nausea or vomiting
- Sensitivity to light or noise
- Memory problems
- Mood swings or changes in personality
- Sleep disturbances



**The Importance of Response**
Responding quickly to a suspected concussion is crucial. Continuing to play sports or engage in activities that could lead to another head injury can result in longer recovery times or more serious brain injuries. Rest and a gradual return to normal activities, under medical guidance, are key to healing.

**Protecting the Brain**
Understanding the mechanics of concussions helps us appreciate the importance of protecting our brains. Wearing appropriate helmets and safety gear during sports and recreational activities can help prevent concussions. Additionally, learning to recognize the signs and symptoms ensures that those affected receive the care they need promptly.

PREVIEW

Name: _____ ?

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

| | | |
|---|---|---|
| 1) Concussions always involve bleeding in the brain. | True | False |
| 2) A concussion is a type of brain injury. | True | False |
| 3) Helmets can prevent all brain injuries. | True | False |
| 4) Symptoms of concussions can include nausea. | True | False |
| 5) Memory problems are a sign of concussion. | True | False |

**Question** the questions below.

1) How [illegible] affect the brain?

2) Why is early recognition of [illegible]?

PREVIEW

**Direction** Check the statements that show FACTS about co[illegible]

| | |
|---|---|
| 1) Concussions happen when the brain moves quickly inside the skull. | |
| 2) You can only get a concussion from sports injuries. | |
| 3) Headaches can be a sign of a concussion. | |
| 4) It is safe to continue playing after hitting your head. | |
| 5) Dizziness and confusion can be symptoms of a concussion. | |
| 6) Concussions only affect physical health, not thinking. | |
| 7) Rest is important for recovery from a concussion. | |
| 8) Wearing helmets can help prevent concussions. | |

Name: _____ 11

# Comprehensive Guide to Concussion Symptoms

## Understanding Concussion Symptoms

Date: March 04, 2024 Author: By Jamie Chen 2-minute read

In the dynamic landscape of health and wellness, understanding concussion symptoms is paramount for timely and effective care. Concussions can manifest through a variety of symptoms, spanning from physical discomforts such as headaches and dizziness to cognitive impairments like concentration difficulties and memory lapses. Recognizing these signs is the first step toward seeking necessary medical attention and preventing further complications.

Concussions also affect emotional well-being, leading to mood swings or changes in personality. It's crucial to address not just the immediate physical symptoms but also the subtle cognitive and emotional changes that may occur. Awareness and education on these symptoms empower individuals and caregivers to make informed decisions about health and recovery.

The importance of immediate action cannot be overstressed. Early diagnosis and treatment are critical in managing symptoms effectively, minimizing long-term effects, and facilitating a safe return to daily activities. By understanding the comprehensive nature of concussion symptoms, individuals can take proactive steps towards health and safety.

Regards,
Jamie Chen

PREVIEW

### Comments:



Ethan Tremblay, March 06, 2024

Recognizing the wide range of concussion symptoms is crucial. It's not just the physical signs; the cognitive and emotional changes are equally important to address.

Like Reply 5h ago



Sophia Lalonde, March 04, 2024

Absolutely, Jamie! Additionally, fostering an environment where people feel comfortable seeking help and discussing their symptoms is vital for effective recovery.

Like Reply 2d ago

Name: _____ 12

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Concussions can cause headaches and dizziness. | True | False |
| 2) Emotional changes are not a symptom of concussions. | True | False |
| 3) Immediate medical consultation is unnecessary for concussions. | True | False |
| 4) Cognitive symptoms include memory problems. | True | False |
| 5) Recogni[illegible] symptoms helps prevent further complications. | True | False |

## Questi[illegible]

[illegible]wer the questions below.

1) How do con[illegible] a[illegible]ividual's emotional well-being?

2) Why is it important to seek medical consultati[illegible] a c[illegible]?

PREVIEW

## Define

What do the terms below mean?

| | |
|---|---|
| **Concussion** | |
| **Cognitive Symptoms** | |

Name: _____ 13

# Role Play: Responding to Injuries

## Objective

What are we learning about?

To educate students on recognizing and responding to injuries, including the initial management of concussions and other common injuries, through interactive role-playing.



## Materials

What you will need for the activity

- F[illegible]g and treating symptoms of common injuries, including co[illegible]ons.
- Basic first [illegible], [illegible]monstration purposes).
- Scenario c[illegible]g di[illegible]cy situations.
- A list of roles f[illegible]ent[illegible]d person, responder, bystander, etc.).

PREVIEW

## Instructions

How you will pl[illegible]

1. Divide the class into small groups, a[illegible]gning e[illegible]roup[illegible]ent scenario card.
2. Provide each group with a fact sheet on co[illegible]u[illegible]ptoms.
3. Within each group, students choose roles to play: th[illegible]er[illegible]r, responder, and bystanders.
4. Allow time for the groups to read through their scenarios and p[illegible]ole-play.
5. Each group takes turns performing their scenario in front of the class, demonstrating how to recognize symptoms and the immediate steps to take.
6. After each performance, discuss as a class the actions taken and what could have been improved.
7. Encourage students to refer to their fact sheets during the role-play to guide their actions.
8. Discuss the importance of seeking professional medical help when necessary.
9. Reflect on the emotional and physical aspects of dealing with injuries.

Name: _____ 14

| Strategies | Use the strategies below to respond to injuries |
|---|---|

1) **Stay Calm and Assess the Situation**: Teach students the importance of staying calm in emergencies. Panicking can cloud judgment and delay response time. Encourage deep breathing to maintain composure before assessing the situation.

2) **Use the "Three Cs" Strategy - Check, Call, Care**: First, check the environment for any dangers to yourself or the injured person. Next, call for help from a teacher, school nurse, or dial emergency services if needed. Finally, provide care within your ability until help arrives.

3) **Seek Consent Before Helping**: If the injured person is conscious, always ask for their permission before providing any form of aid. This respects their autonomy and can

4) **Apply the [illegible] for Sprains and Strains**: Teach students the RICE method - Rest, Ice, [illegible], Elevation as a response for sprains and strains. This can help reduce swelling and

5) **Identify Allergy Symptoms and Know How to Respond**: For scenarios involving allergic reactions, educate students to recognize symptoms and understand the importance of quickly finding an EpiPen or antihistamine, with adult supervision.

6) **Create and Use Emergency Cards**: Encourage students to [illegible] emergency contact cards and, if applicable, medical information [illegible]. This ensures that in any situation, responders can quickly [illegible] and provide the best assist.

7) **Implement the Buddy System in Outdoor Activities**: Advocate for the [illegible] ensures no one is left alone during activities where injuries or health issues may occur more frequently, such as during sports or picnics.

8) **Practice Using Safety Equipment**: Familiarize students with the location and proper use of safety equipment in classrooms and common areas, such as first aid kits, eyewash stations, and safety showers.

9) **Encourage Open Communication**: In any scenario, teaching students to openly communicate what they're experiencing or what they've witnessed can significantly aid in providing appropriate care. Encourage phrases like, "I see you're in pain, where does it hurt?" or "Tell me what happened," to better assess the situation.

10) **Utilize Distraction Techniques for Pain or Panic**: When dealing with injuries or stressful situations, teaching students simple distraction techniques, such as talking about a favourite hobby or using visualization techniques, can help manage pain or panic until help arrives.

PREVIEW

Name: _____ 15

Scenarios | Role-Play Scenarios

Jamie slips on a spilled drink in the cafeteria and falls, hitting their head on the ground. Jamie feels dizzy and has a headache, suggesting a possible concussion. The students around Jamie need to assess the situation and decide how to help while ensuring their own safety.

Alex twis[illegible] ankle during a game of basketball and can't bear weight on it, showing [illegible] sprain. The gym teacher is momentarily out of sight, so classmates must st[illegible] initial support and comfort to Alex, assessing the injury's sev[illegible]

Samira gets [illegible] de[illegible] outdoor school picnic and starts showing signs of an allergic rea[illegible] clu[illegible] and difficulty breathing. Her friends need to recognize the allergi[illegible] act quickly to get help from a teacher.

On a hot summer day, Jordan starts f[illegible] t a[illegible] gus during the school's sports day, showing signs of heat exh[illegible]n. Cla[illegible] identify the symptoms, move Jordan to a cooler place, and ensure th[illegible] hydr[illegible] seeking further assistance.

During an art project, Chris accidentally cuts their finger [illegible] ep, and there is significant bleeding. Fellow students must apply firs[illegible] manage the bleeding and prevent infection until a teacher can ta[illegible]

Leyla, known to have asthma, starts wheezing and struggling to breathe during a school assembly. Her classmates remember she carries an inhaler and need to find it in her bag, help her use it correctly, and comfort her while waiting for adult intervention.

During a chemistry experiment, Aarav splashes a chemical on his arm, causing irritation and a burning sensation. His lab partner needs to quickly assess the situation, use the eyewash station and safety shower appropriately, and alert the teacher for further instructions.

PREVIEW

Name: _____ 16

**Reflection** | Answer the questions below.

1) What is the first step when you see an injury?

2) How ca[illegible]ell if an injury is serious?

3) Why is it import[illegible]ncies?

4) How does immediate response affect injury outcom[illegible]

5) What steps would you take if your teacher fainted in the classroom?

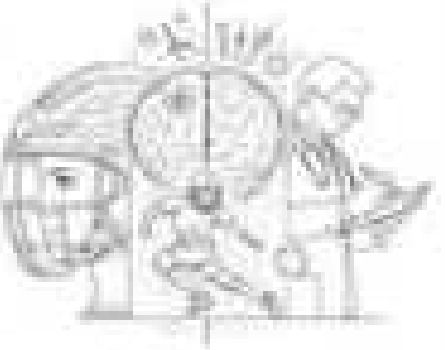
PREVIEW

Name: _____ 17

# Second-Impact Syndrome and Its Prevention

**Understanding Concussions**

A concussion is a type of brain injury caused by a bump, blow, or jolt to the head. It can temporarily affect brain function, leading to symptoms such as headaches, confusion, dizziness, and changes in mood or behaviour. It's crucial for everyone, especially athletes, to recognize these symptoms early to prevent more severe injuries.



**Risks of M[illegible]ncussions**

When a[illegible]s a concussion, the brain needs time to heal. If another conc[illegible] brain has fully recovered, it can lead to severe and often life-thr[illegible]ing co[illegible]s is known as Second-Impact Syndrome (SIS), a rare but catastrophic e[illegible]

**Key Facts about Se[illegible]mp**

- Occurrence: SIS hap[illegible] to the head occurs before symptoms from an initial concuss[illegible] to rapid and severe brain swelling.
- Symptoms: After the secon[illegible]act[illegible]xperience rapid deterioration, losing consciousness, and entering [illegible] coma or death if not treated immediately.
- Age Factor: Young athletes, particularly those in sch[illegible] higher risk due to the nature of their developing brains.

**Preventing Second-Impact Syndrome**

The key to preventing SIS lies in proper management and [illegible] concussion. Here's a list of preventative steps:

- Immediate Response: Any athlete suspected of having a concus[illegible]moved from play immediately.
- Medical Evaluation: Before returning to sports, the individual must be [illegible]uated and cleared by a healthcare professional.
- Education: Athletes, coaches, and parents should be educated about concussion symptoms and the importance of reporting them.
- Gradual Return: If a concussion is diagnosed, a gradual return-to-play protocol should be followed, ensuring the athlete is symptom-free at each step.

**Importance of Proper Recovery**

Allowing the brain adequate time to heal after a concussion is critical. Rushing back into physical activity not only risks SIS but can also lead to prolonged concussion symptoms and potential long-term brain health issues. Education and awareness are our best tools in safeguarding against the dangers of multiple concussions and Second-Impact Syndrome.

PREVIEW

Name: _____ 18

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Concussions can temporarily affect brain function. | True | False |
| 2) SIS occurs without a previous concussion. | True | False |
| 3) Symptoms of SIS include confusion and headaches. | True | False |
| 4) Athletes are at lower risk of SIS as adults. | True | False |
| 5) Education on concussion symptoms reduces SIS risks. | True | False |

## Summary

...mary of the text including the main idea and supporting details.

PREVIEW

## Questions

Answer the questions belo...

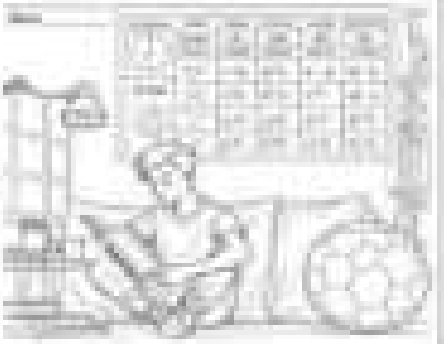
1) What does SIS stand for, and why is it dangerous?

2) Why are young athletes particularly at risk for SIS?

Name: _____ 23

# Healing Minds, Resuming Lives

## Safe Steps Back



In the bustling city of Maplewood, 13-year-old Alex found himself sidelined from his beloved soccer team after a sudden fall during a match led to a concussion. His journey to recovery became a lesson in patience, resilience, and the importance of health ove

Conc are serious brain injuries that can alter the way your brain functio mpto de headaches, difficulty thinking, and problems with concentration or ally not a student and athlete like him, should ignore. Statistics sh t a ouths under 20, sports-related incidents account for 39% of concu ight ed for awareness and proper recovery plans.

Under the guidance of his healthcare p Alex a "Return to School Plan." Initially, this meant staying home to rest, olut r or physical education classes. Even screen time was drastica er strain on his brain, challenging for a teenager in today's digital w e was crucial for reducing his symptoms.

Gradually, with medical approval, Alex began reintroducing light mental a His plan was tailored specifically to his recovery, emphasizing the importance of not rushing back to full academic and physical activity too quickly. Slowly but surely, he resumed attending classes for partial days, progressively increasing his workload as his tolerance improved.

The path back to the soccer field mirrored this careful approach. Starting with light exercises and, over weeks, advancing to full participation, Alex's experience underscored the necessity of a medically supervised, gradual return to activity. His story serves as a reminder that while the road to recovery might seem long, ensuring a safe return to daily life and sports is paramount.

PREVIEW

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Name: _____ 24

| Questions | Answer the questions below |
|---|---|

1) What are some symptoms of a concussion?

2) Why was reducing screen time important in Alex's recovery process?

| True or False | st[illegible] or false? |
|---|---|

| | | |
|---|---|---|
| 1) Concussions can change [illegible] | True | False |
| 2) Headaches are not a symptom [illegible] | True | False |
| 3) Only physical activities cause concus[illegible] in you[illegible] | True | False |
| 4) Rest includes reducing both physical activity [illegible] | True | False |
| 5) Light mental activities are reintroduced gradual[illegible] | True | False |

| Connecting | Describe a time when you were ill and needed time to r[illegible] ou had a concussion. How did/would you spend your time? [illegible] ou feel? Why is taking time for recovery important? |
|---|---|

PREVIEW

Name: _____ 25

# Fact or Fiction? Myths About Concussions and Injuries

**Objective** — What are we learning about?

To increase students' awareness and understanding of concussions, injuries, and violence through an interactive game that separates myths from facts.



**Materials** — What you will need for the activity.

- [illegible] about concussions, injuries, and violence (half true, half false)
- Red and green cards (red for fiction, green for fact)
- A bell or buzzer
- A prize for the winning team

**Instructions** — How you will play the game

1. Divide the class into two teams and explain the rules of the game.
2. Present a statement to the class. Each team will discuss among themselves and decide if the statement is a fact or fiction.
3. After discussion, each team will choose a representative to hold up their answer using the red or green card.
4. Use the bell or buzzer to signal the time for revealing answers.
5. Reveal the correct answer and provide a brief explanation to clarify any misconceptions.
6. Award points to the team that correctly identifies the statement as fact or fiction.
7. Alternate between teams for each statement to keep engagement high and give each team equal opportunities.
8. Keep score throughout the game. Consider adding bonus points for quick and correct answers to encourage active participation.
9. Conclude the game by announcing the winning team and distributing the prize.

PREVIEW

Name: _____ 2s

**Fact or Fiction** | Read the statements below.

| | | |
|---|---|---|
| 1 | A helmet can reduce the risk of a concussion. | Fact |
| 2 | Concussions only occur with a loss of consciousness. | Fiction |
| 3 | You can have a concussion without hitting your head. | Fact |
| 4 | Only [illegible]letes need to worry about concussions. | Fiction |
| 5 | Re[illegible] for recovery after a concussion. | Fact |
| 6 | [illegible] ms immediately, you're fine. | Fiction |
| 7 | Sympto[illegible] delayed for hours. | Fact |
| 8 | A CT scan alwa[illegible]ussion. | Fiction |
| 9 | Repeated concussions [illegible]o [illegible]ems. | Fact |
| 10 | Wearing a helmet makes you imm[illegible]ead [illegible] | Fiction |
| 11 | Concussions are a type of traumatic brai[illegible] | Fact |
| 12 | You must hit your head hard to get a concussion. | Fiction |
| 13 | Symptoms of concussions can vary widely among indivi[illegible]s. | [illegible] |
| 14 | Young people recover from concussions faster than adults. | Fiction |
| 15 | Education on proper sports techniques can prevent injuries. | Fact |
| 16 | Concussions are easily diagnosed and treated. | Fiction |
| 17 | Proper sports equipment can lessen the risk of injuries. | Fact |
| 18 | Only hits to the head can cause concussions. | Fiction |
| 19 | Awareness and education can reduce violence in sports. | Fact |
| 20 | All concussions cause long-term brain damage. | Fiction |

PREVIEW

Name: _____ 27

# Post-Concussion Syndrome: Recovery Challenges

**Understanding PCS**

Post-Concussion Syndrome (PCS) is a complex condition that affects individuals who have suffered a concussion. A concussion is a type of brain injury that can occur from a blow to the head or a sudden jolt, often seen in sports, accidents, or falls. PCS involves experiencing concussion symptoms for a longer period than usual, sometimes weeks, months, or even years after the initial injury.

**Recognizing PCS Symptoms**

PCS presents a range of symptoms that can vary in intensity. These symptoms can be physical, cognitive, emotional, and sleep-related. Students with PCS might experience:

- Headaches
- Fatigue and dizziness
- Irritability or changes in mood
- Difficulty concentrating and memory problems
- Sleep disturbances



**Challenges in Academic Settings**

Students recovering from PCS may face challenges in school:

- Concentration Difficulties: Struggling to focus during lessons.
- Memory Problems: Difficulty remembering new information.
- Physical Symptoms: Headaches and fatigue may make school days feel longer.
- Emotional Changes: Increased irritability can affect interactions with peers and teachers.

**Strategies for Managing PCS**

Effective management of PCS in academic and social settings involves a combination of rest, gradual return to activities, and accommodations. Here are some strategies to support recovery:

- Modified School Schedule: Shortened days or extended time for assignments can help manage fatigue.
- Quiet Space: Access to a quiet room can alleviate headaches and sensitivity to noise.
- Rest Periods: Scheduled breaks during the day to prevent overexertion.
- Communication: Regular check-ins with teachers and counselors to adjust accommodations as needed.

**Navigating Social Challenges**

Social interactions can be challenging for students with PCS. Encouraging understanding among peers and promoting a supportive environment are key. Activities that do not require physical exertion but allow for social engagement can help maintain friendships and support emotional well-being.

PREVIEW

Name: _____ 28

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) PCS can last for weeks, months, or years. | True | False |
| 2) PCS symptoms are solely physical. | True | False |
| 3) Memory problems are a symptom of PCS. | True | False |
| 4) Scheduled rest periods can help manage PCS symptoms. | True | False |
| 5) Social [illegible]ons are not affected by PCS. | True | False |

## Questi[illegible]

[illegible]stand for and what causes it?

PREVIEW

## Managing Recovery After Concussion

List or draw examples of safe beha[illegible]ur[illegible]s for someone recovering from a concussio[illegible]

| Safe Behaviour | | |
|---|---|---|
| | | |
| | | |
| | | |

| Unsafe Behaviour | | |
|---|---|---|
| | | |
| | | |
| | | |

Name: _____ 31

# The Risks and Realities of Crash Diets

## Crash Diets: Hidden Dangers

In the small town of Maplewood, 13-year-old John was determined to get in shape before the school's annual sports day. Influenced by rapid weight loss stories online, John decided to follow a crash diet, limiting food intake to just a few hundred calories a day. At first, the pounds seemed to melt away, and John felt victorious.



However, within a few weeks, John started feeling unusually tired and irritable. His concentration during lessons became difficult, and sports performance declined instead of improving. Concerned, the school's health teacher, Mr. Singh, noticed these changes and decided to educate John and the class about the risks associated with crash diets.

Mr. Singh explained that crash diets often lead to nutritional deficiencies, as they don't provide the body with the necessary vitamins and minerals needed for growth and health. He shared that, according to health experts, children should consume between 1,400 to 2,400 calories per day, depending on their activity levels and support their growing bodies.

Moreover, Mr. Singh discussed the impact of such diets on mental health, including increased risk for eating disorders, depression, and anxiety. He stressed the importance of balanced nutrition and regular exercise, advocating for a healthy lifestyle over quick fixes.

Inspired by Mr. Singh's lessons, John decided to adopt a healthier approach to eating and exercise, focusing on strength and well-being rather than just weight loss. The journey wasn't easy, but with support from friends and family, John learned the value of balanced living, promising never to fall into the trap of crash diets again.

PREVIEW

Name: _____ 32

**Questions** Answer the questions below.

1) What initially influenced John to try a crash diet?

2) What did Singh stress as more important than quick fixes for weight loss?

PREVIEW

**True or False** ...ue or false?

| | | |
|---|---|---|
| 1) The internet has quick, heal... | True | False |
| 2) Crash diets provide all necessary vit... | True | False |
| 3) Teenagers need over 3,000 calories every day. | True | False |
| 4) Crash diets can lead to mental health risks. | ...ue | False |
| 5) Balanced nutrition is less important than rapid weight ... | ... | False |

**Reflecting** What could John do to get ready for sports day ... way?

Name: _____ 33

# Is It Safe or Risky?

Crash dieting is when someone eats very little food or skips meals to lose weight quickly. It can harm the body and mind if not done properly.



| Decide | Is it SAFE or RISKY? | |
|---|---|---|
| 1) John ea[illegible]one small meal a day to lose weight fast. | Yes | No |
| 2) Claro[illegible]ed diet with fruits, vegetables, and regular meals. | Yes | No |
| 3) Ma[illegible]e he wants quick results before a school event. | Yes | No |
| 4) Rob feels w[illegible]g his food intake too much. | Yes | No |
| 5) Sam refuses to [illegible] he is afraid of gaining weight. | Yes | No |
| 6) Tom chooses to eat sm[illegible]des all food groups. | Yes | No |
| 7) Ashley drinks only water all d[illegible] | Yes | No |
| 8) Aria follows advice from a health te[illegible]about | Yes | No |
| 9) Mia feels tired and cannot focus in class due [illegible] | Yes | No |
| 10) Leo becomes irritable because he is not eating e[illegible] | Yes | No |
| 11) Chloe eats regularly and chooses healthy snacks. | | No |
| 12) Ethan follows a crash diet he saw online without guidance. | | No |
| 13) Mia enjoys healthy meals and still stays active every day. | Yes | No |
| 14) Noah ignores hunger signals just to lose weight faster. | Yes | No |
| 15) Daniel eats a balanced diet and exercises regularly. | Yes | No |
| 16) Lily skips breakfast every day to try to lose weight faster. | Yes | No |
| 17) Mark eats three balanced meals and listens to his hunger cues. | Yes | No |
| 18) Nina follows extreme diet trends she sees on social media. | Yes | No |
| 19) Owen drinks water and eats regular meals to stay energized. | Yes | No |
| 20) Sara avoids entire food groups without medical advice. | Yes | No |

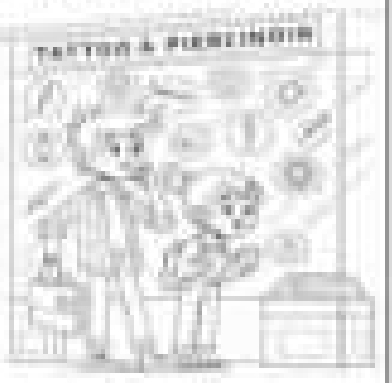
PREVIEW

Name: _____ 35

# Tattoo and Piercing Impacts

## Ink and Piercings Guide

In the bustling town of Maple Grove, 13-year-old Aarav and his friend Leyla were captivated by the world of tattoos and piercings. They marvelled at the vibrant tattoo designs and unique piercings displayed in the windows of the local parlour, Ink Haven. However, their curiosity was mixed with a bundle of questions about the implications of such body art.




Mrs. [illegible], a health teacher at Maple Grove School, noticed their interest and decided to guide them through the journey of understanding [illegible] and piercings. She explained that tattoos and piercings are not just about aesthetics; they involve significant considerations. For instance, getting a tattoo involves injecting ink into the dermis, the second layer of skin, which carries risks such as allergic reactions, skin infections, and the potential for bloodborne diseases like hepatitis B and C if the equipment is not sterile.

"Piercings," she continued, "also come with their own [illegible] such as bacterial infections and prolonged healing times. The navel can take [illegible] while earlobe piercings might heal in 6 weeks."

Mrs. Patel stressed the importance of aftercare, including keeping the area clean and following the care instructions provided by professionals. "Always ensure you go to a reputable and professional studio," she advised. "They should use sterile equipment and provide detailed aftercare instructions."

Aarav and Leyla learned the value of informed decision-making when considering body art. They understood that tattoos and piercings are not decisions to be made lightly and recognized the importance of prioritizing health and safety in expressing oneself.

PREVIEW

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Name: _____ 36

## Questions

Answer the questions below.

1) What layer of the skin is ink injected into when getting a tattoo? Why is this a problem?

2) Why can getting a piercing be risky and unsafe?

PREVIEW

## True or False

...false?

| | | |
|---|---|---|
| 1) Tattoos inject ink into the ... | True | False |
| 2) Piercings can lead to bacterial infect... | True | False |
| 3) Navel piercings heal within 6 weeks. | True | False |
| 4) Aftercare is crucial for tattoos and piercings. | True | False |
| 5) Professional studios use non-sterile equipment. | ...e | False |

## Draw

Draw a 3-panel comic strip that shows someone makin... ...ned decision about getting a tattoo or piercing.

Name: _____ 37

# Activity: Spot the Red Flags

**Objective** What are we learning about?

Students will analyze real-life scenarios related to tattoos and piercings to identify unsafe practices and possible health risks. They will apply their knowledge of safety, hygiene, and aftercare to make informed and responsible decisions.

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

- Worksheet
- Pen or pencil



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

1. Students will analyze real-life scenarios related to tattoos and piercings to identify possible health risks and unsafe practices.
2. Students will identify and list at least three warning signs or red flags in each scenario.
3. Students will explain why certain actions or situations may be harmful or unsafe.
4. Students will apply their knowledge of proper hygiene, safety procedures, and aftercare in evaluating each scenario.
5. Students will demonstrate critical thinking by recognizing both obvious and subtle risks.
6. Students will make informed and responsible decisions when faced with situations involving tattoos and piercings.
7. Students will communicate their ideas clearly through written responses and class discussion.

PREVIEW

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# Activity: Spot the Red Flags

| Scenarios | Red Flags |
| --- | --- |
| Lena visits a tattoo shop she found online because of its affordable prices. The place looks simple but organized. The artist prepares the tools while talking to another customer and then begins setting up. Lena notices the ... ess feels a bit rushed, and she is not ... ch explanation about what wi... ... to take care of the tatto... ... but decides to com... | |
| Mark goes to ... ... get his ear pierced. ... r gr... warmly and says the ... The tools are already la... and the worker begins right ... a short wipe on the ear. After finish... the worker gives a brief reminder to "keep it clean" but does not explain further. Mark leaves feeling excited but not fully informed. | |
| At a friend's house, a group decides to try a small tattoo using a kit they bought online. They follow a video tutorial and do their best to prepare. One friend cleans the skin while another sets up the tools. Although they try to be careful, they are unsure if everything they are using is properly safe. They continue anyway, thinking it's a fun experience. | |
| Sofia goes to a nearby studio for a navel piercing. The place looks neat, and the artist seems experienced. However, the artist is in a hurry and gives only a short explanation before starting. After the piercing, Sofia is handed a small note with basic care instructions, but she still has questions about healing and possible problems. | |

PREVIEW

# Activity: Spot the Red Flags

| Scenarios | Red flags |
| --- | --- |
| Jay books a tattoo session with an artist who offers home service. The artist shows pictures of previous work and seems confident. The setup is done in a room at home, and [illegible] everything looks clean, Jay is not sure [illegible] tools were prepared. The artist re[illegible] that everything is fine, so Jay [illegible] | |
| Carla [illegible] new [illegible] recommended [illegible] modern and ha[illegible] When it's her turn, [illegible] quickly and starts explai[illegible] while already setting up. [illegible] same materials are taken from [illegible] container, but she isn't sure if they are [illegible] After the piercing, she is told to "avoid touching it too much," but no further details are given. | |
| Ethan chooses a tattoo studio based on good online reviews. When he arrives, the artist asks him to pick a design quickly because there are many customers waiting. While preparing, the artist moves from one task to another without much pause. The explanation about the process and aftercare is brief, but Ethan decides to continue. | |
| Mia gets a second ear piercing at a small shop near her school. The worker is friendly and talks to her during the process. The tools are already laid out on a tray before she arrives. After the piercing, she is told she can remove the earrings after a few days if she wants, without much explanation. | |

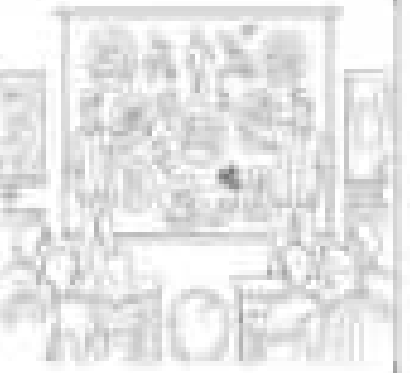
PREVIEW

Name: _____ 40

# Driving Safely, Avoiding Risks

## Safe Roads Ahead

In the small Canadian town of Mapleview, Jordan and Navdeep were best friends with a love for hockey and a shared dream of exploring every corner of their beautiful country. As they approached the age when they could legally drive, their excitement was palpable, but so were the responsibilities that came with this new freedom.



One ev[illegible]ing on a school project, they stumbled upon [illegible] approximately 4 Canadians die every day due to [illegible] involving alcohol, drugs, or both. This fact hit them [illegible] to dive deeper into the topic for their project.

They learned that driving under the influence impairs judgment, reaction times, and overall ability to operate a vehicle safely. Moreover, distracted driving, often due to inexperience, significantly increases the risk of accidents. They were determined to share these findings and advocate for safer roads.

Together, Jordan and Navdeep developed a presentation [illegible] dangerous driving situations. They emphasized the importance of [illegible] a car with an impaired driver and always having a plan for a safe ride home. They also highlighted the value of gaining experience through supervised driving before hitting the road independently.

Their presentation, shared with their classmates and at a community meeting, sparked conversations about responsible decision-making and the collective effort needed to ensure everyone's safety on the road. Jordan and Navdeep became local heroes, not just for their passion for hockey, but for their commitment to making Mapleview a safer place for all.

PREVIEW

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Name: _____ 41

**Questions** Answer the questions below.

1) What did Jordan and Navdeep learn about impaired driving?

2) How does impaired driving affect a person's ability to drive?

PREVIEW

**True or False** ...st... ...r false?

| | | |
|---|---|---|
| 1) Four Canadians die daily ... | True | False |
| 2) Impaired driving includes only alcoh... | True | False |
| 3) Unlicensed driving increases accident... | True | False |
| 4) The boys made a poster about safe driving. | True | False |
| 5) Experience through supervised driving is unnecessa... | True | False |

**Direction** Check (✓) the boxes that show safe driving behaviors a... those that are unsafe choices.

| | | |
|---|---|---|
| ❑ Wear a seatbelt at all times | ❑ Drive when feeling tired or sleepy | ❑ Ignore road signs and signals |
| ❑ Drive under the influence of alcohol or drugs | ❑ Ride with a sober and responsible driver | ❑ Respect other drivers and pedestrians |
| ❑ Follow traffic rules and speed limits | ❑ Get into a car with an impaired driver | ❑ Stay alert and aware of surroundings |
| ❑ Use your phone while driving | ❑ Plan a safe way home before going out | ❑ Speed to reach your destination faster |
| ❑ Stay focused and avoid distractions | ❑ Gain experience through supervised driving | ❑ Make safe and responsible decisions |

Name: _____ 42

# The Impact of Joining Gangs on Youth

## "Youth and Gang Dynamics"

*Publish Date: March 15, 2024*

In many c[illegible]unities across Canada, the allure [illegible]ging and identity leads s[illegible]ple down a path inte[illegible]e reasons behi[illegible]s involved, and the [illegible]ar along with positive [illegible] a pressing issue [illegible]g to[illegible]

Gangs often appeal to y[illegible] feel isolated or disconnected f[illegible] peers and communities. They p[illegible] sense of belonging, protection, and sometimes, financial gain. However, t[illegible] reality of gang life is far from the glamorous image portrayed. Dr. Amina Patel, a sociologist specializing in youth behaviour and gang dynamics, explains, "Young people are drawn to gangs during periods of vulnerability. They're looking for a family, for people who 'get them.' But the risks, legal trouble, violence, and even death are very real and often downplayed."

Statistics from the Canadian Centre for Justice and Community Safety show that youths involved in gangs are significantly more likely to experience legal issues, with a 70% higher chance of incarceration compared to their non-gang-affiliated peers. Furthermore, they are at a heightened risk of becoming victims or perpetrators of violence.

The story of Alejandro, a former gang member, highlights the personal consequences of gang involvement. "I joined because I felt alone and angry. I thought the gang was my ticket to respect and money. Instead, it brought me nothing but trouble. I lost years of my life and nearly lost my life," he shares. Alejandro's journey out of gang life involved reconnecting with his family and finding support in community programs designed to offer positive alternatives and support systems.

Recognizing the need for belonging and positive reinforcement, communities [illegible]been working to create safer, more [illegible]spaces for youths. Programs foc[illegible]sports, arts, and mentorship aff[illegible]of gang membership [illegible]support without the [illegible]s. According to Dr. [illegible]g real alterna[illegible]youths are trying [illegible] involvement. Wher[illegible]to positive communi[illegible]mely valued, the allure of ga[illegible]inishes."

While the challenges are significant, the message is clear: with the right support and alternatives, youths can find the sense of belonging and purpose they seek outside the shadows of gang life. It's a collective effort that requires communities, families, and individuals to work together towards a safer, more inclusive future for all young people.

PREVIEW

Name: _____ 43

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Gangs offer protection and a sense of belonging. | True | False |
| 2) Joining a gang has no legal consequences. | True | False |
| 3) Youths in gangs face a higher risk of violence. | True | False |
| 4) Gangs provide a reliable path to respect and money. | True | False |
| 5) Community programs offer positive alternatives to gangs. | True | False |

## Questions

Answer the questions below.

1) What two reasons might be drawn to gangs?

2) What kinds of programs can provide to gangs?

PREVIEW

## Word Search

Find the words in the wordsearch.

| | |
|---|---|
| Gang | Youth |
| Risk | Legal |
| Belong | Violence |
| Support | Mentor |
| Respect | Art |
| Safer | Program |
| Identity | Trouble |



Name: _____ 44

# Role Play: Peer Pressure Situations

**Objective** What are we learning about?

To enable students to understand and respond effectively to peer pressure, particularly regarding risky behaviours, through the development of refusal skills and the suggestion of safer alternatives.

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

- S
- Fac et on er pressure
- A hat or c av nario cards
- Notebook eac



**Instructions** How yo ple ity

1. Begin by discussing what peer pr and important to handle it wisely. Share personal experienc comfo
2. Introduce the fact sheet on how to refuse res g key strategies and discussing them as a class.
3. Divide the class into small groups of 3-4 students.
4. Place scenario cards in a hat. Each group draws one scenari
5. Give groups 10 minutes to prepare their role-play, encouraging th use strategies from the fact sheet.
6. Each group performs their role-play in front of the class. Encourage applause.
7. After each performance, discuss what strategies were used to refuse peer pressure.
8. Encourage the audience to suggest different outcomes or strategies that could also be effective.
9. Conclude by summarizing the importance of standing up to peer pressure and making safe choices.

PREVIEW

Name: _____ 45

**Role Play Tips** | Tips for resisting peer pressure

1) **Speak Your Truth**: Encourage students to express their feelings honestly. If something feels wrong, they can say, "I'm not comfortable with this." It's a simple but powerful way to stand their ground.

2) **Seek Support**: Advise students to look for a friend or a group who shares their values. Having someone to back them up can make it easier to resist peer pressure. e.g., "Let's both say we don't want to cheat."

3) **Change the Conversation**: If the topic is leading towards something they're uncomfortable with, students can redirect the conversation to a safer subject, like discussing a favorite hobby or a recent school event.

4) **Offer Alternatives**: When faced with risky proposals, coming up with a safer alternative can protect them. For example, if suggested to skip school, they could say, "How about we hang out after school instead?"

5) **Use Humour**: Sometimes, responding with a joke can ease the tension and shift the peer pressure. "I'd get grounded for a comedy show if I tried to cheat like that!"

6) **Delay Tactics**: Saying they need to think about it can help them get away from the immediate pressure and consider their options. "I'll think about it and let you know later."

7) **Assertive Body Language**: Standing tall, making eye contact, and speaking clearly can help convey their message more effectively, showing they're serious about their stance.

8) **The Power of "No"**: Teaching students that it's okay to simply say "No" without providing an explanation. This simple but firm response can be very effective.

9) **Plan an Exit Strategy**: Encourage students to think of a way to leave uncomfortable situations quickly. Having a pre-planned excuse, such as needing to meet a parent or an upcoming commitment, can provide an easy out.

10) **Involve an Adult**: If the situation escalates or continues to make them uncomfortable, seeking help from a trusted adult can provide them with the support and guidance they need.

PREVIEW

Name: _____ 46

Scenarios | Role-Play Scenarios

A student receives a message in a group chat where others are making fun of a classmate's new haircut. The student feels uncomfortable and knows it's wrong to join in but doesn't want to be excluded from the group.

During a [illegible]st, a student notices their friend trying to peek at their answers. The friend [illegible]king for help on a difficult question. The student feels torn between helpi[illegible]g the right thing by not cheating.

A group of fri[illegible]ahnin[illegible]school to watch a newly released movie. They encourage anothe[illegible]nt [illegible]ying it's a once-in-a-lifetime experience and nobody will find [illegible]

At a weekend party, a student is offer[illegible]e by [illegible] sibling's friend. They're told it's just flavoured water vapour and it's tota[illegible]e. T[illegible]ent feels pressured to appear cool in front of the older kids.

A student overhears a rumour about a classmate's family [illegible]t further. Friends say it's just harmless gossip and everyone does [illegible]ent to join in on the conversation.

At a party, a student is offered alcohol by their peers who say they've all tried it before and it's no big deal. The student feels unsure, knowing it's illegal and unsafe, but doesn't want to be seen as uncool.

A group of students dare another student to steal a lip gloss from a local store, claiming it's a thrilling challenge and everyone has done something like it before. The student knows it is wrong and is worried about getting caught but feels pressured to prove themselves.

PREVIEW

Name: _____ 47

**Reflection** Answer the questions below.

1) Can peer pressure ever be positive? How?

2) How do[illegible]er pressure influence decisions?

3) Why is it impo[illegible]sugg[illegible]rnatives?

4) How can we support friends facing peer press[illegible]

5) What can you do when your group of friends is developing values that are different than yours and are bound to get them into trouble?

PREVIEW

# Exit Cards

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

Name: _____

Check the actions that help youth make safe choices.

| | |
|---|---|
| 1) Joining a gang to feel accepted | |
| 2) Talking to a trusted adult when feeling alone | |
| 3) Participating in sports or community activities | |
| 4) Following friends into risky situations | |
| 5) Seeking support from family or school programs | |

Name: _____

Check the actions that help youth make safe choices.

| | |
|---|---|
| 1) Joining a gang to feel accepted | |
| 2) Talking to a trusted adult when feeling alone | |
| 3) Participating in sports or community activities | |
| 4) Following friends into risky situations | |
| 5) Seeking support from family or school programs | |

Name: _____

Check the actions that help youth make safe choices.

| | |
|---|---|
| 1) Joining a gang to feel accepted | |
| 2) Talking to a trusted adult when feeling alone | |
| 3) Participating in sports or community activities | |
| 4) Following friends into risky situations | |
| 5) Seeking support from family or school programs | |

Name: _____

Check the actions that help youth make safe choices.

| | |
|---|---|
| 1) Joining a gang to feel accepted | |
| 2) Talking to a trusted adult when feeling alone | |
| 3) Participating in sports or community activities | |
| 4) Following friends into risky situations | |
| 5) Seeking support from family or school programs | |

PREVIEW

Name: _____ 55

# Preventing Spinal Injuries

**Understanding Spinal Cord Injuries**
Spinal cord injuries are serious health issues that can have a lasting impact on a person's life. These injuries happen when there is damage to the spinal cord, a bundle of nerves that runs down the middle of the back. It plays a crucial role in sending messages from the brain to the rest of the body. Damage to this area can lead to loss of movement and sensation, which is why prevention is so important.

**Sports Sa**
In sports, the right equipment is crucial to prevent injuries, including those to the spinal co in football and hockey, players should wear properly fitted helm ivities like gymnastics or skiing, learning the correct techn and pr safe environment can reduce the risk of falls that might lead to spinal injuri

**Recreational Act ion**
Many spinal cord inj ctivities, such as swimming or trampolining. It's essenti these easures:

- Swim Smart: Always check epth before diving in to avoid hitting the bottom.
- Trampoline Safety: Use trampolines in safety ng. One person should jump at a time to prevent collisions.

**Daily Life Vigilance**
Spinal cord injuries can also happen in everyday situa s. Simple steps can significantly reduce risks:

- Wear seatbelts in vehicles.
- Use caution on slippery surfaces to prevent falls.
- Practice good posture and lift heavy objects correctly, using your legs rather than your back.

**Key Prevention Strategies**
To summarize, here are crucial strategies to prevent spinal cord injuries:

- Wear protective gear in sports.
- Learn and practice safe techniques.
- Follow safety rules in recreational activities.
- Be cautious in daily life to avoid falls and accidents.

Understanding and applying these strategies can help keep you and others safe from spinal cord injuries.



PREVIEW

Name: _____ 56

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

| | | |
|---|---|---|
| 1) Wearing helmets can prevent spinal injuries in sports. | True | False |
| 2) Swimming without checking water depth is safe. | True | False |
| 3) Trampolines don't need safety nets for safe use. | True | False |
| 4) Proper lifting techniques can prevent spinal injuries. | True | False |
| 5) Seatbe[illegible] unnecessary in preventing spinal injuries. | True | False |

**Quest[illegible]** [illegible]g the right equipment important in sports?

PREVIEW

**Direction** Put a check (✓) under Safe Practice or Risky Pr[illegible]

| Actions | Safe | Risky |
|---|---|---|
| 1) Wearing proper protective gear during sports | | |
| 2) Diving into water without checking depth | | |
| 3) Using correct techniques in physical activities | | |
| 4) Jumping on a trampoline with multiple people at once | | |
| 5) Wearing a seatbelt while in a vehicle | | |
| 6) Ignoring safety rules during sports or recreation | | |
| 7) Being careful on slippery surfaces to avoid falls | | |

Name: _____ 57

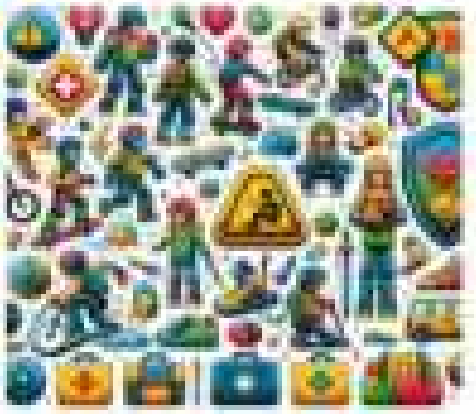
# Memory Game: Injury Prevention and Safety

**Objective** What are we learning about?

To enhance students' understanding of injury prevention and safety through a fun memory matching game. This game will reinforce the importance of safe behaviours and the usage of protective gear in various scenarios.

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

- [illegible]
- Ma[illegible] or g[illegible]
- List of ter[illegible]n[illegible]vention and safety (provided)
- Definitions for [illegible]



**Instructions** How you will [illegible]

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

PREVIEW

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Name: _____ 58

Cards | List of Injury Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Protective Gear | Equipment designed to minimize the risk of injury during activities. |
| Second [illegible] Syn[illegible] | A severe brain injury resulting from a second concussion before the first one heals. |
| Spinal Cord Injury | [illegible] to [illegible]inal cord that can [illegible] to [illegible]n or mobility. |
| Risk Assessment | The process of ide[illegible]g and evaluating risks to reduce potential harm. |
| Concussion Protocol | A set of procedures followed after a person sustains a concussion. |

PREVIEW

Name: _____ 59

Cards | List of Injury Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Safety Plan | A plan developed to ensure the safety of individuals in various environments. |
| [illegible] Safety | The practice of wearing helmets to protect the head during certain activities. |
| First Aid Kit | [illegible] of supplies and [illegible] give medical |
| Emergency Response | The actions taken in [illegible]se to an emergency situation to minimize harm. |
| RICE Method | A treatment method for injuries, standing for Rest, Ice, Compression, and Elevation. |

PREVIEW

Name: _____ 60

Cards | List of Injury Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Drowning Prevention | Strategies and practices to prevent accidental drowning in water. |
| [illegible]ety | Practices aimed at reducing the destruction caused by fire. |
| Safety Signs | [illegible] warn or inform [illegible] hazards. |
| Personal Protective Equipment (PPE) | Clothing or equipment worn for protection against hazards. |
| Ergonomics | The study of designing equipment and devices that fit the human body, preventing injury. |

PREVIEW

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Name: _____ 6.1

**Reflection** Answer the questions below.

1) How does protective gear save lives?

2) Why is [illegible] assurment important?

3) How can injuries [illegible]

4) What role does safety play in sports?

5) What safety gear do you use?

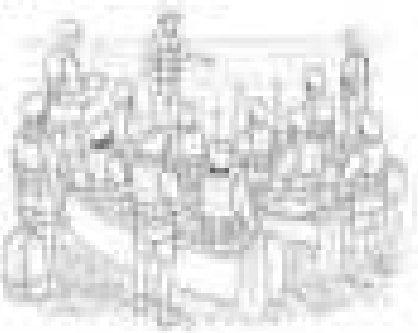
PREVIEW

Name: _____ 62

# Water Safety Essentials

**The Risks of Unknown Waters**

Exploring water bodies can be an exhilarating experience, from swimming in lakes to canoeing in rivers. However, diving into unknown waters without proper knowledge or supervision can be dangerous. Every year, accidents occur because individuals underestimate the risks associated with water-related activities. These incidents can lead to injuries or even fatalities, emphasizing the importance of water safety education.



**Hidden Dangers in Water Bodies**

Unknown water bodies can contain a variety of hidden dangers that aren't immediately obvious to swimmers or boaters. These include:

- Undercurrents: Strong underwater currents can catch individuals by surprise, pulling them away from safety and causing exhaustion as they struggle against the flow.
- Changing Depths: Sudden changes in depth can pose a risk to those who are unprepared, leading to unexpected drowning hazards.
- Cold Water Temperatures: Cold water can cause hypothermia, a condition where the body loses heat faster than it can produce it, leading to muscle weakness and exhaustion.
- Obstacles: Underwater obstacles like rocks, logs, or debris can cause injuries or trap swimmers.

**Safety Measures for Water Activities**

Adopting safety measures can significantly reduce the risks associated with water-related activities. Here are some key safety tips:

- Always swim with a buddy: Never swim alone, even if you're an experienced swimmer.
- Wear a life jacket: When boating or participating in water sports, wearing a life jacket can be a lifesaver, especially in rough or unfamiliar waters.
- Stay informed: Check the local weather and water conditions before heading out. Be aware of any warnings about strong currents or pollution.
- Learn to swim: Knowing how to swim is fundamental for water safety. Consider taking swimming lessons if you're not confident in your swimming abilities.

**Importance of Water Safety Education**

Education on water safety is crucial for preventing accidents and ensuring everyone enjoys water-related activities safely. Learning about the potential dangers of unknown waters and how to protect oneself can save lives. By promoting awareness and teaching water safety, communities can reduce the number of water-related accidents and create a safer environment for all water enthusiasts.

PREVIEW

Name: _____ 63

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Underwater currents can unexpectedly pull swimmers away. | True | False |
| 2) It is safe to swim alone in unknown waters. | True | False |
| 3) Cold water can't cause muscle weakness or exhaustion. | True | False |
| 4) Obstacles under water can lead to potential injuries. | True | False |
| 5) Checkin[illegible]eather conditions before swimming is important. | True | False |

## Mak[illegible] Conne[illegible]

[illegible]ater Safety Checklist," listing habits you can follow to stay [illegible]round water. Include safety practices you should always re[illegible]

| | | | |
|---|---|---|---|
| 1 | | 6 | |
| 2 | | [illegible] | |
| 3 | | [illegible] | |
| 4 | | [illegible] | |
| 5 | | 10 | |

PREVIEW

## Reflections

What safety measures should you think about aro[illegible]s of water in winter in Ontario?

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Name: _____ 64

# Activity - Stay Safe in the Water

**Objective** What are we learning about?

Students will identify and illustrate water safety essentials and potential dangers in the ocean. They will apply their understanding of safety practices by drawing ways to stay safe and r[illegible]ng hazards in aquatic environments.

PREVIEW

**Materials** Wh[illegible]need for the activity?

- Worksheet
- Pencil/pen
- Colouring materials (opti[illegible])



**Instructions** How will you complete the ac[illegible]

1. Look at the picture of the people swimming in [illegible]
2. Imagine what safety items they should have while swimmi[illegible]
3. Draw water safety essentials on or around the swimmers (e.g., [illegible]t, lifeguard, buddy, safety signs).
4. Below the water, draw possible dangers they might encounter (e.g., strong currents, sharp objects, marine animals, deep areas).
5. Make sure your drawings clearly show both safe practices and possible risks.
6. Add labels to your drawings to explain each safety item and danger.
7. (Optional) Colour your work and be ready to explain how to stay safe in the ocean.

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PREVIEW

# Exit Cards

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

Name: _____

Circle the face that shows how the situation makes someone feel.

| | | |
|---|---|---|
| 1) Swimming with a buddy |  |  |
| 2) Swimming alone in deep water |  |  |
| 3) Wearing a life jacket while boating |  |  |
| 4) Getting caught in a strong current |  |  |

Name: _____

Circle the face that shows how the situation makes someone feel.

| | | |
|---|---|---|
| 1) Swimming with a buddy |  |  |
| 2) Swimming alone in deep water |  |  |
| 3) Wearing a life jacket while boating |  |  |
| 4) Getting caught in a strong current |  |  |

Name: _____

Circle the face that shows how the situation makes someone feel.

| | | |
|---|---|---|
| 1) Swimming with a buddy |  |  |
| 2) Swimming alone in deep water |  |  |
| 3) Wearing a life jacket while boating |  |  |
| 4) Getting caught in a strong current |  |  |

Name: _____

Circle the face that shows how the situation makes someone feel.

| | | |
|---|---|---|
| 1) Swimming with a buddy |  |  |
| 2) Swimming alone in deep water |  |  |
| 3) Wearing a life jacket while boating |  |  |
| 4) Getting caught in a strong current |  |  |


PREVIEW

Name: _____ 67

# Preventing the Spread of Infectious Diseases

**Understanding Infectious Diseases**

Infectious diseases are illnesses caused by pathogens such as viruses, bacteria, fungi, or parasites. These diseases can spread directly from person to person, or indirectly through contaminated surfaces, food, water, or insect bites. Understanding how these diseases spread is crucial in preventing them.



**Hygiene Practices to Follow**

One of the most effective ways to prevent the spread of infectious diseases is by maintaining good hygiene. Here are some key hygiene practices:

- Regularly use soap and water to wash your hands for at least 20 seconds, especially before eating, after using the washroom, and after touching surfaces in public places.
- Respiratory Etiquette: Cover your mouth and nose with a tissue or your elbow when you cough or sneeze. Dispose of tissues immediately and wash your hands.
- Avoid Touching Face: Avoid touching your eyes, nose, and mouth with unwashed hands to prevent the entry of pathogens into your body.

**Vaccinations: A Shield Against Diseases**

Vaccinations are critical in preventing infectious diseases. They work by training the immune system to recognize and combat pathogens. Here are some reasons why vaccinations are important:

- Protection for Everyone: Vaccines not only protect the individual but also help in protecting the community by reducing the spread of diseases.
- Prevention of Outbreaks: High vaccination rates can prevent outbreaks of diseases, especially in schools and communities.
- Saves Lives: Vaccinations have saved millions of lives over the years by preventing diseases like polio and measles.

**Responsible Behaviours**

Adopting responsible behaviours can significantly reduce the risk of spreading infectious diseases. Some of these behaviours include:

- Staying home when sick to avoid spreading illness to others.
- Avoiding close contact with people who are visibly sick.
- Using personal protective equipment (PPE) like masks in crowded or high-risk areas.

By understanding infectious diseases, practicing good hygiene, getting vaccinated, and adopting responsible behaviours, we can all contribute to preventing the spread of these illnesses. Remember, it's not just about protecting ourselves but also about safeguarding our communities.

PREVIEW

Name: _____ 68

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Handwashing should last at least 20 seconds. | True | False |
| 2) Vaccinations can prevent community spread of diseases. | True | False |
| 3) You should touch your face to prevent diseases. | True | False |
| 4) Sneezing into your elbow helps reduce disease spread. | True | False |
| 5) Masks are unnecessary in crowded places. | True | False |

## Preventive or Not



if it shows preventing disease and

if it shows otherwise.

| | | | |
|---|---|---|---|
| 1 | Washes h[illegible] with soap and water | | |
| 2 | Coughs or s[illegible] with[illegible] mouth | | |
| 3 | Stays home when fe[illegible] | | |
| 4 | Shares drinks or utensils with oth[illegible] | | |
| 5 | Uses a tissue or elbow when sneezing | | |
| 6 | Avoids touching the face with unwashed hands | | |

PREVIEW

## Questions

Answer the questions below.

1) Why is handwashing important in preventing disease spread?

2) How do vaccinations help protect communities?

Name: _____ 69

# The Spread of Germs Experiment

**Objective** What are we learning about?

Students will demonstrate how germs spread through droplets by observing how far and wide sprayed particles can travel. They will relate this activity to real-life situations and explain the importance of proper hygiene practices.

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

- Face template ("Sick _____")
- Spray bottle
- Water
- Food colouring or colouring powder
- Improvised white paper wall (manila paper, cardboard /taped bond papers)
- Tissue or cloth (for cleaning)



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

1. Write your name on the template to complete "Sick _____"
2. Paste the face template onto a folder or cardboard to make it firm and sturdy.
3. Carefully make a small hole on the nose area of the face template.
4. Fill the spray bottle with water and mix in a small amount of food colouring or colouring powder.
5. Insert the tip of the spray bottle through the hole in the nose.
6. Stand in front of the improvised white paper wall and spray the coloured water to simulate a sneeze.
7. Observe how wide and far the droplets spread on the wall and reflect on how germs travel in real life.

PREVIEW

Name: _____ 70

# Sick _____



Name: _____ 71

# Sick _____



Name: _____ 72

# Understanding Mental Health and Safety

**Understanding Mental Health**

Mental health plays a critical role in our overall well-being and influences how we think, feel, and behave in daily life. It affects our ability to handle stress, relate to others, and make choices. For students in Grade 8, understanding mental health is key to recognizing how it relates to physical safety and substance use.



- Mental health issues can range from anxiety and depression to more severe conditions like [illegible] order.
- It's estimated that 1 in 5 Canadians will personally experience a mental health problem or illness each year.

**Substance Use and [illegible]**

Substance use involves the consumption of alcohol, drugs, and other substances that can alter one's mind [illegible] The misuse of these substances can have significant impacts on both mental health and physical safety.

- Teens may use substances as a way to cope with stress or mental health issues.
- Substance use can lead to addiction, affecting one's health, relationships, and safety.

**The Connection to Physical Safety**

Physical safety can be compromised when mental health issues or substance use lead to risky behaviours. Understanding this connection is crucial for [illegible] and making safer choices.

- Risky behaviours include driving under the influence, [illegible] physical activities, or neglecting personal health.
- Bullying and cyberbullying can also impact a person's mental health, leading to unsafe situations.

**Seeking Help and Support**

- Talk to a trusted adult, like a teacher or family member.
- Use school resources, such as a guidance counsellor or mental health programs.
- Reach out to community services or hotlines for professional help.

**Encouraging Open Discussions**

Creating a supportive environment where students feel comfortable discussing mental health, substance use, and safety is essential. Open conversations can lead to better understanding, prevention, and support for those in need.

By learning about the interconnectedness of mental health, substance use, and physical safety, students can be better equipped to make informed decisions, support their peers, and seek help when needed.

PREVIEW

Name: _____ 73

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

| | | |
|---|---|---|
| 1) Engaging in risky behaviors does not compromise physical safety | True | False |
| 2) 1 in 5 Canadians experience mental health issues yearly. | True | False |
| 3) Substance use cannot impact mental health. | True | False |
| 4) Bullying can affect a person's mental health. | True | False |
| 5) Talking to a trusted adult can offer support. | True | False |

**Question** Answer the questions below.

1) W[illegible] hy is it important for teenagers?

2) How can risky behaviours compro[illegible]

PREVIEW

**Reflection** Describe a time you or someone you know engaged in r[illegible] behaviour because you/they were feeling angry, sad or frustrated.

Name: _____ 84

# Activity: Guided to Safety

**Objective** What are we learning about?

Students will demonstrate safe decision-making and teamwork by guiding a blindfolded member through obstacles, showing how support and responsible choices can prevent harm.

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

- Blindfold (cloth)
- Chairs or classroom obstacles
- Open space in the classroom
- Tape/marker for start and finish lines



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

1. Form groups of three members: one blindfolded player and two guides.
2. The teacher will arrange obstacles using chairs or classmates to block the path.
3. The blindfolded student will stand at the starting point.
4. The two group members will guide their teammate using verbal instructions only (no touching).
5. The blindfolded student will carefully follow directions and try to avoid obstacles.
6. The goal is to safely reach the finish line, where the student can "park" or stand.
7. After the activity, switch roles so all members experience being the guide and the blindfolded player.

PREVIEW

Name: _____ 89

# The Detrimental Effects of Bullying

**Understanding Bullying**
Bullying is a significant issue affecting many young people across Canada and the world. It involves repeated harmful actions towards someone, making them feel powerless. This can be physical, verbal, social, or online. Recognizing the signs of bullying is crucial for prevention and support.



**Impact on Mental Health**
Bullying can have a profound effect on an individual's mental health. Victims often experience increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they once enjoy. These issues can extend into adulthood, leading to long-term psychological challenges such as depression, anxiety, and even suicidal thoughts.

**Physical Health Consequences**
The effects of bullying are not limited to mental health; physical health can also be impacted. Victims may suffer from physical injuries as a direct result of bullying. Additionally, the stress associated with bullying can lead to headaches, stomach pains, and other physical symptoms. Furthermore, chronic stress might also weaken the immune system, making it easier to get sick.

**Importance of Supportive Community**
A supportive community plays a pivotal role in combating bullying. Here's how:

- Education: Schools and families educating children about the harmful effects of bullying and fostering an environment of kindness and respect.
- Open Communication: Encouraging open discussions at home and in classrooms about personal experiences and feelings.
- Reporting Mechanisms: Implementing clear, accessible ways for students to report bullying without fear of retaliation.
- Support Systems: Establishing strong support systems for victims, including counselling and peer support groups.

**Key Facts and Statistics**
To understand the gravity of bullying, consider these facts:

- At least 1 in 3 adolescent students in Canada have reported being bullied recently.
- Children who are bullied are more likely to experience depression, anxiety, and suicidal thoughts.
- Schools with comprehensive anti-bullying programs see a significant reduction in bullying incidents.

By understanding the detrimental effects of bullying on both mental and physical health, and the critical role a supportive community plays, we can work together to create a safer, more inclusive environment for everyone.

PREVIEW

Name: _____ 90

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

| | | |
|---|---|---|
| 1) Bullying does not affect one's physical health. | True | False |
| 2) Victims of bullying often feel isolated and sad. | True | False |
| 3) Supportive communities can help reduce bullying. | True | False |
| 4) Only teachers can stop bullying in schools. | True | False |
| 5) Bullying can lead to long-term mental health issues. | True | False |

**Questions** wer the questions below.

1) H victim's mental health?

2) What role does a suppor bating bullying?

**Solve It!** Write a solution that helps respond to or co and healthy way.

| Problem | Solutio |
|---|---|
| A student is being called hurtful names by classmates. | |
| Someone is being left out on purpose during group activities. | |
| A student receives mean messages online. | |
| Someone feels sad and anxious because of bullying. | |
| Write a solution that helps respond to or cope with bullying in a safe and healthy way. | |

PREVIEW

Name: _____ 91

# Activity - Words That Hurt

**Objective** What are we learning about?

Students will identify harmful words used in bullying and understand their emotional effects on others. They will demonstrate awareness of how negative words can impact a person's m[illegible] and emotional well-being.

**Materials** you need for the activity?

- Worksheet
- Pencil/pen
- Colouring materials



**Instructions** How will you complete this?

1. Look carefully at the picture of the girl or [illegible] hands pointing toward the child.
2. Think of words or short phrases that a bully might [illegible] to make the child feel bad.
3. Write one hurtful word or phrase on each hand or finger that [illegible] girl or boy.
4. After writing the bullying words, think about how these words may affect the child's feelings, thoughts, and confidence.
5. On the shirt of the girl or boy, write the effects of bullying, such as sadness, fear, loneliness, low self-esteem, or stress.
6. Make sure your answers clearly show the connection between the hurtful words on the hands and the negative effects written on the shirt.
7. Review your work and be ready to explain why bullying words can cause emotional pain and harm to a person.

PREVIEW


PREVIEW

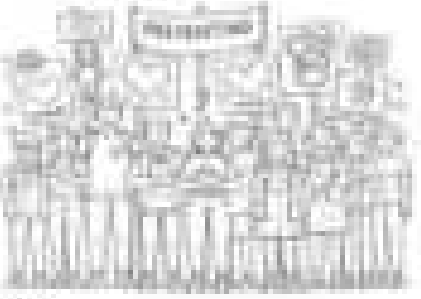

PREVIEW

Name: _____ 95

# Tackling Violence in Intimate Relationships

**Understanding Violence**

Violence in intimate relationships encompasses physical, emotional, and psychological harm inflicted by one partner upon another. It's crucial for you to recognize the signs, understand its impact, and know where to seek help. Learning about this can empower individuals to support friends, family, or even themselves if faced with such circumstances.



**Recognizing the Signs**

Identifying [illegible] in relationships is the first step towards preventi[illegible] Here are some signs to be aware of:

- [illegible] of physical injury caused by a partner.
- Emotional Ab[illegible] actions or words that hurt a partner's self-esteem or emotional
- Control Tac[illegible] artner [illegible] control over aspects of the other's life, such as who they see, [illegible] go.
- Isolation: Restricting [illegible] family and friends.
- Threats or Intimidation: [illegible] ol or keep a partner from leaving.

**Impact on Victims**

The consequences of intimate relations[illegible] ence [illegible] ng, affecting not just the physical well-being of individuals but their mental [illegible], co[illegible] and ability to trust others. Victims may experience anxiety, depres[illegible] a[illegible] ion.

**Support Systems and Resources**

For those experiencing or witnessing violence in relations[illegible] [illegible] t support systems are available:

- Hotlines: Confidential services offering advice and support.
- Counselling Services: Professional help for victims to cope with emo[illegible] rauma.
- Shelters: Safe places for victims to stay if they need to escape a dangerous situation.
- Legal Assistance: Help with restraining orders and legal protection.

**Preventing Violence**

Prevention starts with education and awareness. Schools, communities, and families play a key role in teaching about healthy relationships and respect for others. Encouraging open discussions, promoting empathy, and providing support can all contribute to a safer, more understanding society.

By understanding the signs, impacts, and resources related to violence in intimate relationships, we can work together to create a community that supports victims and promotes healthy, respectful partnerships.

PREVIEW

Name: _____ 96

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

| | | |
|---|---|---|
| 1) Emotional abuse can hurt a partner's self-esteem. | True | False |
| 2) Control tactics are a sign of a healthy relationship. | True | False |
| 3) Isolation involves restricting a partner's social interactions. | True | False |
| 4) Threats are used to gain control in a relationship. | True | False |
| 5) Education cannot help prevent relationship violence. | True | False |

**Questions** ...wer the questions below.

1) Wh... two s... ...nce in intimate relationships?

2) How does relationship violence affe... ...tim's ...

PREVIEW

**Diagram** Draw a picture of 3 strategies you can use to respond to or prevent violence in relationships.

Name: _____ 97

# Role Play: Seeking Help in Relationships

**Objective** — What are we learning about?

To help students recognize signs of violence in relationships, understand its impact, and learn how to seek help or support others in a safe and respectful way.

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

- Scenario cards with descriptions about relationship conflict
- Space for role-play in the classroom
- List of support resources (trusted adults, counsellors, hotlines)
- Paper and pen for planning



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

1. Divide the class into small groups and give each group a scenario related to relationships and possible warning signs of violence.
2. Assign roles within each group (e.g., person experiencing conflict, trusted adult, observer).
3. Read and discuss your scenario, identifying the signs of unhealthy behaviour.
4. Plan a short role-play showing how the person can seek help or how a friend can offer support.
5. Practise your role-play, focusing on respectful communication, empathy, and safety.
6. Perform your role-play in front of the class while maintaining a safe and respectful environment.
7. After each presentation, discuss as a class the signs of violence and the appropriate ways to seek help.
8. Share available support systems and resources that can help someone in these situations.
9. Reflect on how students can promote healthy, respectful relationships in real life.

PREVIEW

Name: _____ 98

Read | Role-Playing Tips

1) Seek Trusted Support: Reach out to someone you trust, such as a teacher, school counsellor, or family member. It's important to have a supportive listener who can offer guidance.

2) Document the Evidence: If the situation involves cyberbullying or any form of harassment, keep a record of messages, posts, or any other relevant communications. This evidence can be crucial for resolving the situation.

3) Use "I" Statements: When expressing how you feel, use "I" statements to communicate your feelings without blaming others. For example, "I feel upset when [redacted] about myself."

4) Change the Conversation: If you notice conversations heading in a harmful direction, try to steer them towards a more positive topic. This can help shift the group's focus and behaviours.

5) Set Boundaries: Clearly communicate your limits and boundaries to peers. For example, if someone is pressuring you to [redacted], you can say, "I really value my education and don't want to miss [redacted]."

6) Offer Alternatives: If you see a friend in a [redacted] situation, suggest positive alternatives. For example, if they're feeling [redacted] engaging in negative behaviours, propose a different activity you can [redacted] together.

7) Encourage Inclusion: If you notice someone being left out, make an effort to include them in group activities or conversations. A simple gesture can make a big difference in how they feel.

8) Seek Mediation: For conflicts that seem hard to resolve, suggest seeking help from a mediator, like a school counsellor, who can facilitate a conversation between the involved parties in a neutral setting.

9) Promote Digital Literacy: Understand and share the importance of respecting others' privacy online, including the consequences of sharing content without consent. Encourage friends to practice safe and respectful digital behaviours.

10) Practice Empathy: Try to understand the situation from the other person's perspective. Showing empathy can help de-escalate conflicts and lead to more compassionate solutions.

PREVIEW

Name: _____ 99

Scenarios | Role-Play Scenarios

Jamie notices that her friend Alex is no longer allowed to hang out after school or talk to certain classmates. Alex says his girlfriend gets upset easily and wants to know where he is at all times. Your group will show how Jamie talks to Alex about these concerns and how Alex can seek help from a trusted adult.

Taylor often receives messages from her boyfriend demanding immediate replies and getting angry when she does not respond quickly. Taylor feels stressed but thinks this is normal. Your group will role-play how a friend helps Taylor recognize this as unhealthy behaviour and what steps she can take to set boundaries or ask for help.

Jordan notices that Sam has been feeling down and anxious because her boyfriend is very critical of her appearance and choices. Sam begins to lose confidence. Your group will role-play how Jordan supports Sam and encourages her to speak to a trusted adult or counsellor.

Riley's boyfriend often checks her phone without permission and gets upset when she talks to other friends. Riley feels uncomfortable and unsure if it is a serious issue. Your group will role-play how Riley recognizes this pattern of control and how she can safely seek support.

Casey hears her friend Morgan say that his girlfriend yells at him during arguments and makes him feel scared. Morgan does not want anyone to know. Your group will show how Casey responds in a caring and safe way and what actions she can take to help Morgan stay safe.

Avery has stopped joining group activities and seems isolated because her boyfriend does not like her spending time with others. Avery feels torn between her relationship and her friendships. Your group will role-play how Avery opens up to a teacher and what advice she receives.

Ethan shares that his girlfriend threatens to end the relationship whenever he disagrees or says no. Ethan feels pressured to always agree. Your group will demonstrate how Ethan recognizes this as unhealthy and how a friend can guide him to seek help.

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Name: _____ 100

**Reflection** Answer the questions below

1) What is one way to support a friend in need?

2) Why is it important to seek help?

3) How can adults help us stay safe?

4) How can we make our community safer?

5) How can you support a friend who is a victim of physical bullying without risking your own safety?

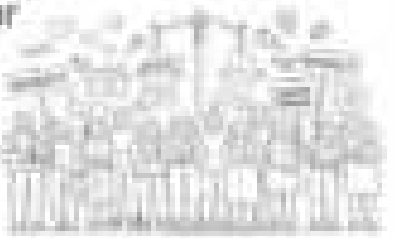
PREVIEW

Name: _____ 101

# Combatting Gender-Based Violence

**Understanding Gender-Based Violence**

Gender-based violence (GBV) refers to harmful acts directed at an individual based on their gender. It's a profound violation of human rights and a major obstacle to achieving gender equality. Sadly, this form of violence is widespread across the world, impacting countless lives regardless of nationality, age, or socio-economic status.



**Roots of t**

GBV stem ply ingrained societal norms and power imbalances between gender belief that one gender is superior to others, leading to discr gainst those perceived as weaker or less valuable.

**Impacts and C**

The repercussi are ng, affecting individuals, families, communities, and societies at la tim hysical injuries, psychological trauma, and even death. The fear a GBV can lead to silence and underreporting, making it ffectively.

**Key Statistics to Remember:**

- Globally, 1 in 3 women experience al or e in their lifetime.
- In Canada, young women report the highes f se it.
- Gender-based violence costs society signi in re, legal expenses, and lost productivity.

**Advocating for Change**

To combat GBV, it's essential to promote gender equality, respect, l safe spaces where all individuals can thrive without fear of violen lays a crucial role in changing attitudes and behaviours that perpetuate GBV.

**Actions for a Safer Future:**

- Education and Awareness: Teaching young people about respect, consent, and healthy relationships.
- Support Services: Providing accessible support and resources for GBV survivors.
- Legal Reform: Strengthening laws and policies to protect individuals from GBV.
- Community Engagement: Encouraging community-led initiatives to challenge and change harmful gender norms.

By understanding the roots and advocating for equality and safety, we can work together towards a world free from gender-based violence. It's not only about protecting individuals but ensuring a just and equitable society for everyone.

PREVIEW

Name: _____ 102

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Gender-based violence affects only adult women. | True | False |
| 2) Gender-based violence is a violation of human rights. | True | False |
| 3) Education can help combat gender-based violence. | True | False |
| 4) Laws and policies can't protect against GBV. | True | False |
| 5) Community initiatives can change harmful gender norms. | True | False |

## Define

What do the terms below mean?

| | |
|---|---|
| Gender-Based Violence | |
| Gender Equality | |
| Legal Reform | |

## Questions

Answer the questions below.

1) How does gender-based violence impact society?

2) What role does education play in combating GBV?

PREVIEW

Name: _____ 103

**True or False** Decide whether the statement is True or False.

| # | Statement | True or False |
|---|---|---|
| 1 | Gender-based violence (GBV) refers to harm based on a person's gender. | True |
| 2 | GBV can include physical, emotional, and psychological harm. | True |
| 3 | GBV [illegible] affects adults. | False |
| 4 | [illegible] equality can help prevent GBV. | True |
| 5 | [illegible] not a [illegible] issue in society. | False |
| 6 | Educat[illegible] reduce [illegible]-based violence. | True |
| 7 | It is okay to [illegible] because of their gender. | False |
| 8 | Only victims are resp[illegible] | False |
| 9 | GBV can affect a person's menta[illegible] | True |
| 10 | Reporting violence is not important. | False |
| 11 | Everyone has a role in preventing violence. | True |
| 12 | Creating safe spaces helps protect individuals. | [illegible]ue |
| 13 | GBV has no impact on communities. | [illegible]se |
| 14 | Gender equality helps reduce discrimination and violence. | True |
| 15 | Supporting victims is an important way to help. | True |
| 16 | It is okay to stay silent when someone is being harmed. | False |
| 17 | Laws and policies can help prevent GBV. | True |
| 18 | Only professionals can help prevent GBV. | False |
| 19 | Support services can help victims recover and feel safe. | True |
| 20 | Encouraging respect can reduce violence. | True |

PREVIEW

Name: _____ 106

# Activity – Talk For A Minute

**Objective** What are we learning about?

Students will be able to express their thoughts and feelings about racially based violence, understand its impact on individuals and communities, and practise respectful and empathetic communication.

**Materials** ...ll you need for the activity?

- Ta... a Mi... cards or worksheet
- Timer or ...
- Open spac... for ...
- Paper and pen...



**Instructions** How will you ...

1. Divide the class into small groups.
2. Explain that students will take turns sp... ...out a selected topic related to racially based violence and ...
3. Show the list of discussion prompts and remind st... ...k in general terms if they feel uncomfortable.
4. One student chooses a prompt and talks about it for one minut... ...e others listen respectfully.
5. When the time is up, the next student chooses a different prompt and takes their turn.
6. Remind students that there are no right or wrong answers and that everyone's perspectives should be respected.
7. Allow students to pass if a question feels uncomfortable.
8. Continue until all group members have had a turn.

PREVIEW

Name: _____ 107

# Activity – Talk For A Minute

| | | | |
|---|---|---|---|
| What does respect mean when interacting with people from different cultures? | Why is it important to treat everyone equally regardless of their race? | How can words or jokes sometimes hurt others without us realizing it? | What should you do if you see someone being treated unfairly because of their race? |
| How can schools promote kindness and inclusion among students? | What does it important | How can you show respect to someone who is different from you? | What are some ways to stand up for someone who is being discriminated against? |
| How can social media spread both positive and negative messages about race? | What does inclusion me and why is it important in a community? | | Why do you think some people treat others unfairly because of their race? |
| What role can you play in creating a safe and respectful environment at school? | How can listening to others help us understand their experiences better? | What would you do if a friend made an inappropriate comment about someone's race? | |
| How can we make sure everyone feels included in group activities? | What are some simple actions you can take to promote kindness every day? | How can communities work together to reduce discrimination? | What have you learned about respect and fairness that you can apply in real life? |

PREVIEW

Name: _____ LD9

# The Role of Bystanders in Preventing Violence

## Empowering Bystanders

Date: March 03, 2024 Author: By Sara Kingston 6-minute read

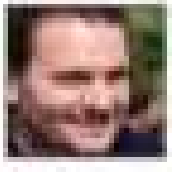
In the quest to prevent violence, the role of bystanders cannot be overstated. Active intervention by bystanders can significantly reduce the incidence of violence, serving as a bridge between potential harm and safety. This approach encourages individuals not just to witness, b act responsibly and constructively when they see others in danger. By promoting ess and teaching intervention techniques, we empower communities to stand ag and offer support to those in need.

Emp beyond mere awareness; it involves equipping them with the tools an nfid to make a difference. Whether it's through direct intervention, creating a dist kin every action counts. This proactive stance not only aids in the imm ent but also fosters a culture of care and support, strengthening the fa

The commitment to act as a a powerful testament to the strength of community and the p ects a collective responsibility towards the safety and well-being of a s, p way for a safer, more supportive environment for everyone.

Until we meet again,
Sara Kingston

**Comments:**



Liam Carter, March 05, 2024

The power of bystanders in preventing violence is immense. By stepping up, we can change the course of events and protect those around us.

Like Reply 4h ago



Sophia Tremblay, March 03, 2024

Training bystanders to intervene is crucial. It's about creating an environment where everyone feels safe and supported. Empathy and action can go a long way in making a difference.

Like Reply 2d ago

PREVIEW

Name: _____ 110

## True or False — Is the statement true or false?

| | | |
|---|---|---|
| 1) Bystanders can help reduce violence. | True | False |
| 2) Only direct intervention is an effective bystander action. | True | False |
| 3) Awareness alone is enough to empower bystanders. | True | False |
| 4) Empowered communities can prevent violence. | True | False |
| 5) Every b[illegible]der action significantly impacts community safety. | True | False |

## Questi[illegible]wer the questions below.

1) What are so[illegible]n intervene to prevent violence?

2) How does empowering bystanders benefit the [illegible]nit

PREVIEW

## Define — What do the terms below mean?

| | |
|---|---|
| **Bystander** | |
| **Culture of Care** | |

Name: _____ L17

# Addressing Racially Based Violence

**Understanding Violence**
Violence is any action or behaviour that causes harm or injury to others. It can take many forms, from physical aggression to psychological abuse. Understanding the effects of violence is crucial for recognizing its significant impact on individuals' physical and mental well-being.

**Physical Consequences**
Violence can lead to numerous physical health problems. Injuries might range from minor cuts and bruises to more severe conditions like broken bones or chronic pain. Beyond the immediate injuries, victims of violence may also experience long-term health issues, such as:

- Increased risk of chronic diseases
- Impaired immune function and trauma
- Sleep disturbances



**Mental and Emotional Effects**
The impact of violence extends beyond physical injuries, deeply affecting mental health. Victims may suffer from a range of emotional and psychological issues, including:

- Post-Traumatic Stress Disorder (PTSD): A condition where individuals relive the traumatic event through nightmares and flashbacks, leading to severe anxiety and fear.
- Stress and Anxiety: Continuous worry and tension can affect overall well-being.
- Depression: Persistent feelings of sadness, hopelessness, and a lack of interest in life.
- Impacts on Relationships: Difficulties in trusting others can hinder the ability to form healthy relationships.

**Key Statistics to Understand**
To grasp the extent of violence's impact, consider the following facts:

- Prevalence of PTSD: Studies show that up to 20% of individuals exposed to violent incidents develop PTSD.
- Children and Violence: Children who witness violence are at a higher risk of mental health problems like depression and anxiety.
- Healthcare Costs: Victims of violence are more likely to require medical and mental health services, significantly increasing healthcare costs.

**The Path to Healing**
Recovering from the aftermath of violence requires time and support. Access to medical care for physical injuries and mental health services for emotional healing is crucial. Communities and schools play a vital role in offering support and resources to help victims overcome the challenges they face due to violence.

PREVIEW

Name: _____ 118

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

| | | |
|---|---|---|
| 1) Violence only causes physical health problems. | True | False |
| 2) PTSD is a possible effect of experiencing violence. | True | False |
| 3) Children are immune to the mental effects of violence. | True | False |
| 4) Depression can be a consequence of violence. | True | False |
| 5) Anxiety and stress are common after violent incidents. | True | False |

**Question** ...er the questions below.

1) How does violence affect children differently than adults?

2) Why is access to mental health services important for victims of violence?

**Connecting** Why do you think people who have experienced violence could find it hard to trust partners in a relationship?

PREVIEW

Name: _____ 119

# Violence Prevention Memory Game

## Objective — What are we learning about?



To educate students about terms and concepts related to understanding, preventing, and responding to violence, thereby promoting empathy, support, and appropriate responses.

## Materials — What you will need for the activity

- Cardstock
- Markers or colors
- A list of terms related to violence prevention and response, along with their definitions (e.g., "Bullying," "Gender-Based Violence," "Support Services," "Coping Strategies").

## Instructions — How you will complete the activity

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

PREVIEW

Name: _____ L20

Cards | List of Violence Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Bystander Intervention | When you see violence, taking action to assist someone in need, particularly in preventing violence. |
| Gend[illegible] Viol[illegible] | Violence directed at an individual based on their gender or gender identity. |
| Support Services | [illegible]s or resources [illegible]ance and [illegible]e victims. |
| Coping Strategies | Techniques or meth[illegible]sed to manage stressful situations or trauma. |
| Peer Support | Emotional and practical support offered by individuals of the same age or experience. |

PREVIEW

Name: _____ 121

Cards | List of Violence Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Conflict Resolution | Techniques used to resolve disagreements in a peaceful and constructive manner. |
| Empathy | The ability to understand and share the feelings of another. |
| Consent Awareness | Understanding and respecting the necessity of obtaining active consent in interactions. |
| Social Awareness | Recognizing and responding to societal issues and the needs of the community. |
| Self-Defence | Techniques and strategies used to protect oneself from harm. |

PREVIEW

Name: _____ 122

Cards | List of Violence Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Active Listening | Fully concentrating on and understanding what someone is saying, promoting open communication. |
| Asse[illegible]trai[illegible] | Learning to express oneself confidently and stand up for one's rights in a respectful way. |
| Digital Citizenship | [illegible]g how to behave [illegible]sibly in online |
| Mental Health Awareness | Recognizing the[illegible]ce of mental health and the impact of violence on psychological well-being. |
| Cultural Competence | The ability to understand, appreciate, and interact with people from cultures or belief systems different from one's own. |

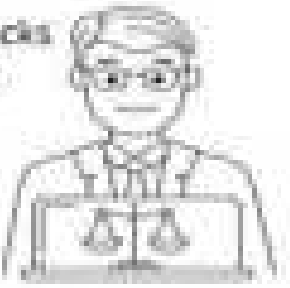
PREVIEW

Name: _____ 125

# Legal Repercussions of Violence

**Understanding Violence**

Violence encompasses a range of harmful behaviours, from physical attacks to threats or actions that intimidate or harm others. It's crucial for young Canadians to grasp not only the moral implications but also the legal consequences that follow such actions. Recognizing the importance of personal accountability and the role of laws in society can help deter engagement in violent behaviour.



**The Legal Framework**

Canada's [illegible] categorizes violent acts under criminal offences, reflecting the serious[illegible] society views harm to others. These categories include, but are not limit[illegible] and more severe crimes like manslaughter or murder. The legal re[illegible]ng violence are significant and can alter one's life drastically.

**Key Legal Repe[illegible]**

- Criminal Charges: [illegible] violent acts can lead to charges ranging from misdemeanour [illegible] influence the punishment's severity, with felonies attracting [illegible]
- Legal Penalties: Consequences can [illegible]t, probation, and fines. The nature of the violence and its impa[illegible] victim[illegible] critical role in determining the penalty.
- Impact on Future: A criminal record can affe[illegible] fully, limiting job opportunities, affecting social relationships, [illegible] abilities.
- Restorative Justice: In some cases, the legal sy[illegible] like mediation or community service, focusing on repair[illegible] reintegrating the offender into society.

**List of Legal Terms to Know**

- Assault: Intentionally applying force to another person without their [illegible]
- Probation: A court-ordered period of supervision in the community, [illegible] instead of jail time.
- Felony: A serious crime, typically involving violence, punishable by imprisonment for more than one year.
- Misdemeanour: A less serious crime, punishable by less than one year of imprisonment or by fines.
- Restorative Justice: A system of criminal justice that focuses on the rehabilitation of offenders through reconciliation with victims and the community at large.

Understanding the legal outcomes of violence emphasizes the significance of personal accountability and the pivotal role laws play in maintaining societal order and safety. Recognizing the potential consequences of violent behaviour can deter individuals from engaging in acts that harm others and disrupt peace within communities.

PREVIEW

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Name: _____ 126

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

| | | |
|---|---|---|
| 1) Legal penalties can include imprisonment and fines. | True | False |
| 2) A felony is less serious than a misdemeanour. | True | False |
| 3) Probation means serving time in prison. | True | False |
| 4) Criminal charges can affect one's future opportunities. | True | False |
| 5) Assault involves applying force without consent. | True | False |

**Questio** nswer the questions below.

1) How [illegible] affect one's future?

2) What is the difference between a fel[illegible] a m[illegible]

PREVIEW

**Connecting** Do you agree with the principle of restorative justice? Why or why not?

Name: _____ 127

# Global Safety Laws Geography Bee

**Objective** — What are we learning about?

To increase students' awareness and understanding of various safety regulations and health laws around the world, focusing on helmet laws, violence prevention measures, and general safety practices. This activity aims to enhance geographical knowledge and foster a sense of global citizenship among students.

**Material** — What you will need for the activity

- A[illegible] according[illegible]ir specific safety laws (read[illegible]ched[illegible]d by[illegible]hand)
- Scoreboa[illegible]d to k[illegible]ck of scores
- World map [illegible] for
- Whiteboards



**Instructions** — How you will [illegible]

1. Divide the class into small teams, aiming for a[illegible] of students per team.
2. Each team is provided with a whiteboard a[illegible] their answers.
3. The teacher will read out one of the 20 unique law[illegible]ist [illegible].
4. Teams will then have a brief period to quietly discuss amo[illegible] on their answer. This encourages teamwork and critical thinking.
5. Once the discussion time is over, each team writes their chosen answer (either Option A or Option B) on their whiteboard. Encourage them to write clearly so it's easy to read from a distance.
6. On the teacher's signal (such as "Show your answers now!"), all teams hold up their whiteboards facing towards the teacher for the answer to be seen.
7. The teacher reviews the answers shown by each team and awards points accordingly: one point for each correct answer. The teacher keeps track of the points on a separate board or sheet visible to all teams.
8. Repeat steps 3 to 7 for each of the 20 questions. After the last question, tally up the points to determine the winning team.

PREVIEW

Name: _____ 128

**Reflection** | Answer the questions below

| # | Law | Option A | Option B |
|---|---|---|---|
| 1 | Cyclists of all ages are required to wear helmets. | Netherlands | **Australia** |
| 2 | It is mandatory for every citizen to have health insurance. | United States | **Germany** |
| 3 | Smoking in public places, including bars and restaurants, is banned. | **Ireland** | Japan |
| 4 | It's illegal to consume alcohol in all public places. | United States (certain states) | **Saudi Arabia** |
| 5 | Using a handheld mobile phone while driving is [illegible] | **United Kingdom** | Brazil |
| 6 | It's illegal to [illegible] under the influence of alcohol for [illegible] | **Canada** | Italy |
| 7 | It's required to have [illegible] in your car. | **Belgium** | India |
| 8 | All public swimming [illegible] | Russia | **Australia** |
| 9 | It's compulsory to wear [illegible] back seats of a car. | New Zealand | **France** |
| 10 | Fireworks must be authorized by local [illegible] private use. | **Sweden** | Mexico |
| 11 | Front-facing child car seats are not allowed [illegible] children under a certain age. | [illegible] | South Africa |
| 12 | Physical punishment of children by parents is outlawed. | [illegible] | **Sweden** |
| 13 | Wearing seatbelts is mandatory for dogs in a moving vehicle. | **Italy** | [illegible] |
| 14 | It is illegal to wear flip-flops while driving. | **Spain** | [illegible] |
| 15 | J-walking or crossing the street at non-designated spots is punishable by a fine. | Germany | **Singapore** |
| 16 | The sale and use of chewing gum is restricted. | **Singapore** | Mexico |
| 17 | Helmets must be worn at all times when skiing or snowboarding. | **Austria** | Japan |
| 18 | All bicycles must have a bell attached to be legally ridden. | **Germany** | China |
| 19 | There is a legal curfew for minors. | Greece | **South Korea** |
| 20 | It is illegal to leave your house without wearing a mask during a health emergency. | **Italy** | India |

PREVIEW

Name: _____ 132

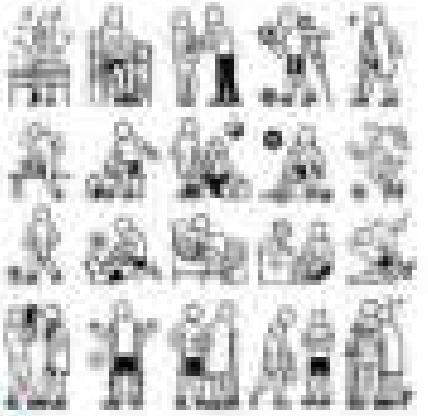
# Tableaus: Scenes of Support

**Objective** — What are we learning about?

To understand and demonstrate the correct and incorrect responses to sports injuries through tableau performances, encouraging students to reflect on the importance of proper injury management.

**Material** — What you will need for the activity

- Open space (
- First aid k
- Props to si
- Camera or smartph



**Instructions** — How you will com

1. Divide the class into small groups, each assig
2. Groups plan up to four tableaus. One showing the
3. Discuss basic first aid measures to ensure accuracy in performanc
4. Allocate time for rehearsal, encouraging creativity and clarity in their scenes.
5. Each group performs their tableaus holding each scene in the tableau for 20 seconds. A brief explanation of each scene is given.
6. After each performance, the class discusses what was done correctly and what mistakes were made.
7. If possible, record the performances for review and further analysis.
8. Conclude with a reflection session, using the questions provided below.

PREVIEW

Name: _____ 133

## Description of Scene for Tableau

During a soccer match, Alex attempts a sliding tackle and sprains their ankle. The scene shifts to Alex trying to stand and play on, showing the wrong approach. The next scene has teammates guiding Alex off the field for rest. Finally, Alex is shown receiving first aid and consulting a coach for further advice.

Sam leaps to make a basket, falls, but lands awkwardly, hurting their wrist. Ignoring the pain, Sam continues to play, worsening the injury. The third scene shows a concerned teammate intervening, leading Sam to the sidelines. The last scenes depict the application of a cold [illegible] a discussion on seeking medical help.

Whil[illegible] over a hurdle, scraping their knee and hands. Initially, Jordan tries [illegible]e it o[illegible] injury. Teammates notice and persuade Jordan to stop. They then clea[illegible] bandages in the following scenes, highlighting the importance o[illegible]ear.

In a heated game of vo[illegible] spike but lands poorly, twisting their ankle. Casey tries to push [illegible] around the court. Observant teammates step in, assisting [illegible] to the injured ankle. Ice is applied, and they discuss the need for [illegible]ment.

Morgan slides into second base but ends up wit[illegible] cut. They ignore the injury, focusing on the game. As the injury bleed[illegible] and calls for a timeout. They use the first aid kit to clean and dres[illegible] the importance of not ignoring injuries.

During a gymnastics routine, Taylor falls and lands on their arm awk[illegible] a sprain. Taylor tries to continue the routine but struggles. A coach in[illegible] the performance. The following scenes show the coach applying first aid and [illegible] on the need for an x-ray, stressing the importance of professional care.

In a rugby match, Jamie collides with another player, resulting in a bloody nose and disorientation. Initially, Jamie tries to continue playing. Teammates and a coach quickly intervene, leading Jamie off the field for proper care, highlighting the dangers of ignoring head injuries.

During a long-distance run, Riley starts showing signs of dehydration and exhaustion but tries to push through. Concerned teammates notice and encourage Riley to slow down and hydrate. The final scenes involve resting in the shade and discussing the importance of hydration and listening to one's body.

PREVIEW

Name: _____ 134

**Reflection** | Answer the questions below

1) How does misinformation affect injury recovery?

2) What r… empathy play in injury support?

3) Why is immedia… cry… injuries?

4) What's the importance of seeking professional help…

5) How important is access to first aid supplies when playing sports? Explain?

PREVIEW

Name: _____ 13S

# Unit Test – Personal Safety

Multiple Choice /10

| | |
|---|---|
| 1. What is a concussion?<br>a) Head pressure<br>b) Brain injury<br>c) Stomac<br>d) Arm f | 2. Which is not an immediate sign of a concussion?<br>a) Nausea or vomiting<br>b) Memory problems<br>c) Trouble breathing<br>d) Dizziness |
| 3. Si de:<br>a) Hair<br>b) Memory pr<br>c) Increased appeti<br>d) Faster heartbeat | 4. PCS stands for...<br>a) Post-Concussion Symptoms<br>b) Planned Concussion Signs<br>c) Post-Concussion Syndrome<br>d) e-Concussion Syndrome |
| 5. What is Second-Impact Syn<br>a) Weak ankle<br>b) Brain swelling<br>c) Muscle fatigue<br>d) Hairline fracture | est describes a crash diet?<br>Ea the amount of calories<br>b) ver ries<br>c) z<br>d) Eat |
| 7. How many Canadians die each day due to impaired driving?<br>a) 1<br>b) 4<br>c) 5<br>d) 8 | 8. If you are dr u could...<br>a) Get a criminal record<br>b) Face fines or imprisonment<br>c) Lose your driving license<br>d) All of the above |
| 9. What emotional issues are unlikely to result from violence?<br>a) Depression<br>b) Concussion<br>c) Anxiety/Stress<br>d) Difficulties trusting others | 10. Which charge is most serious?<br>a) Probation<br>b) Felony<br>c) Misdemeanor<br>d) Restorative Justice |

PREVIEW

**Define** What do the terms below mean?

| Term | Definition – What does it mean? |
| --- | --- |
| Concussion | |
| Restorative Justic | |
| Gend | |

**Short Answer** [illegible] below – Each question is worth 3 marks.

1) What is a concussion and [illegible]?

2) What is a crash diet? Why are they dangerous?

3) What are some ways bystanders can intervene to prevent violence?

PREVIEW

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

1) What is impaired driving? Why is it dangerous? Why should we never drive impaired?

2) What should you do if you or someone you k[illegible]wn [illegible]ccussion after a fall or hit?

PREVIEW

# Google Slides Lessons Preview

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Ontario Health Curriculum

Properties of & Injury Prevention– Grade 5

# 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!



# Ontario Health Curriculum

# Properties of & Injury Prevention– Grade 5



# Ontario Health Curriculum

# Properties of & Injury Prevention– Grade 5



# Workbook Preview

# Grade 8 – Health Unit

## Personal Safety and Injury Prevention

| | Expectations | Pages |
|---|---|---|
| D1.1 | describe the signs and symptoms of | |
| D1.2 | | |
| D2.2 | demonstrate the ability to assess situations for potential dangers, and apply strategies for avoiding dangerous situations | 76-84 |
| D3.2 | analyse the impact of violent behaviours, including bullying, violence in intimate and sexual relationships, and gender-based violence or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence | 85-134 |

Preview of 90 pages from this product that contains 179 pages total.

# Personal Safety and Injury Prevention



Name: _____ 6

# The Science Behind Concussions

**Understanding Concussions**
A concussion is a type of brain injury that occurs when a force causes the brain to move rapidly back and forth inside the skull. This movement can cause chemical changes in the brain and sometimes stretching and damaging of brain cells.

**How Concussions Happen**
The brain is protected by cerebrospinal fluid inside the skull, but a sudden jolt or hit can cause the brain to move violently. This can happen during sports, falls, or car accidents. When the brain moves rapidly inside the skull, it can lead to a concussion.

**Key D**
Concussions differ from other brain injuries in their cause and impact. Unlike more severe injuries that may result in permanent brain damage, concussions primarily affect the brain's functioning temporary effects such as confusion, amnesia, and impaired coordination.

**Critical Signs and Sympto**
Early recognition of concussion is for proper treatment and recovery. Symptoms can be physical, cogni related. Here is a list of common signs to watch for:

- Headache or a feeling of pressure in the he
- Confusion or feeling foggy
- Dizziness or balance problems
- Nausea or vomiting
- Sensitivity to light or noise
- Memory problems
- Mood swings or changes in personality
- Sleep disturbances



**The Importance of Response**
Responding quickly to a suspected concussion is crucial. Continuing to play sports or engage in activities that could lead to another head injury can result in longer recovery times or more serious brain injuries. Rest and a gradual return to normal activities, under medical guidance, are key to healing.

**Protecting the Brain**
Understanding the mechanics of concussions helps us appreciate the importance of protecting our brains. Wearing appropriate helmets and safety gear during sports and recreational activities can help prevent concussions. Additionally, learning to recognize the signs and symptoms ensures that those affected receive the care they need promptly.

PREVIEW

Name: _____ ?

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

| | | |
|---|---|---|
| 1) Concussions always involve bleeding in the brain. | True | False |
| 2) A concussion is a type of brain injury. | True | False |
| 3) Helmets can prevent all brain injuries. | True | False |
| 4) Symptoms of concussions can include nausea. | True | False |
| 5) Memory problems are a sign of concussion. | True | False |

**Question** the questions below.

1) How [illegible] affect the brain?

2) Why is early recognition of [illegible]?

PREVIEW

**Direction** Check the statements that show FACTS about co[illegible]

| | |
|---|---|
| 1) Concussions happen when the brain moves quickly inside the skull. | |
| 2) You can only get a concussion from sports injuries. | |
| 3) Headaches can be a sign of a concussion. | |
| 4) It is safe to continue playing after hitting your head. | |
| 5) Dizziness and confusion can be symptoms of a concussion. | |
| 6) Concussions only affect physical health, not thinking. | |
| 7) Rest is important for recovery from a concussion. | |
| 8) Wearing helmets can help prevent concussions. | |

Name: _____ 11

# Comprehensive Guide to Concussion Symptoms

## Understanding Concussion Symptoms

Date: March 04, 2024 Author: By Jamie Chen 2-minute read

In the dynamic landscape of health and wellness, understanding concussion symptoms is paramount for timely and effective care. Concussions can manifest through a variety of symptoms, spanning from physical discomforts such as headaches and dizziness to cognitive impairments like concentration difficulties and memory lapses. Recognizing these signs is the first step toward seeking necessary medical attention and preventing further complications.

Concussions also affect emotional well-being, leading to mood swings or changes in personality. It's crucial to address not just the immediate physical symptoms but also the subtle cognitive and emotional changes that may occur. Awareness and education on these symptoms empower individuals and caregivers to make informed decisions about health and recovery.

The importance of immediate action cannot be overstressed. Early diagnosis and treatment are critical in managing symptoms effectively, minimizing long-term effects, and facilitating a safe return to daily activities. By understanding the comprehensive nature of concussion symptoms, individuals can take proactive steps towards health and safety.

Regards,
Jamie Chen

PREVIEW

### Comments:



Ethan Tremblay, March 06, 2024

Recognizing the wide range of concussion symptoms is crucial. It's not just the physical signs; the cognitive and emotional changes are equally important to address.

Like Reply 5h ago



Sophia Lalonde, March 04, 2024

Absolutely, Jamie! Additionally, fostering an environment where people feel comfortable seeking help and discussing their symptoms is vital for effective recovery.

Like Reply 2d ago

Name: _____ 12

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Concussions can cause headaches and dizziness. | True | False |
| 2) Emotional changes are not a symptom of concussions. | True | False |
| 3) Immediate medical consultation is unnecessary for concussions. | True | False |
| 4) Cognitive symptoms include memory problems. | True | False |
| 5) Recogni[illegible] symptoms helps prevent further complications. | True | False |

## Questi[illegible]

[illegible]wer the questions below.

1) How do con[illegible] a[illegible]ividual's emotional well-being?

2) Why is it important to seek medical consultati[illegible] a c[illegible]?

PREVIEW

## Define

What do the terms below mean?

| | |
|---|---|
| **Concussion** | |
| **Cognitive Symptoms** | |

Name: _____ 13

# Role Play: Responding to Injuries

## Objective

What are we learning about?

To educate students on recognizing and responding to injuries, including the initial management of concussions and other common injuries, through interactive role-playing.



## Materials

What you will need for the activity

- F[illegible]g and treating symptoms of common injuries, including co[illegible]ons.
- Basic first [illegible], [illegible]monstration purposes).
- Scenario c[illegible]g di[illegible]cy situations.
- A list of roles f[illegible]ent[illegible]d person, responder, bystander, etc.).

PREVIEW

## Instructions

How you will pl[illegible]

1. Divide the class into small groups, a[illegible]gning e[illegible]roup[illegible]ent scenario card.
2. Provide each group with a fact sheet on co[illegible]u[illegible]ptoms.
3. Within each group, students choose roles to play: th[illegible]er[illegible]r, responder, and bystanders.
4. Allow time for the groups to read through their scenarios and p[illegible]ole-play.
5. Each group takes turns performing their scenario in front of the class, demonstrating how to recognize symptoms and the immediate steps to take.
6. After each performance, discuss as a class the actions taken and what could have been improved.
7. Encourage students to refer to their fact sheets during the role-play to guide their actions.
8. Discuss the importance of seeking professional medical help when necessary.
9. Reflect on the emotional and physical aspects of dealing with injuries.

Name: _____ 14

| Strategies | Use the strategies below to respond to injuries |
|---|---|

1) **Stay Calm and Assess the Situation**: Teach students the importance of staying calm in emergencies. Panicking can cloud judgment and delay response time. Encourage deep breathing to maintain composure before assessing the situation.

2) **Use the "Three Cs" Strategy - Check, Call, Care**: First, check the environment for any dangers to yourself or the injured person. Next, call for help from a teacher, school nurse, or dial emergency services if needed. Finally, provide care within your ability until help arrives.

3) **Seek Consent Before Helping**: If the injured person is conscious, always ask for their permission before providing any form of aid. This respects their autonomy and can

4) **Apply the [illegible] for Sprains and Strains**: Teach students the RICE method - Rest, Ice, [illegible], Elevation as a response for sprains and strains. This can help reduce swelling and

5) **Identify Allergy Symptoms and Know How to Respond**: For scenarios involving allergic reactions, educate students to recognize symptoms and understand the importance of quickly finding an EpiPen or antihistamine, with adult supervision.

6) **Create and Use Emergency Cards**: Encourage students to [illegible] emergency contact cards and, if applicable, medical information [illegible]. This ensures that in any situation, responders can quickly [illegible] and provide the best assist.

7) **Implement the Buddy System in Outdoor Activities**: Advocate for the [illegible] ensures no one is left alone during activities where injuries or health issues may occur more frequently, such as during sports or picnics.

8) **Practice Using Safety Equipment**: Familiarize students with the location and proper use of safety equipment in classrooms and common areas, such as first aid kits, eyewash stations, and safety showers.

9) **Encourage Open Communication**: In any scenario, teaching students to openly communicate what they're experiencing or what they've witnessed can significantly aid in providing appropriate care. Encourage phrases like, "I see you're in pain, where does it hurt?" or "Tell me what happened," to better assess the situation.

10) **Utilize Distraction Techniques for Pain or Panic**: When dealing with injuries or stressful situations, teaching students simple distraction techniques, such as talking about a favourite hobby or using visualization techniques, can help manage pain or panic until help arrives.

PREVIEW

Name: _____ 15

Scenarios | Role-Play Scenarios

Jamie slips on a spilled drink in the cafeteria and falls, hitting their head on the ground. Jamie feels dizzy and has a headache, suggesting a possible concussion. The students around Jamie need to assess the situation and decide how to help while ensuring their own safety.

Alex twis[illegible] ankle during a game of basketball and can't bear weight on it, showing [illegible] sprain. The gym teacher is momentarily out of sight, so classmates must st[illegible] initial support and comfort to Alex, assessing the injury's sev[illegible]

Samira gets [illegible] de[illegible] outdoor school picnic and starts showing signs of an allergic rea[illegible] clu[illegible] and difficulty breathing. Her friends need to recognize the allergi[illegible] act quickly to get help from a teacher.

On a hot summer day, Jordan starts f[illegible] t a[illegible] gus during the school's sports day, showing signs of heat exh[illegible]n. Cla[illegible] identify the symptoms, move Jordan to a cooler place, and ensure th[illegible] hydr[illegible] seeking further assistance.

During an art project, Chris accidentally cuts their finger [illegible] ep, and there is significant bleeding. Fellow students must apply firs[illegible] manage the bleeding and prevent infection until a teacher can ta[illegible]

Leyla, known to have asthma, starts wheezing and struggling to breathe during a school assembly. Her classmates remember she carries an inhaler and need to find it in her bag, help her use it correctly, and comfort her while waiting for adult intervention.

During a chemistry experiment, Aarav splashes a chemical on his arm, causing irritation and a burning sensation. His lab partner needs to quickly assess the situation, use the eyewash station and safety shower appropriately, and alert the teacher for further instructions.

PREVIEW

Name: _____ 16

**Reflection** | Answer the questions below.

1) What is the first step when you see an injury?

2) How ca[illegible]ell if an injury is serious?

3) Why is it import[illegible]ncies?

4) How does immediate response affect injury outcom[illegible]

5) What steps would you take if your teacher fainted in the classroom?

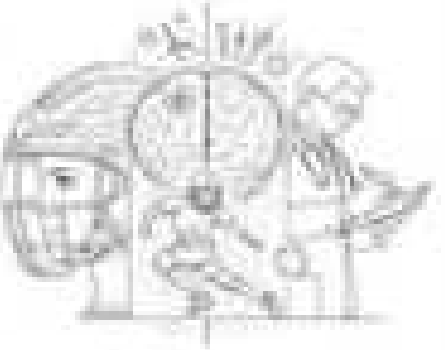
PREVIEW

Name: _____ 17

# Second-Impact Syndrome and Its Prevention

**Understanding Concussions**

A concussion is a type of brain injury caused by a bump, blow, or jolt to the head. It can temporarily affect brain function, leading to symptoms such as headaches, confusion, dizziness, and changes in mood or behaviour. It's crucial for everyone, especially athletes, to recognize these symptoms early to prevent more severe injuries.



**Risks of M[illegible]ncussions**

When a[illegible]s a concussion, the brain needs time to heal. If another conc[illegible] brain has fully recovered, it can lead to severe and often life-thr[illegible]ing co[illegible]s is known as Second-Impact Syndrome (SIS), a rare but catastrophic e[illegible]

**Key Facts about Se[illegible]mp**

- Occurrence: SIS hap[illegible] to the head occurs before symptoms from an initial concuss[illegible] to rapid and severe brain swelling.
- Symptoms: After the secon[illegible]act[illegible]xperience rapid deterioration, losing consciousness, and entering [illegible] coma or death if not treated immediately.
- Age Factor: Young athletes, particularly those in sch[illegible] higher risk due to the nature of their developing brains.

**Preventing Second-Impact Syndrome**

The key to preventing SIS lies in proper management and [illegible] concussion. Here's a list of preventative steps:

- Immediate Response: Any athlete suspected of having a concus[illegible]moved from play immediately.
- Medical Evaluation: Before returning to sports, the individual must be [illegible]uated and cleared by a healthcare professional.
- Education: Athletes, coaches, and parents should be educated about concussion symptoms and the importance of reporting them.
- Gradual Return: If a concussion is diagnosed, a gradual return-to-play protocol should be followed, ensuring the athlete is symptom-free at each step.

**Importance of Proper Recovery**

Allowing the brain adequate time to heal after a concussion is critical. Rushing back into physical activity not only risks SIS but can also lead to prolonged concussion symptoms and potential long-term brain health issues. Education and awareness are our best tools in safeguarding against the dangers of multiple concussions and Second-Impact Syndrome.

PREVIEW

Name: _____ 18

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Concussions can temporarily affect brain function. | True | False |
| 2) SIS occurs without a previous concussion. | True | False |
| 3) Symptoms of SIS include confusion and headaches. | True | False |
| 4) Athletes are at lower risk of SIS as adults. | True | False |
| 5) Education on concussion symptoms reduces SIS risks. | True | False |

## Summary

...mary of the text including the main idea and supporting details.

PREVIEW

## Questions

Answer the questions belo...

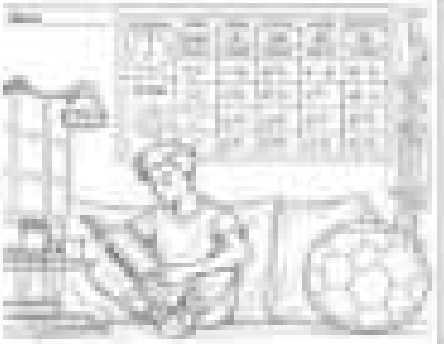
1) What does SIS stand for, and why is it dangerous?

2) Why are young athletes particularly at risk for SIS?

Name: _____ 23

# Healing Minds, Resuming Lives

## Safe Steps Back



In the bustling city of Maplewood, 13-year-old Alex found himself sidelined from his beloved soccer team after a sudden fall during a match led to a concussion. His journey to recovery became a lesson in patience, resilience, and the importance of health ove

Conc are serious brain injuries that can alter the way your brain functio mpto de headaches, difficulty thinking, and problems with concentration or ally not a student and athlete like him, should ignore. Statistics sh t a ouths under 20, sports-related incidents account for 39% of concu ight ed for awareness and proper recovery plans.

Under the guidance of his healthcare p Alex a "Return to School Plan." Initially, this meant staying home to rest, olut r or physical education classes. Even screen time was drastica er strain on his brain, challenging for a teenager in today's digital w e was crucial for reducing his symptoms.

Gradually, with medical approval, Alex began reintroducing light mental a His plan was tailored specifically to his recovery, emphasizing the importance of not rushing back to full academic and physical activity too quickly. Slowly but surely, he resumed attending classes for partial days, progressively increasing his workload as his tolerance improved.

The path back to the soccer field mirrored this careful approach. Starting with light exercises and, over weeks, advancing to full participation, Alex's experience underscored the necessity of a medically supervised, gradual return to activity. His story serves as a reminder that while the road to recovery might seem long, ensuring a safe return to daily life and sports is paramount.

PREVIEW

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Name: _____ 24

| Questions | Answer the questions below |
|---|---|

1) What are some symptoms of a concussion?

2) Why was reducing screen time important in Alex's recovery process?

| True or False | st[illegible] or false? |
|---|---|

| | | |
|---|---|---|
| 1) Concussions can change [illegible] | True | False |
| 2) Headaches are not a symptom [illegible] | True | False |
| 3) Only physical activities cause concus[illegible] in you[illegible] | True | False |
| 4) Rest includes reducing both physical activity [illegible] | True | False |
| 5) Light mental activities are reintroduced gradual[illegible] | True | False |

| Connecting | Describe a time when you were ill and needed time to r[illegible] ou had a concussion. How did/would you spend your time? [illegible] ou feel? Why is taking time for recovery important? |
|---|---|

PREVIEW

Name: _____ 25

# Fact or Fiction? Myths About Concussions and Injuries

**Objective** — What are we learning about?

To increase students' awareness and understanding of concussions, injuries, and violence through an interactive game that separates myths from facts.



**Materials** — What you will need for the activity.

- [illegible] about concussions, injuries, and violence (half true, half false)
- Red and green cards (red for fiction, green for fact)
- A bell or buzzer
- A prize for the winning team

**Instructions** — How you will play the game

1. Divide the class into two teams and explain the rules of the game.
2. Present a statement to the class. Each team will discuss among themselves and decide if the statement is a fact or fiction.
3. After discussion, each team will choose a representative to hold up their answer using the red or green card.
4. Use the bell or buzzer to signal the time for revealing answers.
5. Reveal the correct answer and provide a brief explanation to clarify any misconceptions.
6. Award points to the team that correctly identifies the statement as fact or fiction.
7. Alternate between teams for each statement to keep engagement high and give each team equal opportunities.
8. Keep score throughout the game. Consider adding bonus points for quick and correct answers to encourage active participation.
9. Conclude the game by announcing the winning team and distributing the prize.

PREVIEW

Name: _____ 2s

**Fact or Fiction** | Read the statements below.

| | | |
|---|---|---|
| 1 | A helmet can reduce the risk of a concussion. | Fact |
| 2 | Concussions only occur with a loss of consciousness. | Fiction |
| 3 | You can have a concussion without hitting your head. | Fact |
| 4 | Only [illegible]letes need to worry about concussions. | Fiction |
| 5 | Re[illegible] for recovery after a concussion. | Fact |
| 6 | [illegible] ms immediately, you're fine. | Fiction |
| 7 | Sympto[illegible] delayed for hours. | Fact |
| 8 | A CT scan alwa[illegible]ussion. | Fiction |
| 9 | Repeated concussions [illegible]o [illegible]ems. | Fact |
| 10 | Wearing a helmet makes you imm[illegible]ead [illegible] | Fiction |
| 11 | Concussions are a type of traumatic brai[illegible] | Fact |
| 12 | You must hit your head hard to get a concussion. | Fiction |
| 13 | Symptoms of concussions can vary widely among indivi[illegible]s. | [illegible] |
| 14 | Young people recover from concussions faster than adults. | Fiction |
| 15 | Education on proper sports techniques can prevent injuries. | Fact |
| 16 | Concussions are easily diagnosed and treated. | Fiction |
| 17 | Proper sports equipment can lessen the risk of injuries. | Fact |
| 18 | Only hits to the head can cause concussions. | Fiction |
| 19 | Awareness and education can reduce violence in sports. | Fact |
| 20 | All concussions cause long-term brain damage. | Fiction |

PREVIEW

Name: _____ 27

# Post-Concussion Syndrome: Recovery Challenges

**Understanding PCS**

Post-Concussion Syndrome (PCS) is a complex condition that affects individuals who have suffered a concussion. A concussion is a type of brain injury that can occur from a blow to the head or a sudden jolt, often seen in sports, accidents, or falls. PCS involves experiencing concussion symptoms for a longer period than usual, sometimes weeks, months, or even years after the initial injury.

**Recognizing PCS Symptoms**

PCS presents a range of symptoms that can vary in intensity. These symptoms can be physical, cognitive, emotional, and sleep-related. Students with PCS might experience:

- Headaches
- Fatigue and dizziness
- Irritability or changes in mood
- Difficulty concentrating and memory problems
- Sleep disturbances



**Challenges in Academic Settings**

Students recovering from PCS may face challenges in school:

- Concentration Difficulties: Struggling to focus during lessons.
- Memory Problems: Difficulty remembering new information.
- Physical Symptoms: Headaches and fatigue may make school days feel longer.
- Emotional Changes: Increased irritability can affect interactions with peers and teachers.

**Strategies for Managing PCS**

Effective management of PCS in academic and social settings involves a combination of rest, gradual return to activities, and accommodations. Here are some strategies to support recovery:

- Modified School Schedule: Shortened days or extended time for assignments can help manage fatigue.
- Quiet Space: Access to a quiet room can alleviate headaches and sensitivity to noise.
- Rest Periods: Scheduled breaks during the day to prevent overexertion.
- Communication: Regular check-ins with teachers and counselors to adjust accommodations as needed.

**Navigating Social Challenges**

Social interactions can be challenging for students with PCS. Encouraging understanding among peers and promoting a supportive environment are key. Activities that do not require physical exertion but allow for social engagement can help maintain friendships and support emotional well-being.

PREVIEW

Name: _____ 28

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) PCS can last for weeks, months, or years. | True | False |
| 2) PCS symptoms are solely physical. | True | False |
| 3) Memory problems are a symptom of PCS. | True | False |
| 4) Scheduled rest periods can help manage PCS symptoms. | True | False |
| 5) Social [illegible]ons are not affected by PCS. | True | False |

## Questi[illegible]

[illegible]stand for and what causes it?

PREVIEW

## Managing Recovery After Concussion

List or draw examples of safe beha[illegible]ur[illegible]s for someone recovering from a concussio[illegible]

| Safe Behaviour | | |
|---|---|---|
| | | |
| | | |
| | | |

| Unsafe Behaviour | | |
|---|---|---|
| | | |
| | | |
| | | |

Name: _____ 31

# The Risks and Realities of Crash Diets

## Crash Diets: Hidden Dangers

In the small town of Maplewood, 13-year-old John was determined to get in shape before the school's annual sports day. Influenced by rapid weight loss stories online, John decided to follow a crash diet, limiting food intake to just a few hundred calories a day. At first, the pounds seemed to melt away, and John felt victorious.



However, within a few weeks, John started feeling unusually tired and irritable. His concentration during lessons became difficult, and sports performance declined instead of improving. Concerned, the school's health teacher, Mr. Singh, noticed these changes and decided to educate John and the class about the risks associated with crash diets.

Mr. Singh explained that crash diets often lead to nutritional deficiencies, as they don't provide the body with the necessary vitamins and minerals needed for growth and health. He shared that, according to health experts, children should consume between 1,400 to 2,400 calories per day, depending on their activity levels and support their growing bodies.

Moreover, Mr. Singh discussed the impact of such diets on mental health, including increased risk for eating disorders, depression, and anxiety. He stressed the importance of balanced nutrition and regular exercise, advocating for a healthy lifestyle over quick fixes.

Inspired by Mr. Singh's lessons, John decided to adopt a healthier approach to eating and exercise, focusing on strength and well-being rather than just weight loss. The journey wasn't easy, but with support from friends and family, John learned the value of balanced living, promising never to fall into the trap of crash diets again.

PREVIEW

Name: _____ 32

**Questions** Answer the questions below.

1) What initially influenced John to try a crash diet?

2) What did Singh stress as more important than quick fixes for weight loss?

PREVIEW

**True or False** ...ue or false?

| | | |
|---|---|---|
| 1) The internet has quick, heal... | True | False |
| 2) Crash diets provide all necessary vit... | True | False |
| 3) Teenagers need over 3,000 calories every day. | True | False |
| 4) Crash diets can lead to mental health risks. | ...ue | False |
| 5) Balanced nutrition is less important than rapid weight ... | ... | False |

**Reflecting** What could John do to get ready for sports day ... way?

Name: _____ 33

# Is It Safe or Risky?

Crash dieting is when someone eats very little food or skips meals to lose weight quickly. It can harm the body and mind if not done properly.



| Decide | Is it SAFE or RISKY? | |
|---|---|---|
| 1) John ea[illegible]one small meal a day to lose weight fast. | Yes | No |
| 2) Claro[illegible]ed diet with fruits, vegetables, and regular meals. | Yes | No |
| 3) Ma[illegible]e he wants quick results before a school event. | Yes | No |
| 4) Rob feels w[illegible]g his food intake too much. | Yes | No |
| 5) Sam refuses to [illegible] he is afraid of gaining weight. | Yes | No |
| 6) Tom chooses to eat sm[illegible]des all food groups. | Yes | No |
| 7) Ashley drinks only water all d[illegible] | Yes | No |
| 8) Aria follows advice from a health te[illegible]about | Yes | No |
| 9) Mia feels tired and cannot focus in class due [illegible] | Yes | No |
| 10) Leo becomes irritable because he is not eating e[illegible] | Yes | No |
| 11) Chloe eats regularly and chooses healthy snacks. | | No |
| 12) Ethan follows a crash diet he saw online without guidance. | | No |
| 13) Mia enjoys healthy meals and still stays active every day. | Yes | No |
| 14) Noah ignores hunger signals just to lose weight faster. | Yes | No |
| 15) Daniel eats a balanced diet and exercises regularly. | Yes | No |
| 16) Lily skips breakfast every day to try to lose weight faster. | Yes | No |
| 17) Mark eats three balanced meals and listens to his hunger cues. | Yes | No |
| 18) Nina follows extreme diet trends she sees on social media. | Yes | No |
| 19) Owen drinks water and eats regular meals to stay energized. | Yes | No |
| 20) Sara avoids entire food groups without medical advice. | Yes | No |

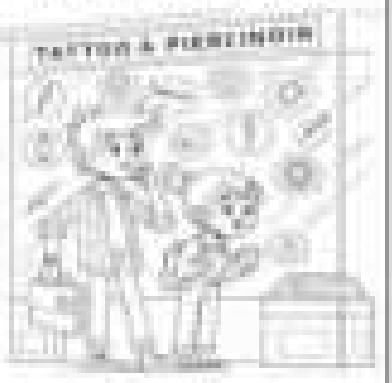
PREVIEW

Name: _____ 35

# Tattoo and Piercing Impacts

## Ink and Piercings Guide

In the bustling town of Maple Grove, 13-year-old Aarav and his friend Leyla were captivated by the world of tattoos and piercings. They marvelled at the vibrant tattoo designs and unique piercings displayed in the windows of the local parlour, Ink Haven. However, their curiosity was mixed with a bundle of questions about the implications of such body art.




Mrs. [illegible], a health teacher at Maple Grove School, noticed their interest and decided to guide them through the journey of understanding [illegible] and piercings. She explained that tattoos and piercings are not just about aesthetics; they involve significant considerations. For instance, getting a tattoo involves injecting ink into the dermis, the second layer of skin, which carries risks such as allergic reactions, skin infections, and the potential for bloodborne diseases like hepatitis B and C if the equipment is not sterile.

"Piercings," she continued, "also come with their own [illegible] such as bacterial infections and prolonged healing times. The navel can take [illegible] while earlobe piercings might heal in 6 weeks."

Mrs. Patel stressed the importance of aftercare, including keeping the area clean and following the care instructions provided by professionals. "Always ensure you go to a reputable and professional studio," she advised. "They should use sterile equipment and provide detailed aftercare instructions."

Aarav and Leyla learned the value of informed decision-making when considering body art. They understood that tattoos and piercings are not decisions to be made lightly and recognized the importance of prioritizing health and safety in expressing oneself.

PREVIEW

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Name: _____ 36

## Questions

Answer the questions below.

1) What layer of the skin is ink injected into when getting a tattoo? Why is this a problem?

2) Why can getting a piercing be risky and unsafe?

PREVIEW

## True or False

...false?

| | | |
|---|---|---|
| 1) Tattoos inject ink into the ... | True | False |
| 2) Piercings can lead to bacterial infect... | True | False |
| 3) Navel piercings heal within 6 weeks. | True | False |
| 4) Aftercare is crucial for tattoos and piercings. | True | False |
| 5) Professional studios use non-sterile equipment. | ...e | False |

## Draw

Draw a 3-panel comic strip that shows someone makin... ...ned decision about getting a tattoo or piercing.

Name: _____ 37

# Activity: Spot the Red Flags

**Objective** What are we learning about?

Students will analyze real-life scenarios related to tattoos and piercings to identify unsafe practices and possible health risks. They will apply their knowledge of safety, hygiene, and aftercare to make informed and responsible decisions.

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

- Worksheet
- Pen or pencil



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

1. Students will analyze real-life scenarios related to tattoos and piercings to identify possible health risks and unsafe practices.
2. Students will identify and list at least three warning signs or red flags in each scenario.
3. Students will explain why certain actions or situations may be harmful or unsafe.
4. Students will apply their knowledge of proper hygiene, safety procedures, and aftercare in evaluating each scenario.
5. Students will demonstrate critical thinking by recognizing both obvious and subtle risks.
6. Students will make informed and responsible decisions when faced with situations involving tattoos and piercings.
7. Students will communicate their ideas clearly through written responses and class discussion.

PREVIEW

Name: _____ 38

# Activity: Spot the Red Flags

| Scenarios | Red Flags |
| --- | --- |
| Lena visits a tattoo shop she found online because of its affordable prices. The place looks simple but organized. The artist prepares the tools while talking to another customer and then begins setting up. Lena notices the ... ess feels a bit rushed, and she is not ... ch explanation about what wi... ... to take care of the tatto... ... but decides to com... | |
| Mark goes to ... ... get his ear pierced. ... r gr... warmly and says the ... The tools are already la... and the worker begins right ... a short wipe on the ear. After finish... the worker gives a brief reminder to "keep it clean" but does not explain further. Mark leaves feeling excited but not fully informed. | |
| At a friend's house, a group decides to try a small tattoo using a kit they bought online. They follow a video tutorial and do their best to prepare. One friend cleans the skin while another sets up the tools. Although they try to be careful, they are unsure if everything they are using is properly safe. They continue anyway, thinking it's a fun experience. | |
| Sofia goes to a nearby studio for a navel piercing. The place looks neat, and the artist seems experienced. However, the artist is in a hurry and gives only a short explanation before starting. After the piercing, Sofia is handed a small note with basic care instructions, but she still has questions about healing and possible problems. | |

PREVIEW

# Activity: Spot the Red Flags

| Scenarios | Red flags |
| --- | --- |
| Jay books a tattoo session with an artist who offers home service. The artist shows pictures of previous work and seems confident. The setup is done in a room at home, and [illegible] everything looks clean, Jay is not sure [illegible] tools were prepared. The artist re[illegible] that everything is fine, so Jay [illegible] | |
| Carla [illegible] new [illegible] recommended [illegible] modern and ha[illegible] When it's her turn, [illegible] quickly and starts explai[illegible] while already setting up. [illegible] same materials are taken from [illegible] container, but she isn't sure if they are [illegible] After the piercing, she is told to "avoid touching it too much," but no further details are given. | |
| Ethan chooses a tattoo studio based on good online reviews. When he arrives, the artist asks him to pick a design quickly because there are many customers waiting. While preparing, the artist moves from one task to another without much pause. The explanation about the process and aftercare is brief, but Ethan decides to continue. | |
| Mia gets a second ear piercing at a small shop near her school. The worker is friendly and talks to her during the process. The tools are already laid out on a tray before she arrives. After the piercing, she is told she can remove the earrings after a few days if she wants, without much explanation. | |

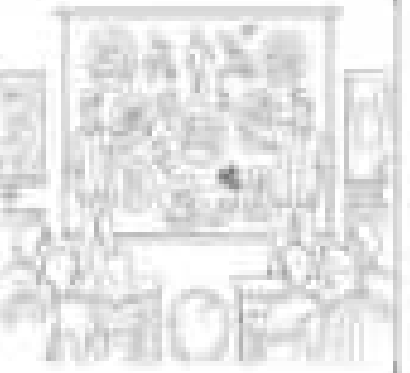
PREVIEW

Name: _____ 40

# Driving Safely, Avoiding Risks

## Safe Roads Ahead

In the small Canadian town of Mapleview, Jordan and Navdeep were best friends with a love for hockey and a shared dream of exploring every corner of their beautiful country. As they approached the age when they could legally drive, their excitement was palpable, but so were the responsibilities that came with this new freedom.



One ev[illegible]ing on a school project, they stumbled upon [illegible] approximately 4 Canadians die every day due to [illegible] involving alcohol, drugs, or both. This fact hit them [illegible] to dive deeper into the topic for their project.

They learned that driving under the influence impairs judgment, reaction times, and overall ability to operate a vehicle safely. Moreover, distracted driving, often due to inexperience, significantly increases the risk of accidents. They were determined to share these findings and advocate for safer roads.

Together, Jordan and Navdeep developed a presentation [illegible] dangerous driving situations. They emphasized the importance of [illegible] a car with an impaired driver and always having a plan for a safe ride home. They also highlighted the value of gaining experience through supervised driving before hitting the road independently.

Their presentation, shared with their classmates and at a community meeting, sparked conversations about responsible decision-making and the collective effort needed to ensure everyone's safety on the road. Jordan and Navdeep became local heroes, not just for their passion for hockey, but for their commitment to making Mapleview a safer place for all.

PREVIEW

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Name: _____ 41

**Questions** Answer the questions below.

1) What did Jordan and Navdeep learn about impaired driving?

2) How does impaired driving affect a person's ability to drive?

PREVIEW

**True or False** ...st... ...r false?

| | | |
|---|---|---|
| 1) Four Canadians die daily ... | True | False |
| 2) Impaired driving includes only alcoh... | True | False |
| 3) Unlicensed driving increases accident... | True | False |
| 4) The boys made a poster about safe driving. | True | False |
| 5) Experience through supervised driving is unnecessa... | True | False |

**Direction** Check (✓) the boxes that show safe driving behaviors a... those that are unsafe choices.

| | | |
|---|---|---|
| ❑ Wear a seatbelt at all times | ❑ Drive when feeling tired or sleepy | ❑ Ignore road signs and signals |
| ❑ Drive under the influence of alcohol or drugs | ❑ Ride with a sober and responsible driver | ❑ Respect other drivers and pedestrians |
| ❑ Follow traffic rules and speed limits | ❑ Get into a car with an impaired driver | ❑ Stay alert and aware of surroundings |
| ❑ Use your phone while driving | ❑ Plan a safe way home before going out | ❑ Speed to reach your destination faster |
| ❑ Stay focused and avoid distractions | ❑ Gain experience through supervised driving | ❑ Make safe and responsible decisions |

Name: _____ 42

# The Impact of Joining Gangs on Youth

## "Youth and Gang Dynamics"

*Publish Date: March 15, 2024*

In many c[illegible]unities across Canada, the allure [illegible]ging and identity leads s[illegible]ple down a path inte[illegible]e reasons behi[illegible]s involved, and the [illegible]ar along with positive [illegible] a pressing issue [illegible]g to[illegible]

Gangs often appeal to y[illegible] feel isolated or disconnected f[illegible] peers and communities. They p[illegible] sense of belonging, protection, and sometimes, financial gain. However, t[illegible] reality of gang life is far from the glamorous image portrayed. Dr. Amina Patel, a sociologist specializing in youth behaviour and gang dynamics, explains, "Young people are drawn to gangs during periods of vulnerability. They're looking for a family, for people who 'get them.' But the risks, legal trouble, violence, and even death are very real and often downplayed."

Statistics from the Canadian Centre for Justice and Community Safety show that youths involved in gangs are significantly more likely to experience legal issues, with a 70% higher chance of incarceration compared to their non-gang-affiliated peers. Furthermore, they are at a heightened risk of becoming victims or perpetrators of violence.

The story of Alejandro, a former gang member, highlights the personal consequences of gang involvement. "I joined because I felt alone and angry. I thought the gang was my ticket to respect and money. Instead, it brought me nothing but trouble. I lost years of my life and nearly lost my life," he shares. Alejandro's journey out of gang life involved reconnecting with his family and finding support in community programs designed to offer positive alternatives and support systems.

Recognizing the need for belonging and positive reinforcement, communities [illegible]been working to create safer, more [illegible]spaces for youths. Programs foc[illegible]sports, arts, and mentorship aff[illegible]of gang membership [illegible]support without the [illegible]s. According to Dr. [illegible]g real alterna[illegible]youths are trying [illegible] involvement. Wher[illegible]to positive communi[illegible]mely valued, the allure of ga[illegible]inishes."

While the challenges are significant, the message is clear: with the right support and alternatives, youths can find the sense of belonging and purpose they seek outside the shadows of gang life. It's a collective effort that requires communities, families, and individuals to work together towards a safer, more inclusive future for all young people.

PREVIEW

Name: _____ 43

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Gangs offer protection and a sense of belonging. | True | False |
| 2) Joining a gang has no legal consequences. | True | False |
| 3) Youths in gangs face a higher risk of violence. | True | False |
| 4) Gangs provide a reliable path to respect and money. | True | False |
| 5) Community programs offer positive alternatives to gangs. | True | False |

## Questions

Answer the questions below.

1) What two reasons might be drawn to gangs?

2) What kinds of programs can provide to gangs?

PREVIEW

## Word Search

Find the words in the wordsearch.

| | |
|---|---|
| Gang | Youth |
| Risk | Legal |
| Belong | Violence |
| Support | Mentor |
| Respect | Art |
| Safer | Program |
| Identity | Trouble |



Name: _____ 44

# Role Play: Peer Pressure Situations

**Objective** What are we learning about?

To enable students to understand and respond effectively to peer pressure, particularly regarding risky behaviours, through the development of refusal skills and the suggestion of safer alternatives.

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

- S
- Fac et on er pressure
- A hat or c av nario cards
- Notebook eac



**Instructions** How yo ple ity

1. Begin by discussing what peer pr and important to handle it wisely. Share personal experienc comfo
2. Introduce the fact sheet on how to refuse res g key strategies and discussing them as a class.
3. Divide the class into small groups of 3-4 students.
4. Place scenario cards in a hat. Each group draws one scenari
5. Give groups 10 minutes to prepare their role-play, encouraging th use strategies from the fact sheet.
6. Each group performs their role-play in front of the class. Encourage applause.
7. After each performance, discuss what strategies were used to refuse peer pressure.
8. Encourage the audience to suggest different outcomes or strategies that could also be effective.
9. Conclude by summarizing the importance of standing up to peer pressure and making safe choices.

PREVIEW

Name: _____ 45

**Role Play Tips** | Tips for resisting peer pressure

1) **Speak Your Truth**: Encourage students to express their feelings honestly. If something feels wrong, they can say, "I'm not comfortable with this." It's a simple but powerful way to stand their ground.

2) **Seek Support**: Advise students to look for a friend or a group who shares their values. Having someone to back them up can make it easier to resist peer pressure. e.g., "Let's both say we don't want to cheat."

3) **Change the Conversation**: If the topic is leading towards something they're uncomfortable with, students can redirect the conversation to a safer subject, like discussing a favorite hobby or a recent school event.

4) **Offer Alternatives**: When faced with risky proposals, coming up with a safer alternative can protect them. For example, if suggested to skip school, they could say, "How about we hang out after school instead?"

5) **Use Humour**: Sometimes, responding with a joke can ease the tension and shift the peer pressure. "I'd get grounded for a comedy show if I tried to cheat like that!"

6) **Delay Tactics**: Saying they need to think about it can help them get away from the immediate pressure and consider their options. "I'll think about it and let you know later."

7) **Assertive Body Language**: Standing tall, making eye contact, and speaking clearly can help convey their message more effectively, showing they're serious about their stance.

8) **The Power of "No"**: Teaching students that it's okay to simply say "No" without providing an explanation. This simple but firm response can be very effective.

9) **Plan an Exit Strategy**: Encourage students to think of a way to leave uncomfortable situations quickly. Having a pre-planned excuse, such as needing to meet a parent or an upcoming commitment, can provide an easy out.

10) **Involve an Adult**: If the situation escalates or continues to make them uncomfortable, seeking help from a trusted adult can provide them with the support and guidance they need.

PREVIEW

Name: _____ 46

Scenarios | Role-Play Scenarios

A student receives a message in a group chat where others are making fun of a classmate's new haircut. The student feels uncomfortable and knows it's wrong to join in but doesn't want to be excluded from the group.

During a [illegible]st, a student notices their friend trying to peek at their answers. The friend [illegible]king for help on a difficult question. The student feels torn between helpi[illegible]g the right thing by not cheating.

A group of fri[illegible]ahnin[illegible]school to watch a newly released movie. They encourage anothe[illegible]nt [illegible]ying it's a once-in-a-lifetime experience and nobody will find [illegible]

At a weekend party, a student is offer[illegible]e by [illegible] sibling's friend. They're told it's just flavoured water vapour and it's tota[illegible]e. T[illegible]ent feels pressured to appear cool in front of the older kids.

A student overhears a rumour about a classmate's family [illegible]t further. Friends say it's just harmless gossip and everyone does [illegible]ent to join in on the conversation.

At a party, a student is offered alcohol by their peers who say they've all tried it before and it's no big deal. The student feels unsure, knowing it's illegal and unsafe, but doesn't want to be seen as uncool.

A group of students dare another student to steal a lip gloss from a local store, claiming it's a thrilling challenge and everyone has done something like it before. The student knows it is wrong and is worried about getting caught but feels pressured to prove themselves.

PREVIEW

Name: _____ 47

**Reflection** Answer the questions below.

1) Can peer pressure ever be positive? How?

2) How do[illegible]er pressure influence decisions?

3) Why is it impo[illegible]sugg[illegible]rnatives?

4) How can we support friends facing peer press[illegible]

5) What can you do when your group of friends is developing values that are different than yours and are bound to get them into trouble?

PREVIEW

# Exit Cards

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

Name: _____

Check the actions that help youth make safe choices.

| | |
|---|---|
| 1) Joining a gang to feel accepted | |
| 2) Talking to a trusted adult when feeling alone | |
| 3) Participating in sports or community activities | |
| 4) Following friends into risky situations | |
| 5) Seeking support from family or school programs | |

Name: _____

Check the actions that help youth make safe choices.

| | |
|---|---|
| 1) Joining a gang to feel accepted | |
| 2) Talking to a trusted adult when feeling alone | |
| 3) Participating in sports or community activities | |
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Name: _____

Check the actions that help youth make safe choices.

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Name: _____

Check the actions that help youth make safe choices.

| | |
|---|---|
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| 2) Talking to a trusted adult when feeling alone | |
| 3) Participating in sports or community activities | |
| 4) Following friends into risky situations | |
| 5) Seeking support from family or school programs | |

PREVIEW

Name: _____ 55

# Preventing Spinal Injuries

**Understanding Spinal Cord Injuries**
Spinal cord injuries are serious health issues that can have a lasting impact on a person's life. These injuries happen when there is damage to the spinal cord, a bundle of nerves that runs down the middle of the back. It plays a crucial role in sending messages from the brain to the rest of the body. Damage to this area can lead to loss of movement and sensation, which is why prevention is so important.

**Sports Sa**
In sports, the right equipment is crucial to prevent injuries, including those to the spinal co in football and hockey, players should wear properly fitted helm ivities like gymnastics or skiing, learning the correct techn and pr safe environment can reduce the risk of falls that might lead to spinal injuri

**Recreational Act ion**
Many spinal cord inj ctivities, such as swimming or trampolining. It's essenti these easures:

- Swim Smart: Always check epth before diving in to avoid hitting the bottom.
- Trampoline Safety: Use trampolines in safety ng. One person should jump at a time to prevent collisions.

**Daily Life Vigilance**
Spinal cord injuries can also happen in everyday situa s. Simple steps can significantly reduce risks:

- Wear seatbelts in vehicles.
- Use caution on slippery surfaces to prevent falls.
- Practice good posture and lift heavy objects correctly, using your legs rather than your back.

**Key Prevention Strategies**
To summarize, here are crucial strategies to prevent spinal cord injuries:

- Wear protective gear in sports.
- Learn and practice safe techniques.
- Follow safety rules in recreational activities.
- Be cautious in daily life to avoid falls and accidents.

Understanding and applying these strategies can help keep you and others safe from spinal cord injuries.



PREVIEW

Name: _____ 56

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

| | | |
|---|---|---|
| 1) Wearing helmets can prevent spinal injuries in sports. | True | False |
| 2) Swimming without checking water depth is safe. | True | False |
| 3) Trampolines don't need safety nets for safe use. | True | False |
| 4) Proper lifting techniques can prevent spinal injuries. | True | False |
| 5) Seatbe[illegible] unnecessary in preventing spinal injuries. | True | False |

**Quest[illegible]** [illegible]g the right equipment important in sports?

PREVIEW

**Direction** Put a check (✓) under Safe Practice or Risky Pr[illegible]

| Actions | Safe | Risky |
|---|---|---|
| 1) Wearing proper protective gear during sports | | |
| 2) Diving into water without checking depth | | |
| 3) Using correct techniques in physical activities | | |
| 4) Jumping on a trampoline with multiple people at once | | |
| 5) Wearing a seatbelt while in a vehicle | | |
| 6) Ignoring safety rules during sports or recreation | | |
| 7) Being careful on slippery surfaces to avoid falls | | |

Name: _____ 57

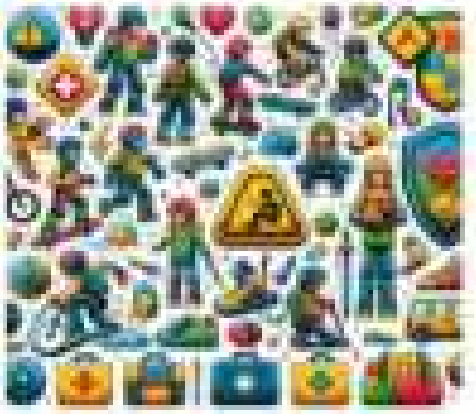
# Memory Game: Injury Prevention and Safety

**Objective** What are we learning about?

To enhance students' understanding of injury prevention and safety through a fun memory matching game. This game will reinforce the importance of safe behaviours and the usage of protective gear in various scenarios.

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

- [illegible]
- Ma[illegible] or g[illegible]
- List of ter[illegible]n[illegible]vention and safety (provided)
- Definitions for [illegible]



**Instructions** How you will [illegible]

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

PREVIEW

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Name: _____ 58

Cards | List of Injury Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Protective Gear | Equipment designed to minimize the risk of injury during activities. |
| Second [illegible] Syn[illegible] | A severe brain injury resulting from a second concussion before the first one heals. |
| Spinal Cord Injury | [illegible] to [illegible]inal cord that can [illegible] to [illegible]n or mobility. |
| Risk Assessment | The process of ide[illegible]g and evaluating risks to reduce potential harm. |
| Concussion Protocol | A set of procedures followed after a person sustains a concussion. |

PREVIEW

Name: _____ 59

Cards | List of Injury Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Safety Plan | A plan developed to ensure the safety of individuals in various environments. |
| [illegible] Safety | The practice of wearing helmets to protect the head during certain activities. |
| First Aid Kit | [illegible] of supplies and [illegible] give medical |
| Emergency Response | The actions taken in [illegible]se to an emergency situation to minimize harm. |
| RICE Method | A treatment method for injuries, standing for Rest, Ice, Compression, and Elevation. |

PREVIEW

Name: _____ 60

Cards | List of Injury Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Drowning Prevention | Strategies and practices to prevent accidental drowning in water. |
| [illegible]ety | Practices aimed at reducing the destruction caused by fire. |
| Safety Signs | [illegible] warn or inform [illegible] hazards. |
| Personal Protective Equipment (PPE) | Clothing or equipment worn for protection against hazards. |
| Ergonomics | The study of designing equipment and devices that fit the human body, preventing injury. |

PREVIEW

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Name: _____ 6.1

**Reflection** Answer the questions below.

1) How does protective gear save lives?

2) Why is [illegible] assurment important?

3) How can injuries [illegible]

4) What role does safety play in sports?

5) What safety gear do you use?

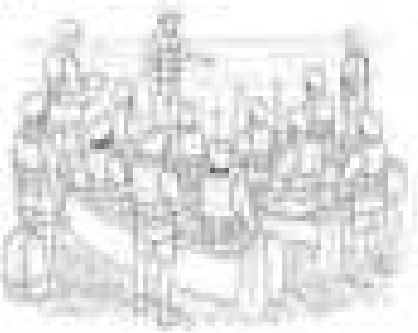
PREVIEW

Name: _____ 62

# Water Safety Essentials

**The Risks of Unknown Waters**

Exploring water bodies can be an exhilarating experience, from swimming in lakes to canoeing in rivers. However, diving into unknown waters without proper knowledge or supervision can be dangerous. Every year, accidents occur because individuals underestimate the risks associated with water-related activities. These incidents can lead to injuries or even fatalities, emphasizing the importance of water safety education.



**Hidden Dangers in Water Bodies**

Unknown water bodies can contain a variety of hidden dangers that aren't immediately obvious to swimmers or boaters. These include:

- Undercurrents: Strong underwater currents can catch individuals by surprise, pulling them away from safety and causing exhaustion as they struggle against the flow.
- Changing Depths: Sudden changes in depth can pose a risk to those who are unprepared, leading to unexpected drowning hazards.
- Cold Water Temperatures: Cold water can cause hypothermia, a condition where the body loses heat faster than it can produce it, leading to muscle weakness and exhaustion.
- Obstacles: Underwater obstacles like rocks, logs, or debris can cause injuries or trap swimmers.

**Safety Measures for Water Activities**

Adopting safety measures can significantly reduce the risks associated with water-related activities. Here are some key safety tips:

- Always swim with a buddy: Never swim alone, even if you're an experienced swimmer.
- Wear a life jacket: When boating or participating in water sports, wearing a life jacket can be a lifesaver, especially in rough or unfamiliar waters.
- Stay informed: Check the local weather and water conditions before heading out. Be aware of any warnings about strong currents or pollution.
- Learn to swim: Knowing how to swim is fundamental for water safety. Consider taking swimming lessons if you're not confident in your swimming abilities.

**Importance of Water Safety Education**

Education on water safety is crucial for preventing accidents and ensuring everyone enjoys water-related activities safely. Learning about the potential dangers of unknown waters and how to protect oneself can save lives. By promoting awareness and teaching water safety, communities can reduce the number of water-related accidents and create a safer environment for all water enthusiasts.

PREVIEW

Name: _____ 63

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Underwater currents can unexpectedly pull swimmers away. | True | False |
| 2) It is safe to swim alone in unknown waters. | True | False |
| 3) Cold water can't cause muscle weakness or exhaustion. | True | False |
| 4) Obstacles under water can lead to potential injuries. | True | False |
| 5) Checkin[illegible]eather conditions before swimming is important. | True | False |

## Mak[illegible] Conne[illegible]

[illegible]ater Safety Checklist," listing habits you can follow to stay [illegible]round water. Include safety practices you should always re[illegible]

| | | | |
|---|---|---|---|
| 1 | | 6 | |
| 2 | | [illegible] | |
| 3 | | [illegible] | |
| 4 | | [illegible] | |
| 5 | | 10 | |

PREVIEW

## Reflections

What safety measures should you think about aro[illegible]s of water in winter in Ontario?

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Name: _____ 64

# Activity - Stay Safe in the Water

**Objective** What are we learning about?

Students will identify and illustrate water safety essentials and potential dangers in the ocean. They will apply their understanding of safety practices by drawing ways to stay safe and r[illegible]ng hazards in aquatic environments.

PREVIEW

**Materials** Wh[illegible]need for the activity?

- Worksheet
- Pencil/pen
- Colouring materials (opti[illegible])



**Instructions** How will you complete the ac[illegible]

1. Look at the picture of the people swimming in [illegible]
2. Imagine what safety items they should have while swimmi[illegible]
3. Draw water safety essentials on or around the swimmers (e.g., [illegible]t, lifeguard, buddy, safety signs).
4. Below the water, draw possible dangers they might encounter (e.g., strong currents, sharp objects, marine animals, deep areas).
5. Make sure your drawings clearly show both safe practices and possible risks.
6. Add labels to your drawings to explain each safety item and danger.
7. (Optional) Colour your work and be ready to explain how to stay safe in the ocean.

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PREVIEW

# Exit Cards

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

Name: _____

Circle the face that shows how the situation makes someone feel.

| | | |
|---|---|---|
| 1) Swimming with a buddy |  |  |
| 2) Swimming alone in deep water |  |  |
| 3) Wearing a life jacket while boating |  |  |
| 4) Getting caught in a strong current |  |  |

Name: _____

Circle the face that shows how the situation makes someone feel.

| | | |
|---|---|---|
| 1) Swimming with a buddy |  |  |
| 2) Swimming alone in deep water |  |  |
| 3) Wearing a life jacket while boating |  |  |
| 4) Getting caught in a strong current |  |  |

Name: _____

Circle the face that shows how the situation makes someone feel.

| | | |
|---|---|---|
| 1) Swimming with a buddy |  |  |
| 2) Swimming alone in deep water |  |  |
| 3) Wearing a life jacket while boating |  |  |
| 4) Getting caught in a strong current |  |  |

Name: _____

Circle the face that shows how the situation makes someone feel.

| | | |
|---|---|---|
| 1) Swimming with a buddy |  |  |
| 2) Swimming alone in deep water |  |  |
| 3) Wearing a life jacket while boating |  |  |
| 4) Getting caught in a strong current |  |  |


PREVIEW

Name: _____ 67

# Preventing the Spread of Infectious Diseases

**Understanding Infectious Diseases**

Infectious diseases are illnesses caused by pathogens such as viruses, bacteria, fungi, or parasites. These diseases can spread directly from person to person, or indirectly through contaminated surfaces, food, water, or insect bites. Understanding how these diseases spread is crucial in preventing them.



**Hygiene Practices to Follow**

One of the most effective ways to prevent the spread of infectious diseases is by maintaining good hygiene. Here are some key hygiene practices:

- Regularly use soap and water to wash your hands for at least 20 seconds, especially before eating, after using the washroom, and after touching surfaces in public places.
- Respiratory Etiquette: Cover your mouth and nose with a tissue or your elbow when you cough or sneeze. Dispose of tissues immediately and wash your hands.
- Avoid Touching Face: Avoid touching your eyes, nose, and mouth with unwashed hands to prevent the entry of pathogens into your body.

**Vaccinations: A Shield Against Diseases**

Vaccinations are critical in preventing infectious diseases. They work by training the immune system to recognize and combat pathogens. Here are some reasons why vaccinations are important:

- Protection for Everyone: Vaccines not only protect the individual but also help in protecting the community by reducing the spread of diseases.
- Prevention of Outbreaks: High vaccination rates can prevent outbreaks of diseases, especially in schools and communities.
- Saves Lives: Vaccinations have saved millions of lives over the years by preventing diseases like polio and measles.

**Responsible Behaviours**

Adopting responsible behaviours can significantly reduce the risk of spreading infectious diseases. Some of these behaviours include:

- Staying home when sick to avoid spreading illness to others.
- Avoiding close contact with people who are visibly sick.
- Using personal protective equipment (PPE) like masks in crowded or high-risk areas.

By understanding infectious diseases, practicing good hygiene, getting vaccinated, and adopting responsible behaviours, we can all contribute to preventing the spread of these illnesses. Remember, it's not just about protecting ourselves but also about safeguarding our communities.

PREVIEW

Name: _____ 68

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Handwashing should last at least 20 seconds. | True | False |
| 2) Vaccinations can prevent community spread of diseases. | True | False |
| 3) You should touch your face to prevent diseases. | True | False |
| 4) Sneezing into your elbow helps reduce disease spread. | True | False |
| 5) Masks are unnecessary in crowded places. | True | False |

## Preventive or Not



if it shows preventing disease and

if it shows otherwise.

| | | | |
|---|---|---|---|
| 1 | Washes h[illegible] with soap and water | | |
| 2 | Coughs or s[illegible] with[illegible] mouth | | |
| 3 | Stays home when fe[illegible] | | |
| 4 | Shares drinks or utensils with oth[illegible] | | |
| 5 | Uses a tissue or elbow when sneezing | | |
| 6 | Avoids touching the face with unwashed hands | | |

PREVIEW

## Questions

Answer the questions below.

1) Why is handwashing important in preventing disease spread?

2) How do vaccinations help protect communities?

Name: _____ 69

# The Spread of Germs Experiment

**Objective** What are we learning about?

Students will demonstrate how germs spread through droplets by observing how far and wide sprayed particles can travel. They will relate this activity to real-life situations and explain the importance of proper hygiene practices.

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

- Face template ("Sick _____")
- Spray bottle
- Water
- Food colouring or colouring powder
- Improvised white paper wall (manila paper, cardboard /taped bond papers)
- Tissue or cloth (for cleaning)



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

1. Write your name on the template to complete "Sick _____"
2. Paste the face template onto a folder or cardboard to make it firm and sturdy.
3. Carefully make a small hole on the nose area of the face template.
4. Fill the spray bottle with water and mix in a small amount of food colouring or colouring powder.
5. Insert the tip of the spray bottle through the hole in the nose.
6. Stand in front of the improvised white paper wall and spray the coloured water to simulate a sneeze.
7. Observe how wide and far the droplets spread on the wall and reflect on how germs travel in real life.

PREVIEW

Name: _____ 70

# Sick _____



Name: _____ 71

# Sick _____



Name: _____ 72

# Understanding Mental Health and Safety

**Understanding Mental Health**

Mental health plays a critical role in our overall well-being and influences how we think, feel, and behave in daily life. It affects our ability to handle stress, relate to others, and make choices. For students in Grade 8, understanding mental health is key to recognizing how it relates to physical safety and substance use.



- Mental health issues can range from anxiety and depression to more severe conditions like [illegible] order.
- It's estimated that 1 in 5 Canadians will personally experience a mental health problem or illness each year.

**Substance Use and [illegible]**

Substance use involves the consumption of alcohol, drugs, and other substances that can alter one's mind [illegible] The misuse of these substances can have significant impacts on both mental health and physical safety.

- Teens may use substances as a way to cope with stress or mental health issues.
- Substance use can lead to addiction, affecting one's health, relationships, and safety.

**The Connection to Physical Safety**

Physical safety can be compromised when mental health issues or substance use lead to risky behaviours. Understanding this connection is crucial for [illegible] and making safer choices.

- Risky behaviours include driving under the influence, [illegible] physical activities, or neglecting personal health.
- Bullying and cyberbullying can also impact a person's mental health, leading to unsafe situations.

**Seeking Help and Support**

- Talk to a trusted adult, like a teacher or family member.
- Use school resources, such as a guidance counsellor or mental health programs.
- Reach out to community services or hotlines for professional help.

**Encouraging Open Discussions**

Creating a supportive environment where students feel comfortable discussing mental health, substance use, and safety is essential. Open conversations can lead to better understanding, prevention, and support for those in need.

By learning about the interconnectedness of mental health, substance use, and physical safety, students can be better equipped to make informed decisions, support their peers, and seek help when needed.

PREVIEW

Name: _____ 73

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

| | | |
|---|---|---|
| 1) Engaging in risky behaviors does not compromise physical safety | True | False |
| 2) 1 in 5 Canadians experience mental health issues yearly. | True | False |
| 3) Substance use cannot impact mental health. | True | False |
| 4) Bullying can affect a person's mental health. | True | False |
| 5) Talking to a trusted adult can offer support. | True | False |

**Question** Answer the questions below.

1) W[illegible] hy is it important for teenagers?

2) How can risky behaviours compro[illegible]

PREVIEW

**Reflection** Describe a time you or someone you know engaged in r[illegible] behaviour because you/they were feeling angry, sad or frustrated.

Name: _____ 84

# Activity: Guided to Safety

**Objective** What are we learning about?

Students will demonstrate safe decision-making and teamwork by guiding a blindfolded member through obstacles, showing how support and responsible choices can prevent harm.

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

- Blindfold (cloth)
- Chairs or classroom obstacles
- Open space in the classroom
- Tape/marker for start and finish lines



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

1. Form groups of three members: one blindfolded player and two guides.
2. The teacher will arrange obstacles using chairs or classmates to block the path.
3. The blindfolded student will stand at the starting point.
4. The two group members will guide their teammate using verbal instructions only (no touching).
5. The blindfolded student will carefully follow directions and try to avoid obstacles.
6. The goal is to safely reach the finish line, where the student can "park" or stand.
7. After the activity, switch roles so all members experience being the guide and the blindfolded player.

PREVIEW

Name: _____ 89

# The Detrimental Effects of Bullying

**Understanding Bullying**
Bullying is a significant issue affecting many young people across Canada and the world. It involves repeated harmful actions towards someone, making them feel powerless. This can be physical, verbal, social, or online. Recognizing the signs of bullying is crucial for prevention and support.



**Impact on Mental Health**
Bullying can have a profound effect on an individual's mental health. Victims often experience increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they once enjoy. These issues can extend into adulthood, leading to long-term psychological challenges such as depression, anxiety, and even suicidal thoughts.

**Physical Health Consequences**
The effects of bullying are not limited to mental health; physical health can also be impacted. Victims may suffer from physical injuries as a direct result of bullying. Additionally, the stress associated with bullying can lead to headaches, stomach pains, and other physical symptoms. Furthermore, chronic stress might also weaken the immune system, making it easier to get sick.

**Importance of Supportive Community**
A supportive community plays a pivotal role in combating bullying. Here's how:

- Education: Schools and families educating children about the harmful effects of bullying and fostering an environment of kindness and respect.
- Open Communication: Encouraging open discussions at home and in classrooms about personal experiences and feelings.
- Reporting Mechanisms: Implementing clear, accessible ways for students to report bullying without fear of retaliation.
- Support Systems: Establishing strong support systems for victims, including counselling and peer support groups.

**Key Facts and Statistics**
To understand the gravity of bullying, consider these facts:

- At least 1 in 3 adolescent students in Canada have reported being bullied recently.
- Children who are bullied are more likely to experience depression, anxiety, and suicidal thoughts.
- Schools with comprehensive anti-bullying programs see a significant reduction in bullying incidents.

By understanding the detrimental effects of bullying on both mental and physical health, and the critical role a supportive community plays, we can work together to create a safer, more inclusive environment for everyone.

PREVIEW

Name: _____ 90

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

| | | |
|---|---|---|
| 1) Bullying does not affect one's physical health. | True | False |
| 2) Victims of bullying often feel isolated and sad. | True | False |
| 3) Supportive communities can help reduce bullying. | True | False |
| 4) Only teachers can stop bullying in schools. | True | False |
| 5) Bullying can lead to long-term mental health issues. | True | False |

**Questions** wer the questions below.

1) H victim's mental health?

2) What role does a suppor bating bullying?

**Solve It!** Write a solution that helps respond to or co and healthy way.

| Problem | Solutio |
|---|---|
| A student is being called hurtful names by classmates. | |
| Someone is being left out on purpose during group activities. | |
| A student receives mean messages online. | |
| Someone feels sad and anxious because of bullying. | |
| Write a solution that helps respond to or cope with bullying in a safe and healthy way. | |

PREVIEW

Name: _____ 91

# Activity - Words That Hurt

**Objective** What are we learning about?

Students will identify harmful words used in bullying and understand their emotional effects on others. They will demonstrate awareness of how negative words can impact a person's m[illegible] and emotional well-being.

**Materials** you need for the activity?

- Worksheet
- Pencil/pen
- Colouring materials



**Instructions** How will you complete this?

1. Look carefully at the picture of the girl or [illegible] hands pointing toward the child.
2. Think of words or short phrases that a bully might [illegible] to make the child feel bad.
3. Write one hurtful word or phrase on each hand or finger that [illegible] girl or boy.
4. After writing the bullying words, think about how these words may affect the child's feelings, thoughts, and confidence.
5. On the shirt of the girl or boy, write the effects of bullying, such as sadness, fear, loneliness, low self-esteem, or stress.
6. Make sure your answers clearly show the connection between the hurtful words on the hands and the negative effects written on the shirt.
7. Review your work and be ready to explain why bullying words can cause emotional pain and harm to a person.

PREVIEW


PREVIEW

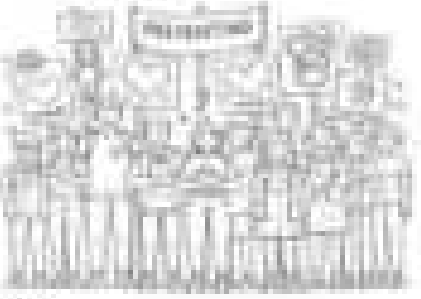

PREVIEW

Name: _____ 95

# Tackling Violence in Intimate Relationships

**Understanding Violence**

Violence in intimate relationships encompasses physical, emotional, and psychological harm inflicted by one partner upon another. It's crucial for you to recognize the signs, understand its impact, and know where to seek help. Learning about this can empower individuals to support friends, family, or even themselves if faced with such circumstances.



**Recognizing the Signs**

Identifying [illegible] in relationships is the first step towards preventi[illegible] Here are some signs to be aware of:

- [illegible] of physical injury caused by a partner.
- Emotional Ab[illegible] actions or words that hurt a partner's self-esteem or emotional
- Control Tac[illegible] artner [illegible] control over aspects of the other's life, such as who they see, [illegible] go.
- Isolation: Restricting [illegible] family and friends.
- Threats or Intimidation: [illegible] ol or keep a partner from leaving.

**Impact on Victims**

The consequences of intimate relations[illegible] ence [illegible] ng, affecting not just the physical well-being of individuals but their mental [illegible], co[illegible] and ability to trust others. Victims may experience anxiety, depres[illegible] a[illegible] ion.

**Support Systems and Resources**

For those experiencing or witnessing violence in relations[illegible] [illegible] t support systems are available:

- Hotlines: Confidential services offering advice and support.
- Counselling Services: Professional help for victims to cope with emo[illegible] rauma.
- Shelters: Safe places for victims to stay if they need to escape a dangerous situation.
- Legal Assistance: Help with restraining orders and legal protection.

**Preventing Violence**

Prevention starts with education and awareness. Schools, communities, and families play a key role in teaching about healthy relationships and respect for others. Encouraging open discussions, promoting empathy, and providing support can all contribute to a safer, more understanding society.

By understanding the signs, impacts, and resources related to violence in intimate relationships, we can work together to create a community that supports victims and promotes healthy, respectful partnerships.

PREVIEW

Name: _____ 96

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

| | | |
|---|---|---|
| 1) Emotional abuse can hurt a partner's self-esteem. | True | False |
| 2) Control tactics are a sign of a healthy relationship. | True | False |
| 3) Isolation involves restricting a partner's social interactions. | True | False |
| 4) Threats are used to gain control in a relationship. | True | False |
| 5) Education cannot help prevent relationship violence. | True | False |

**Questions** ...wer the questions below.

1) Wh... two s... ...nce in intimate relationships?

2) How does relationship violence affe... ...tim's ...

PREVIEW

**Diagram** Draw a picture of 3 strategies you can use to respond to or prevent violence in relationships.

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# Role Play: Seeking Help in Relationships

**Objective** — What are we learning about?

To help students recognize signs of violence in relationships, understand its impact, and learn how to seek help or support others in a safe and respectful way.

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

- Scenario cards with descriptions about relationship conflict
- Space for role-play in the classroom
- List of support resources (trusted adults, counsellors, hotlines)
- Paper and pen for planning



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

1. Divide the class into small groups and give each group a scenario related to relationships and possible warning signs of violence.
2. Assign roles within each group (e.g., person experiencing conflict, trusted adult, observer).
3. Read and discuss your scenario, identifying the signs of unhealthy behaviour.
4. Plan a short role-play showing how the person can seek help or how a friend can offer support.
5. Practise your role-play, focusing on respectful communication, empathy, and safety.
6. Perform your role-play in front of the class while maintaining a safe and respectful environment.
7. After each presentation, discuss as a class the signs of violence and the appropriate ways to seek help.
8. Share available support systems and resources that can help someone in these situations.
9. Reflect on how students can promote healthy, respectful relationships in real life.

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Read | Role-Playing Tips

1) Seek Trusted Support: Reach out to someone you trust, such as a teacher, school counsellor, or family member. It's important to have a supportive listener who can offer guidance.

2) Document the Evidence: If the situation involves cyberbullying or any form of harassment, keep a record of messages, posts, or any other relevant communications. This evidence can be crucial for resolving the situation.

3) Use "I" Statements: When expressing how you feel, use "I" statements to communicate your feelings without blaming others. For example, "I feel upset when [redacted] about myself."

4) Change the Conversation: If you notice conversations heading in a harmful direction, try to steer them towards a more positive topic. This can help shift the group's focus and behaviours.

5) Set Boundaries: Clearly communicate your limits and boundaries to peers. For example, if someone is pressuring you to [redacted], you can say, "I really value my education and don't want to miss [redacted]."

6) Offer Alternatives: If you see a friend in a [redacted] situation, suggest positive alternatives. For example, if they're feeling [redacted] engaging in negative behaviours, propose a different activity you can [redacted] together.

7) Encourage Inclusion: If you notice someone being left out, make an effort to include them in group activities or conversations. A simple gesture can make a big difference in how they feel.

8) Seek Mediation: For conflicts that seem hard to resolve, suggest seeking help from a mediator, like a school counsellor, who can facilitate a conversation between the involved parties in a neutral setting.

9) Promote Digital Literacy: Understand and share the importance of respecting others' privacy online, including the consequences of sharing content without consent. Encourage friends to practice safe and respectful digital behaviours.

10) Practice Empathy: Try to understand the situation from the other person's perspective. Showing empathy can help de-escalate conflicts and lead to more compassionate solutions.

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Name: _____ 99

Scenarios | Role-Play Scenarios

Jamie notices that her friend Alex is no longer allowed to hang out after school or talk to certain classmates. Alex says his girlfriend gets upset easily and wants to know where he is at all times. Your group will show how Jamie talks to Alex about these concerns and how Alex can seek help from a trusted adult.

Taylor often receives messages from her boyfriend demanding immediate replies and getting angry when she does not respond quickly. Taylor feels stressed but thinks this is normal. Your group will role-play how a friend helps Taylor recognize this as unhealthy behaviour and what steps she can take to set boundaries or ask for help.

Jordan notices that Sam has been feeling down and anxious because her boyfriend is very critical of her appearance and choices. Sam begins to lose confidence. Your group will role-play how Jordan supports Sam and encourages her to speak to a trusted adult or counsellor.

Riley's boyfriend often checks her phone without permission and gets upset when she talks to other friends. Riley feels uncomfortable and unsure if it is a serious issue. Your group will role-play how Riley recognizes this pattern of control and how she can safely seek support.

Casey hears her friend Morgan say that his girlfriend yells at him during arguments and makes him feel scared. Morgan does not want anyone to know. Your group will show how Casey responds in a caring and safe way and what actions she can take to help Morgan stay safe.

Avery has stopped joining group activities and seems isolated because her boyfriend does not like her spending time with others. Avery feels torn between her relationship and her friendships. Your group will role-play how Avery opens up to a teacher and what advice she receives.

Ethan shares that his girlfriend threatens to end the relationship whenever he disagrees or says no. Ethan feels pressured to always agree. Your group will demonstrate how Ethan recognizes this as unhealthy and how a friend can guide him to seek help.

PREVIEW

Name: _____ 100

**Reflection** Answer the questions below

1) What is one way to support a friend in need?

2) Why is it important to seek help?

3) How can adults help us stay safe?

4) How can we make our community safer?

5) How can you support a friend who is a victim of physical bullying without risking your own safety?

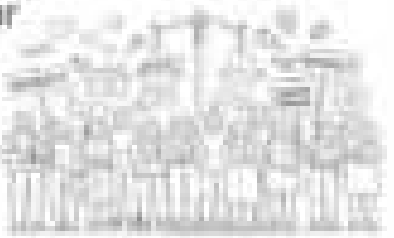
PREVIEW

Name: _____ 101

# Combatting Gender-Based Violence

**Understanding Gender-Based Violence**

Gender-based violence (GBV) refers to harmful acts directed at an individual based on their gender. It's a profound violation of human rights and a major obstacle to achieving gender equality. Sadly, this form of violence is widespread across the world, impacting countless lives regardless of nationality, age, or socio-economic status.



**Roots of t**

GBV stem ply ingrained societal norms and power imbalances between gender belief that one gender is superior to others, leading to discr gainst those perceived as weaker or less valuable.

**Impacts and C**

The repercussi are ng, affecting individuals, families, communities, and societies at la tim hysical injuries, psychological trauma, and even death. The fear a GBV can lead to silence and underreporting, making it ffectively.

**Key Statistics to Remember:**

- Globally, 1 in 3 women experience al or e in their lifetime.
- In Canada, young women report the highes f se it.
- Gender-based violence costs society signi in re, legal expenses, and lost productivity.

**Advocating for Change**

To combat GBV, it's essential to promote gender equality, respect, l safe spaces where all individuals can thrive without fear of violen lays a crucial role in changing attitudes and behaviours that perpetuate GBV.

**Actions for a Safer Future:**

- Education and Awareness: Teaching young people about respect, consent, and healthy relationships.
- Support Services: Providing accessible support and resources for GBV survivors.
- Legal Reform: Strengthening laws and policies to protect individuals from GBV.
- Community Engagement: Encouraging community-led initiatives to challenge and change harmful gender norms.

By understanding the roots and advocating for equality and safety, we can work together towards a world free from gender-based violence. It's not only about protecting individuals but ensuring a just and equitable society for everyone.

PREVIEW

Name: _____ 102

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Gender-based violence affects only adult women. | True | False |
| 2) Gender-based violence is a violation of human rights. | True | False |
| 3) Education can help combat gender-based violence. | True | False |
| 4) Laws and policies can't protect against GBV. | True | False |
| 5) Community initiatives can change harmful gender norms. | True | False |

## Define

What do the terms below mean?

| | |
|---|---|
| Gender-Based Violence | |
| Gender Equality | |
| Legal Reform | |

## Questions

Answer the questions below.

1) How does gender-based violence impact society?

2) What role does education play in combating GBV?

PREVIEW

Name: _____ 103

**True or False** Decide whether the statement is True or False.

| # | Statement | True or False |
|---|---|---|
| 1 | Gender-based violence (GBV) refers to harm based on a person's gender. | True |
| 2 | GBV can include physical, emotional, and psychological harm. | True |
| 3 | GBV [illegible] affects adults. | False |
| 4 | [illegible] equality can help prevent GBV. | True |
| 5 | [illegible] not a [illegible] issue in society. | False |
| 6 | Educat[illegible] reduce [illegible]-based violence. | True |
| 7 | It is okay to [illegible] because of their gender. | False |
| 8 | Only victims are resp[illegible] | False |
| 9 | GBV can affect a person's menta[illegible] | True |
| 10 | Reporting violence is not important. | False |
| 11 | Everyone has a role in preventing violence. | True |
| 12 | Creating safe spaces helps protect individuals. | [illegible]ue |
| 13 | GBV has no impact on communities. | [illegible]se |
| 14 | Gender equality helps reduce discrimination and violence. | True |
| 15 | Supporting victims is an important way to help. | True |
| 16 | It is okay to stay silent when someone is being harmed. | False |
| 17 | Laws and policies can help prevent GBV. | True |
| 18 | Only professionals can help prevent GBV. | False |
| 19 | Support services can help victims recover and feel safe. | True |
| 20 | Encouraging respect can reduce violence. | True |

PREVIEW

Name: _____ 106

# Activity – Talk For A Minute

**Objective** What are we learning about?

Students will be able to express their thoughts and feelings about racially based violence, understand its impact on individuals and communities, and practise respectful and empathetic communication.

**Materials** ...ll you need for the activity?

- Ta... a Mi... cards or worksheet
- Timer or ...
- Open spac... for ...
- Paper and pen...



**Instructions** How will you ...

1. Divide the class into small groups.
2. Explain that students will take turns sp... ...out a selected topic related to racially based violence and ...
3. Show the list of discussion prompts and remind st... ...k in general terms if they feel uncomfortable.
4. One student chooses a prompt and talks about it for one minut... ...e others listen respectfully.
5. When the time is up, the next student chooses a different prompt and takes their turn.
6. Remind students that there are no right or wrong answers and that everyone's perspectives should be respected.
7. Allow students to pass if a question feels uncomfortable.
8. Continue until all group members have had a turn.

PREVIEW

Name: _____ 107

# Activity – Talk For A Minute

| | | | |
|---|---|---|---|
| What does respect mean when interacting with people from different cultures? | Why is it important to treat everyone equally regardless of their race? | How can words or jokes sometimes hurt others without us realizing it? | What should you do if you see someone being treated unfairly because of their race? |
| How can schools promote kindness and inclusion among students? | What does it important | How can you show respect to someone who is different from you? | What are some ways to stand up for someone who is being discriminated against? |
| How can social media spread both positive and negative messages about race? | What does inclusion me and why is it important in a community? | | Why do you think some people treat others unfairly because of their race? |
| What role can you play in creating a safe and respectful environment at school? | How can listening to others help us understand their experiences better? | What would you do if a friend made an inappropriate comment about someone's race? | |
| How can we make sure everyone feels included in group activities? | What are some simple actions you can take to promote kindness every day? | How can communities work together to reduce discrimination? | What have you learned about respect and fairness that you can apply in real life? |

PREVIEW

Name: _____ LD9

# The Role of Bystanders in Preventing Violence

## Empowering Bystanders

Date: March 03, 2024 Author: By Sara Kingston 6-minute read

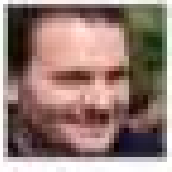
In the quest to prevent violence, the role of bystanders cannot be overstated. Active intervention by bystanders can significantly reduce the incidence of violence, serving as a bridge between potential harm and safety. This approach encourages individuals not just to witness, b act responsibly and constructively when they see others in danger. By promoting ess and teaching intervention techniques, we empower communities to stand ag and offer support to those in need.

Emp beyond mere awareness; it involves equipping them with the tools an nfid to make a difference. Whether it's through direct intervention, creating a dist kin every action counts. This proactive stance not only aids in the imm ent but also fosters a culture of care and support, strengthening the fa

The commitment to act as a a powerful testament to the strength of community and the p ects a collective responsibility towards the safety and well-being of a s, p way for a safer, more supportive environment for everyone.

Until we meet again,
Sara Kingston

**Comments:**



Liam Carter, March 05, 2024

The power of bystanders in preventing violence is immense. By stepping up, we can change the course of events and protect those around us.

Like Reply 4h ago



Sophia Tremblay, March 03, 2024

Training bystanders to intervene is crucial. It's about creating an environment where everyone feels safe and supported. Empathy and action can go a long way in making a difference.

Like Reply 2d ago

PREVIEW

Name: _____ 110

## True or False — Is the statement true or false?

| | | |
|---|---|---|
| 1) Bystanders can help reduce violence. | True | False |
| 2) Only direct intervention is an effective bystander action. | True | False |
| 3) Awareness alone is enough to empower bystanders. | True | False |
| 4) Empowered communities can prevent violence. | True | False |
| 5) Every b[illegible]der action significantly impacts community safety. | True | False |

## Questi[illegible]wer the questions below.

1) What are so[illegible]n intervene to prevent violence?

2) How does empowering bystanders benefit the [illegible]nit

PREVIEW

## Define — What do the terms below mean?

| | |
|---|---|
| **Bystander** | |
| **Culture of Care** | |

Name: _____ L17

# Addressing Racially Based Violence

**Understanding Violence**
Violence is any action or behaviour that causes harm or injury to others. It can take many forms, from physical aggression to psychological abuse. Understanding the effects of violence is crucial for recognizing its significant impact on individuals' physical and mental well-being.

**Physical Consequences**
Violence can lead to numerous physical health problems. Injuries might range from minor cuts and bruises to more severe conditions like broken bones or chronic pain. Beyond the immediate injuries, victims of violence may also experience long-term health issues, such as:

- Increased risk of chronic diseases
- Impaired immune function and trauma
- Sleep disturbances



**Mental and Emotional Effects**
The impact of violence extends beyond physical injuries, deeply affecting mental health. Victims may suffer from a range of emotional and psychological issues, including:

- Post-Traumatic Stress Disorder (PTSD): A condition where individuals relive the traumatic event through nightmares and flashbacks, leading to severe anxiety and fear.
- Stress and Anxiety: Continuous worry and tension can affect overall well-being.
- Depression: Persistent feelings of sadness, hopelessness, and a lack of interest in life.
- Impacts on Relationships: Difficulties in trusting others can hinder the ability to form healthy relationships.

**Key Statistics to Understand**
To grasp the extent of violence's impact, consider the following facts:

- Prevalence of PTSD: Studies show that up to 20% of individuals exposed to violent incidents develop PTSD.
- Children and Violence: Children who witness violence are at a higher risk of mental health problems like depression and anxiety.
- Healthcare Costs: Victims of violence are more likely to require medical and mental health services, significantly increasing healthcare costs.

**The Path to Healing**
Recovering from the aftermath of violence requires time and support. Access to medical care for physical injuries and mental health services for emotional healing is crucial. Communities and schools play a vital role in offering support and resources to help victims overcome the challenges they face due to violence.

PREVIEW

Name: _____ 118

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

| | | |
|---|---|---|
| 1) Violence only causes physical health problems. | True | False |
| 2) PTSD is a possible effect of experiencing violence. | True | False |
| 3) Children are immune to the mental effects of violence. | True | False |
| 4) Depression can be a consequence of violence. | True | False |
| 5) Anxiety and stress are common after violent incidents. | True | False |

**Question** ...er the questions below.

1) How does violence affect children differently than adults?

2) Why is access to mental health services important for victims of violence?

**Connecting** Why do you think people who have experienced violence could find it hard to trust partners in a relationship?

PREVIEW

Name: _____ 119

# Violence Prevention Memory Game

## Objective — What are we learning about?



To educate students about terms and concepts related to understanding, preventing, and responding to violence, thereby promoting empathy, support, and appropriate responses.

## Materials — What you will need for the activity

- Cardstock
- Markers or colors
- A list of terms related to violence prevention and response, along with their definitions (e.g., "Bullying," "Gender-Based Violence," "Support Services," "Coping Strategies").

## Instructions — How you will complete the activity

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

PREVIEW

Name: _____ L20

Cards | List of Violence Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Bystander Intervention | When you see violence, taking action to assist someone in need, particularly in preventing violence. |
| Gend[illegible] Viol[illegible] | Violence directed at an individual based on their gender or gender identity. |
| Support Services | [illegible]s or resources [illegible]ance and [illegible]e victims. |
| Coping Strategies | Techniques or meth[illegible]sed to manage stressful situations or trauma. |
| Peer Support | Emotional and practical support offered by individuals of the same age or experience. |

PREVIEW

Name: _____ 121

Cards | List of Violence Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Conflict Resolution | Techniques used to resolve disagreements in a peaceful and constructive manner. |
| Empathy | The ability to understand and share the feelings of another. |
| Consent Awareness | Understanding and respecting the necessity of obtaining active consent in interactions. |
| Social Awareness | Recognizing and responding to societal issues and the needs of the community. |
| Self-Defence | Techniques and strategies used to protect oneself from harm. |

PREVIEW

Name: _____ 122

Cards | List of Violence Prevention Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Active Listening | Fully concentrating on and understanding what someone is saying, promoting open communication. |
| Asse[illegible]trai[illegible] | Learning to express oneself confidently and stand up for one's rights in a respectful way. |
| Digital Citizenship | [illegible]g how to behave [illegible]sibly in online |
| Mental Health Awareness | Recognizing the[illegible]ce of mental health and the impact of violence on psychological well-being. |
| Cultural Competence | The ability to understand, appreciate, and interact with people from cultures or belief systems different from one's own. |

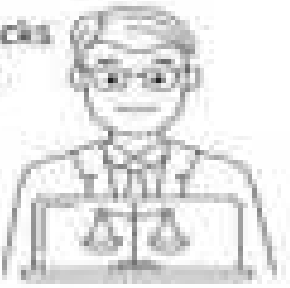
PREVIEW

Name: _____ 125

# Legal Repercussions of Violence

**Understanding Violence**

Violence encompasses a range of harmful behaviours, from physical attacks to threats or actions that intimidate or harm others. It's crucial for young Canadians to grasp not only the moral implications but also the legal consequences that follow such actions. Recognizing the importance of personal accountability and the role of laws in society can help deter engagement in violent behaviour.



**The Legal Framework**

Canada's [illegible] categorizes violent acts under criminal offences, reflecting the serious[illegible] society views harm to others. These categories include, but are not limit[illegible] and more severe crimes like manslaughter or murder. The legal re[illegible]ng violence are significant and can alter one's life drastically.

**Key Legal Repe[illegible]**

- Criminal Charges: [illegible] violent acts can lead to charges ranging from misdemeanour [illegible] influence the punishment's severity, with felonies attracting [illegible]
- Legal Penalties: Consequences can [illegible]t, probation, and fines. The nature of the violence and its impa[illegible] victim[illegible] critical role in determining the penalty.
- Impact on Future: A criminal record can affe[illegible] fully, limiting job opportunities, affecting social relationships, [illegible] abilities.
- Restorative Justice: In some cases, the legal sy[illegible] like mediation or community service, focusing on repair[illegible] reintegrating the offender into society.

**List of Legal Terms to Know**

- Assault: Intentionally applying force to another person without their [illegible]
- Probation: A court-ordered period of supervision in the community, [illegible] instead of jail time.
- Felony: A serious crime, typically involving violence, punishable by imprisonment for more than one year.
- Misdemeanour: A less serious crime, punishable by less than one year of imprisonment or by fines.
- Restorative Justice: A system of criminal justice that focuses on the rehabilitation of offenders through reconciliation with victims and the community at large.

Understanding the legal outcomes of violence emphasizes the significance of personal accountability and the pivotal role laws play in maintaining societal order and safety. Recognizing the potential consequences of violent behaviour can deter individuals from engaging in acts that harm others and disrupt peace within communities.

PREVIEW

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Name: _____ 126

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

| | | |
|---|---|---|
| 1) Legal penalties can include imprisonment and fines. | True | False |
| 2) A felony is less serious than a misdemeanour. | True | False |
| 3) Probation means serving time in prison. | True | False |
| 4) Criminal charges can affect one's future opportunities. | True | False |
| 5) Assault involves applying force without consent. | True | False |

**Questio** nswer the questions below.

1) How [illegible] affect one's future?

2) What is the difference between a fel[illegible] a m[illegible]

PREVIEW

**Connecting** Do you agree with the principle of restorative justice? Why or why not?

Name: _____ 127

# Global Safety Laws Geography Bee

**Objective** — What are we learning about?

To increase students' awareness and understanding of various safety regulations and health laws around the world, focusing on helmet laws, violence prevention measures, and general safety practices. This activity aims to enhance geographical knowledge and foster a sense of global citizenship among students.

**Material** — What you will need for the activity

- A[illegible] according[illegible]ir specific safety laws (read[illegible]ched[illegible]d by[illegible]hand)
- Scoreboa[illegible]d to k[illegible]ck of scores
- World map [illegible] for
- Whiteboards



**Instructions** — How you will [illegible]

1. Divide the class into small teams, aiming for a[illegible] of students per team.
2. Each team is provided with a whiteboard a[illegible] their answers.
3. The teacher will read out one of the 20 unique law[illegible]ist [illegible].
4. Teams will then have a brief period to quietly discuss amo[illegible] on their answer. This encourages teamwork and critical thinking.
5. Once the discussion time is over, each team writes their chosen answer (either Option A or Option B) on their whiteboard. Encourage them to write clearly so it's easy to read from a distance.
6. On the teacher's signal (such as "Show your answers now!"), all teams hold up their whiteboards facing towards the teacher for the answer to be seen.
7. The teacher reviews the answers shown by each team and awards points accordingly: one point for each correct answer. The teacher keeps track of the points on a separate board or sheet visible to all teams.
8. Repeat steps 3 to 7 for each of the 20 questions. After the last question, tally up the points to determine the winning team.

PREVIEW

Name: _____ 128

**Reflection** | Answer the questions below

| # | Law | Option A | Option B |
|---|---|---|---|
| 1 | Cyclists of all ages are required to wear helmets. | Netherlands | **Australia** |
| 2 | It is mandatory for every citizen to have health insurance. | United States | **Germany** |
| 3 | Smoking in public places, including bars and restaurants, is banned. | **Ireland** | Japan |
| 4 | It's illegal to consume alcohol in all public places. | United States (certain states) | **Saudi Arabia** |
| 5 | Using a handheld mobile phone while driving is [illegible] | **United Kingdom** | Brazil |
| 6 | It's illegal to [illegible] under the influence of alcohol for [illegible] | **Canada** | Italy |
| 7 | It's required to have [illegible] in your car. | **Belgium** | India |
| 8 | All public swimming [illegible] | Russia | **Australia** |
| 9 | It's compulsory to wear [illegible] back seats of a car. | New Zealand | **France** |
| 10 | Fireworks must be authorized by local [illegible] private use. | **Sweden** | Mexico |
| 11 | Front-facing child car seats are not allowed [illegible] children under a certain age. | [illegible] | South Africa |
| 12 | Physical punishment of children by parents is outlawed. | [illegible] | **Sweden** |
| 13 | Wearing seatbelts is mandatory for dogs in a moving vehicle. | **Italy** | [illegible] |
| 14 | It is illegal to wear flip-flops while driving. | **Spain** | [illegible] |
| 15 | J-walking or crossing the street at non-designated spots is punishable by a fine. | Germany | **Singapore** |
| 16 | The sale and use of chewing gum is restricted. | **Singapore** | Mexico |
| 17 | Helmets must be worn at all times when skiing or snowboarding. | **Austria** | Japan |
| 18 | All bicycles must have a bell attached to be legally ridden. | **Germany** | China |
| 19 | There is a legal curfew for minors. | Greece | **South Korea** |
| 20 | It is illegal to leave your house without wearing a mask during a health emergency. | **Italy** | India |

PREVIEW

Name: _____ 132

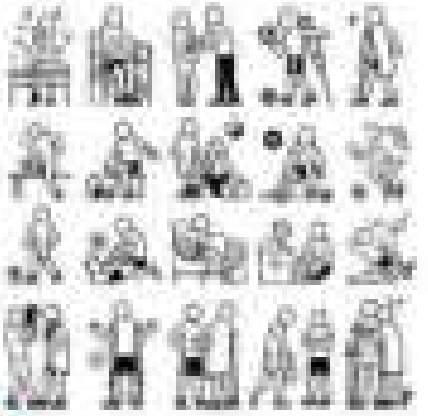
# Tableaus: Scenes of Support

**Objective** — What are we learning about?

To understand and demonstrate the correct and incorrect responses to sports injuries through tableau performances, encouraging students to reflect on the importance of proper injury management.

**Material** — What you will need for the activity

- Open space (
- First aid k
- Props to si
- Camera or smartph



**Instructions** — How you will com

1. Divide the class into small groups, each assig
2. Groups plan up to four tableaus. One showing the
3. Discuss basic first aid measures to ensure accuracy in performanc
4. Allocate time for rehearsal, encouraging creativity and clarity in their scenes.
5. Each group performs their tableaus holding each scene in the tableau for 20 seconds. A brief explanation of each scene is given.
6. After each performance, the class discusses what was done correctly and what mistakes were made.
7. If possible, record the performances for review and further analysis.
8. Conclude with a reflection session, using the questions provided below.

PREVIEW

Name: _____ 133

## Description of Scene for Tableau

During a soccer match, Alex attempts a sliding tackle and sprains their ankle. The scene shifts to Alex trying to stand and play on, showing the wrong approach. The next scene has teammates guiding Alex off the field for rest. Finally, Alex is shown receiving first aid and consulting a coach for further advice.

Sam leaps to make a basket, falls, but lands awkwardly, hurting their wrist. Ignoring the pain, Sam continues to play, worsening the injury. The third scene shows a concerned teammate intervening, leading Sam to the sidelines. The last scenes depict the application of a cold [illegible] a discussion on seeking medical help.

Whil[illegible] over a hurdle, scraping their knee and hands. Initially, Jordan tries [illegible]e it o[illegible] injury. Teammates notice and persuade Jordan to stop. They then clea[illegible] bandages in the following scenes, highlighting the importance o[illegible]ear.

In a heated game of vo[illegible] spike but lands poorly, twisting their ankle. Casey tries to push [illegible] around the court. Observant teammates step in, assisting [illegible] to the injured ankle. Ice is applied, and they discuss the need for [illegible]ment.

Morgan slides into second base but ends up wit[illegible] cut. They ignore the injury, focusing on the game. As the injury bleed[illegible] and calls for a timeout. They use the first aid kit to clean and dres[illegible] the importance of not ignoring injuries.

During a gymnastics routine, Taylor falls and lands on their arm awk[illegible] a sprain. Taylor tries to continue the routine but struggles. A coach in[illegible] the performance. The following scenes show the coach applying first aid and [illegible] on the need for an x-ray, stressing the importance of professional care.

In a rugby match, Jamie collides with another player, resulting in a bloody nose and disorientation. Initially, Jamie tries to continue playing. Teammates and a coach quickly intervene, leading Jamie off the field for proper care, highlighting the dangers of ignoring head injuries.

During a long-distance run, Riley starts showing signs of dehydration and exhaustion but tries to push through. Concerned teammates notice and encourage Riley to slow down and hydrate. The final scenes involve resting in the shade and discussing the importance of hydration and listening to one's body.

PREVIEW

Name: _____ 134

**Reflection** | Answer the questions below

1) How does misinformation affect injury recovery?

2) What r… empathy play in injury support?

3) Why is immedia… cry… injuries?

4) What's the importance of seeking professional help…

5) How important is access to first aid supplies when playing sports? Explain?

PREVIEW

Name: _____ 13S

# Unit Test – Personal Safety

Multiple Choice /10

| | |
|---|---|
| 1. What is a concussion?<br>a) Head pressure<br>b) Brain injury<br>c) Stomac<br>d) Arm f | 2. Which is not an immediate sign of a concussion?<br>a) Nausea or vomiting<br>b) Memory problems<br>c) Trouble breathing<br>d) Dizziness |
| 3. Si de:<br>a) Hair<br>b) Memory pr<br>c) Increased appeti<br>d) Faster heartbeat | 4. PCS stands for...<br>a) Post-Concussion Symptoms<br>b) Planned Concussion Signs<br>c) Post-Concussion Syndrome<br>d) e-Concussion Syndrome |
| 5. What is Second-Impact Syn<br>a) Weak ankle<br>b) Brain swelling<br>c) Muscle fatigue<br>d) Hairline fracture | est describes a crash diet?<br>Ea the amount of calories<br>b) ver ries<br>c) z<br>d) Eat |
| 7. How many Canadians die each day due to impaired driving?<br>a) 1<br>b) 4<br>c) 5<br>d) 8 | 8. If you are dr u could...<br>a) Get a criminal record<br>b) Face fines or imprisonment<br>c) Lose your driving license<br>d) All of the above |
| 9. What emotional issues are unlikely to result from violence?<br>a) Depression<br>b) Concussion<br>c) Anxiety/Stress<br>d) Difficulties trusting others | 10. Which charge is most serious?<br>a) Probation<br>b) Felony<br>c) Misdemeanor<br>d) Restorative Justice |

PREVIEW

**Define** What do the terms below mean?

| Term | Definition – What does it mean? |
| --- | --- |
| Concussion | |
| Restorative Justic | |
| Gend | |

**Short Answer** [illegible] below – Each question is worth 3 marks.

1) What is a concussion and [illegible]?

2) What is a crash diet? Why are they dangerous?

3) What are some ways bystanders can intervene to prevent violence?

PREVIEW

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

1) What is impaired driving? Why is it dangerous? Why should we never drive impaired?

2) What should you do if you or someone you k[illegible]wn [illegible]ccussion after a fall or hit?

PREVIEW

# Google Slides Lessons Preview

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Ontario Health Curriculum

Substance Use, Addictions & Related Behaviours– Grade 8

# 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!

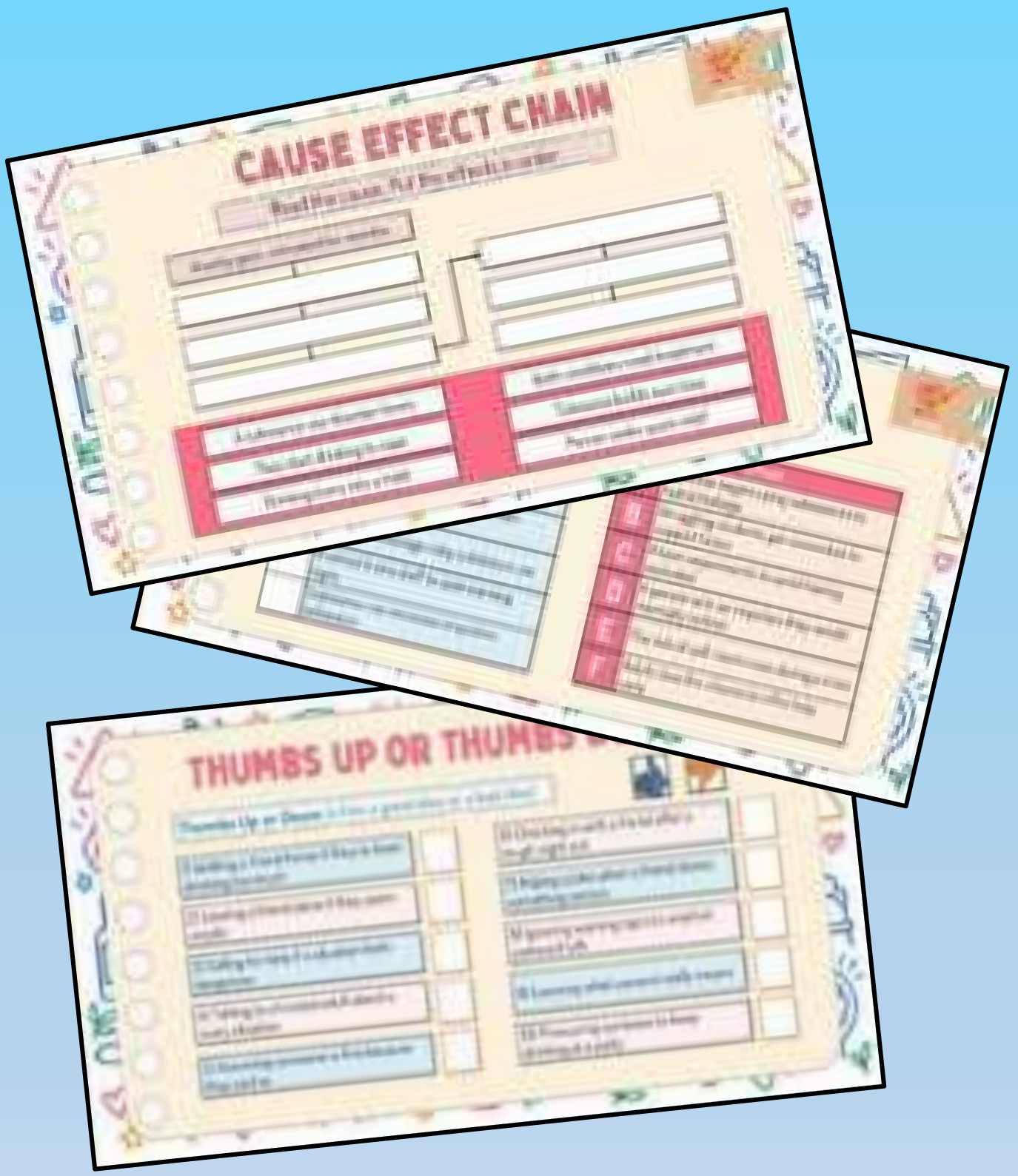
## Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



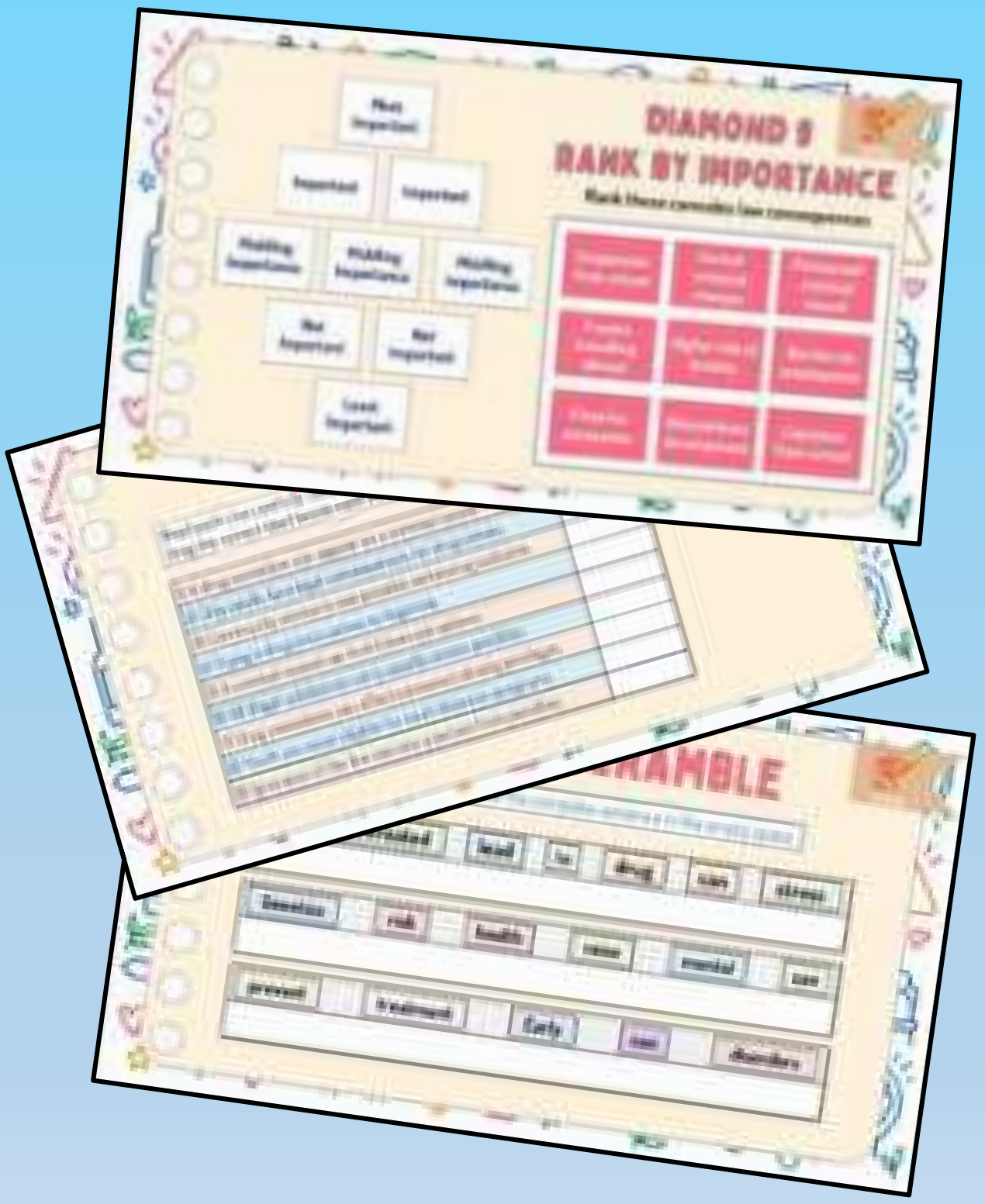
# Ontario Health Curriculum

## Substance Use, Addictions & Related Behaviours– Grade 8



# Ontario Health Curriculum

# Substance Use, Addictions & Related Behaviours– Grade 8



# Workbook Preview

# Grade 8 – Health Unit

## Substance Use Addictions Related Behaviours

| | Expectations | Pages |
|---|---|---|
| | identify and describe the warning signs of problematic substance use and related behaviours | |
| D1.3 | legal consequences connected with underage cannabis use; aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; overdose as a result of misuse of prescription medications, including pain relievers such as opioids, or as a result of taking illicit drugs; inability to make healthy decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours related to having a mental illness such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy) | 6-124 |

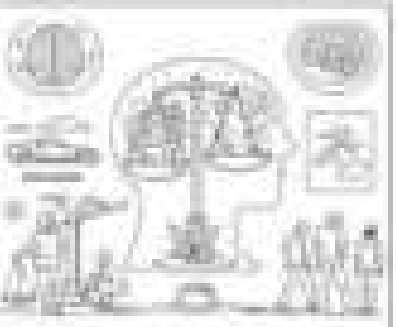
Preview of 80 pages from this product that contains 164 pages total.

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SUBSTANCE USE
PREVIEW
AND ADDICTIONS

Name: _____ 6

# Understanding Substance Use and Behavioural Changes



## What Happens When Substances Are Used

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

## Key Effects of Substances

Substances can have a variety of effects on behaviour and personality. These effects can be temporary, but with continued use, can lead to more long-term changes.

- Mood Swings: A person might quickly shift from feeling happy to sad without a clear reason.
- Increased Risk-Taking Behaviours: Substances can lower inhibitions, leading to choices that are risky or harmful, such as driving under the influence.
- Changes in Social Behaviour: A person might withdraw from friends and family or start hanging out with new groups who use substances.
- Difficulty Concentrating: Substances can affect the brain's ability to focus and make it harder to remember things.

## Substance Use and the Brain

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

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

## Important Statistics

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

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

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

PREVIEW

Name: _____ 7

## True or False

Is the statement true or false?

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

## Multiple Choice

Circle the letter of the correct answer.

| | | |
|---|---|---|
| 1. What [illegible] substances? | A. Brain function | B. Height |
| 2. Which is an [illegible] substance? | A. Better sleep | B. Mood swings |
| 3. Substances can lo[illegible] inhibitions | | B. Strength |
| 4. What can change due to [illegible] use? | [illegible]our | B. Eye colour |
| 5. How can substance use affect school [illegible] impact grades? | | B. It may lower academic performance |

PREVIEW

## Questions

Answer the questions below.

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

2) How can substance use impact academic performance?

Name: _____ 8

# Pictionary with Substance Use Warning Signs

**Objective** What are we learning about?

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

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

- Whiteboard or flipchart pad
- Dry-erase markers
- Cards with terms related to warning signs of substance use
- Timer



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

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

PREVIEW

Name: _____ 9

| Cards | Cut out the Pictionary cards below |
|---|---|

| | |
|---|---|
| Mood swings | Isolation |
| Anxiety | Depression |
| Anger | Fatigue |
| [illegible]ia | Insomnia |
| [illegible] | Neglecting hobbies |
| Financial [illegible] | Secretiveness |
| Memory lapses | Unexplained injuries |
| Weight loss | [illegible]t gain |
| Poor hygiene | [illegible] |
| Frequent sickness | [illegible] |
| Nausea | Shaking |
| Impulsivity | Lack of focus |
| Agitation | Tolerance increase |
| Borrowing money | Legal troubles |
| Relationship issues | Lying |

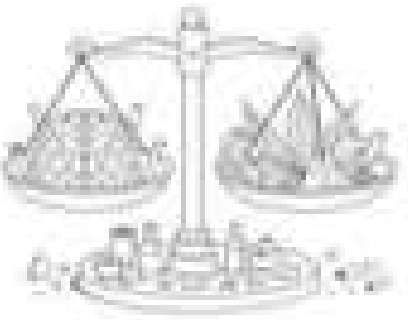
PREVIEW

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Name: _____ L1

# Mental Health and Substance Use

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



**How Substances Affect Mental Health**
Substances can have a significant impact on a person's mental health. Here are a few key points:

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

**Key Facts and Statistics**
To better understand this issue, here are some important statistics:

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

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

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

PREVIEW

Name: _____ 12

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

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

**Questi** swer the questions below.

1) How [illegible] impact someone's mental health?

2) How can cannabis use affect young [illegible]ically?

PREVIEW

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

Name: _____ 13

# Tableaus on Substance Use Scenarios

**Objective** — What are we learning about?

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

**Materials** — What you will need for the activity.

- A[illegible] scenarios
- S[illegible] the cl[illegible] outside where students can perfo[illegible] th[illegible]
- Camera or [illegible] (op[illegible] capture the tableaus for further re[illegible]
- Reflection journa[illegible]



**Instructions** — How you will [illegible]

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

PREVIEW

Name: _____ 14

## Description of Scene for Tableau

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

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

Sam [illegible] sibling, Casey, struggling with substance addiction. The scena[illegible]vers the [illegible]covery, confronting Casey, seeking help from adults, and the journey toward [illegible] on the themes of family, support, and the challenges of overcoming

Riley is overwhelmed with [illegible] activities, and personal issues. They turn to substances as a way to [illegible] scenario explores the buildup of stress, the decision point, the consequences of [illegible] other coping mechanisms.

Harper sees constant social media posts glorifying [illegible] celebrities and influencers. Intrigued but conflicted, Harper navigates the [illegible] social media, discerning reality from online personas, and making [illegible] about digital peer pressure.

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

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

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

PREVIEW

Name _____ 15

**Reflection** Answer the questions below.

1) How did your tableau make you feel?

2) What r[illegible]es peer pressure play in substance use?

3) Was interpre[illegible] tabl[illegible] challenging?

4) How do substance use choices affect commun[illegible]

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

| | | | |
|---|---|---|---|
| | | | |

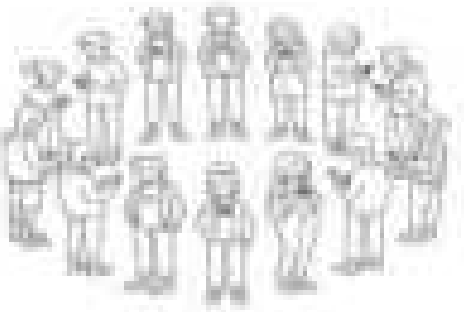
PREVIEW

Name: _____ 16

# Substance Use & Isolation

**Understanding Substance Use**

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



**Impact on Social Connections**

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

- Obsession with Substance: Substance dependence can make acquiring and using the substance a priority, overshadowing relationships and responsibilities.
- Behaviour Changes: Substance use can alter a person's behaviour, making them act in ways that are hurtful or unpredictable to those around them.
- Trust Issues: The secrecy and deception often associated with substance misuse can erode trust, leading to conflicts and strained relationships.
- Withdrawal and Isolation: To avoid judgment, individuals may withdraw from their social circles, leading to feelings of loneliness.

PREVIEW

**Statistics to Know**

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

**Effects of Isolation**

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

**Key Terms**

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

**Learning from Facts**

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

Name: _____ 17

## True or False

Is the statement true or false?

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

## Questions

Answer the questions below.

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

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

PREVIEW

## Define

What do the terms below mean?

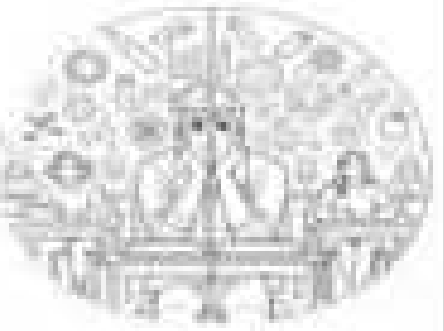
| | |
|---|---|
| **Isolation** | |
| **Substance Use** | |
| **Substance Dependence** | |

Name: _____ 22

# Substance Use and Academic Impact

**Understanding Substance Use**

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



**How Substances Affect Students**

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

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

PREVIEW

**Key Facts and Statistics**

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

**Protecting Academic Performance**

To safeguard academic achievements, it is important to:

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

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

Name: _____ 23

## True or False

Is the statement true or false?

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

## Create

[illegible] to support academic success and prevent substance use.

| Goal for Success | | |
|---|---|---|
| Healthy [illegible] | [illegible]ol Strategies | Support Systems |
| | | |

PREVIEW

## Questions

Answer the questions belo[illegible]

1) What are two effects of substance use on students' acade[illegible]

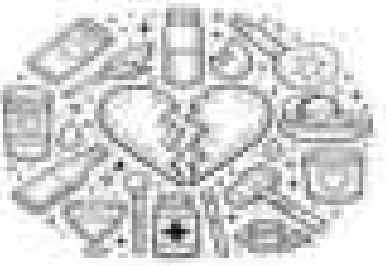
2) How does substance use affect a student's decision-making?

Name: _____ 26

# Substance Use and Gender Violence

**Understanding the Connection**

Substance use and gender-based violence are two societal issues that have a complex and intertwined relationship. Research shows that the misuse of substances like alcohol and drugs can increase the risk of perpetrating or experiencing gender-based violence. This includes forms of violence such as physical, sexual, emotional, and psychological abuse, which can occur in various settings, including intimate relationships.



**Key Facts and Statistics**

- Individuals who misuse substances are more likely to engage in [illegible] which can lead to instances of gender-based violence.
- Impaired Judgment: Substance use can impair an individual's judgment and self-control, making it [illegible] anger and frustration in healthy ways.
- Vulnerability: [illegible] of substances may be more vulnerable to becoming victims of [illegible] due to reduced ability to consent or defend themselves.

**Substance Abuse and Dating Violence**

Dating violence refers to violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The connection between substance abuse and dating violence is significant, as substance use can exacerbate tensions and lead to increased violence in these relationships.

**Essential Insights**

- Increased Likelihood: Substance abuse can increase the likelihood of perpetrating and experiencing violence in dating relationships.
- Cycle of Violence: Substance use and dating violence can create a cycle where one contributes to the occurrence of the other, complicating efforts to escape from abusive situations.
- Prevention and Support: Recognising the signs of substance abuse and dating violence is crucial for prevention and providing support to those affected.

**Empowering Knowledge**

Students should be aware of the following key points:

- The significant role substance abuse plays in increasing the risk of gender-based and dating violence.
- The importance of understanding consent and the impact of substances on consent.
- Ways to support friends or loved ones who may be experiencing these issues.

This knowledge is essential for fostering a safer and more supportive community for everyone.

PREVIEW

Name: _____ 27

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

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

**Questions** ...wer the questions below.

1) W...nce?

2) How does substance use ...

PREVIEW

**Draw** Design a poster that raises awareness about the connect... substance use and gender violence.

Name: _____ 30

# Substance Use and Self-Harm

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

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

- Reasons for the Connection: The connection between substance use and self-harm can be attributed to various factors. These include trying to cope with negative emotions, the influence of peer pressure, and the impact of substances on mental health.

- Impact on Youth: Teenagers are particularly vulnerable to this dangerous cycle. Substance use can lower inhibitions and increase impulsivity, leading to self-harm. Conversely, those who self-harm may turn to substances as a form of self-medication.

PREVIEW

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

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



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

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

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Name: _____ 31

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

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

**Reflection** ...out this chart based on what you learned.

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

PREVIEW

**Question** What does substance use refer to?

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Name: _____ 32

# Fact or Fiction – Substance Use and Self-Harm

**Objective** What are we learning about?

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

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

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




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

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

PREVIEW

Name: _____ 33

**Fact or Fiction** Read the statements to the class.

| # | Statement | Fact or Fiction |
|---|---|---|
| 1 | Substance use can increase the risk of self-harm. | Fact |
| 2 | Alcohol and drugs can affect a person's judgment and decision-making. | Fact |
| 3 | Substance use always makes people feel better. | Fiction |
| 4 | People may use substances to cope with stress or emotional pain. | Fact |
| 5 | Only adults can experience substance use and self-harm. | Fiction |
| 6 | Substance use may make problems feel stronger or harder to control. | Fact |
| 7 | Teenagers are more likely to engage in risky behaviours, including self-harm. | Fact |
| 8 | Trying substances once cannot lead to addiction. | Fiction |
| 9 | Peer pressure can influence someone to try substances. | Fact |
| 10 | Self-harm is just a way to get attention. | Fiction |
| 11 | Substance use can lower inhibitions and increase risky behaviour. | Fact |
| 12 | Self-harm is often linked to emotional distress. | Fact |
| 13 | Getting help from a trusted adult can prevent harmful situations. | Fact |
| 14 | Substance use helps people solve their problems permanently. | Fiction |
| 15 | Substance use can negatively affect mental health. | Fact |
| 16 | People struggling with self-harm may hide their injuries. | Fact |
| 17 | It is easy to stop using substances anytime. | Fiction |
| 18 | Support from friends and family can make a big difference. | Fact |
| 19 | Talking about self-harm will make things worse. | Fiction |
| 20 | Early intervention can help prevent serious consequences. | Fact |

PREVIEW

# Exit Cards

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

Name: _____

What are warning signs that someone may be struggling?

Name: _____

What are warning signs that someone may be struggling?

Name: _____

What are warning signs that someone may be struggling?

Name: _____

What are warning signs that someone may be struggling?

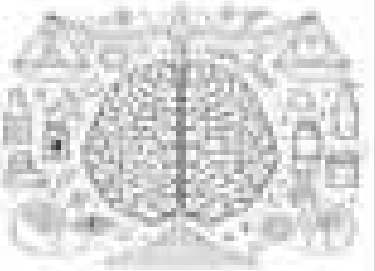
PREVIEW

Name: _____ 35

# Substance Use and Mental Illness

**The Two-Way Street**

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



**Understanding the Link**

Substance [illegible] lead to mental health disorders, and mental health co[illegible] also lead to substance use or abuse. This cycle can create a challeng[illegible] for individuals affected by either or both conditions. Here are some

- Self-[illegible]: Individuals might use alcohol, drugs, or other substances [illegible] the symptoms of mental health disorders such as anxiety, de[illegible]
- Substance-[illegible]: substance use can lead to the development of mental health [illegible] prolonged alcohol use can result in depression, and the use [illegible] can increase the risk of psychosis in vulnerable individuals.
- Shared Risk Factors: Both substance [illegible] mental health conditions share common risk factors, including gen[illegible] to trauma, and stress.

**Key Facts and Statistics**

- Up to 50% of individuals with severe mental [illegible] substance abuse.
- Youth with substance use disorders are twice as [illegible] and anxiety disorders.
- Alcohol is involved in 1 out of every 3 incidents of violent [illegible]

**Prevention and Intervention**

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

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

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

PREVIEW

Name: _____ 36

## True or False

Is the statement true or false?

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

## Direct

hat show healthy choices for mental health and
evention.

| | |
|---|---|
| ❑ Talking to a | ❑ Supporting friends |
| ❑ Using substances to | ❑ Learning about risks |
| ❑ Practising healthy coping (e.g. hobbies) | ❑ ying harmful habits |
| ❑ Ignoring mental health problems | ❑ health discussions |
| ❑ Asking for help | ve problems |

PREVIEW

## Questions

Answer the questions below.

1) What is one reason individuals might use substances?

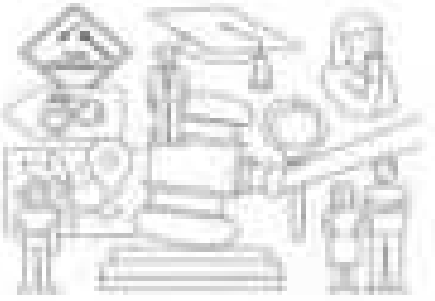
2) How can early identification help individuals with substance use and mental health disorders?

Name: _____ 40

# Legal Effects of Substance Misuse

**Understanding Substance Misuse**

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



**Key Legal Consequences**

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

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

**Substance Categories and Penalties**

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

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

**Protecting Your Future**

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

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

**Learning From Mistakes**

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

PREVIEW

Name: _____ 41

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

| | | |
|---|---|---|
| 1) Substance misuse can lead to addiction. | True | False |
| 2) Legal penalties only include fines. | True | False |
| 3) A criminal record can impact future opportunities. | True | False |
| 4) Driving privileges are unaffected by drug convictions. | True | False |
| 5) Educ[illegible]bstance misuse can guide better decisions. | True | False |

**Ques[illegible]he questions below.**

1) What are som[illegible]al le[illegible]s for substance misuse?

2) What are the differences between the substan[illegible]?

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

PREVIEW

Name: _____ 42

# Role Play on Legal Consequences



## Objective — What are we learning about?

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

## Material — What you will need for the activity

- S[illegible] ca[illegible]ent situations related to substance use and its legal con[illegible]
- Props to [illegible]t a [illegible]g, a gavel, chairs for a judge and witnesses, etc.)
- Costume pie[illegible]pres[illegible] roles (police officer, judge, defendant, etc.)
- A "courtroom" [illegible]

## Instructions — How you [illegible]

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

PREVIEW

Name: _____ 43

Scenarios | Role-Play Scenarios

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

Jamie h[illegible] party while their parents are out of town, and alcohol is served to unde[illegible]nds. Neighbours complain about the noise, leading to Officer Singh [illegible] covering the underage drinking.

After consu[illegible]abis, [illegible]d Chris decide to shoplift snacks from a local convenien[illegible]re. [illegible]ght on camera, and Officer Martinez must intervene, leading [illegible] substance use.

Taylor uses a fake ID to purchase [illegible] but [illegible]ght by the store clerk who calls the police. Officer Chen arrives to [illegible]uation, leading to a charge for identity fraud and underage [illegible] pur[illegible]

After vaping in the school bathroom, Jordan and a [illegible] o[illegible]ize school property. The school's security cameras capture th[illegible]pal Gomez must address the vandalism and substance use. The po[illegible] called.

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

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

PREVIEW

Name: _____ 44

**Reflection** | Answer the questions below

1) How do legal consequences affect individuals?

2) What d[illegible]arn about the court system?

3) How does impair[illegible]

4) Why is understanding legal consequences important[illegible]

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

PREVIEW

Name: _____ 45

# Legal Risks of Underage Cannabis Use

**Understanding Cannabis Laws**

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



**Legal Consequences for Minors**

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

- [illegible] caught with cannabis could face fines or, in some cases, [illegible] charges. The severity of the penalty often depends on the amount of cannabis and whether [illegible] are involved.
- Impact on [illegible]: Being caught with cannabis at school can lead to suspension or expulsion, affecting your education and future opportunities.
- Criminal Record: In [illegible], underage cannabis use can lead to a criminal record, making it harder to find jobs, or apply to post-secondary institutions in the future.

**Key Facts and Statistics**

- Legal Age: The minimum legal age for cannabis [illegible] across Canada; it's 19 in Ontario.
- Possession Limits: Legal-aged individuals can possess [illegible] grams of dried cannabis (or its equivalent) in public.

**Health and Safety Concerns**

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

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

**Protecting Yourself and Others**

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

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

PREVIEW

Name: _____ 46

## True or False

Is the statement true or false?

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

## Fill in the

Circle the word that would complete the sentences.

| | | | |
|---|---|---|---|
| 1) | Un[illegible] ca[illegible]an lead to legal _____ | consequences | rewards |
| 2) | Cannabis is [illegible] pe[illegible]ge legal _____ | age | height |
| 3) | Being caught wi[illegible] _____ or penalties. | prizes | fines |
| 4) | Cannabis use can affect br[illegible] | development | colour |
| 5) | Underage use may lead to a crimin[illegible] | record | schedule |

## Questions

Answer the questions below.

1) How does cannabis affect the developing brains of teenag[illegible]

2) What are two long-term effects of underage cannabis use?

PREVIEW

Name: _____ 47

# Cannabis Risk Prevention Match-Up

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



## Legal Consequences



## ain Development



## Mental Health and Behaviour

PREVIEW

Name: _____ 48

## Peer Pressure and Decision-Making



## ...t on Education and Future Opportunities



## Family and Social Relationsh...



PREVIEW

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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: _____

3 key words about the lesson

_____

_____

_____

2 questions I have:

_____

_____

1 Most important thing I've learned today:

_____

_____

Name: _____

3 key words about the lesson

_____

_____

_____

2 questions I have:

_____

_____

1 Most important thing I've learned today:

_____

_____

Name: _____

3 key words about the lesson

_____

_____

_____

2 questions I have:

_____

_____

1 Most important thing I've learned today:

_____

_____

Name: _____

3 key words about the lesson

_____

_____

_____

2 questions I have:

_____

_____

1 Most important thing I've learned today:

_____

_____

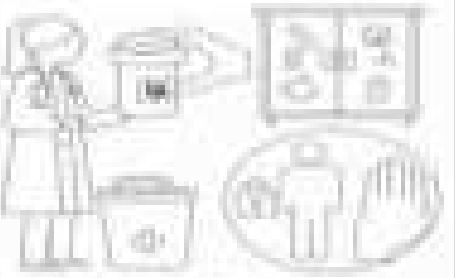
PREVIEW

Name: _____ 94

# Prescription Medication Risks

**Understanding Prescription Drugs**

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



**Risks of M**

Misusing [illegible] drugs means taking medication in a way or dos[illegible]ibed, taking someone else's prescription, or taking the medication for t[illegible] misuse can have severe consequences.

- Addiction: [illegible] drugs, especially opioids and benzodiazepines, can lead to physica[illegible] and [illegible]. Addiction is a chronic disease that affects the brain's struct[illegible] unct[illegible] individuals to compulsively seek out the drug despite harmful [illegible]
- Overdose: Taking too [illegible] can lead to overdose, which can be fatal. Symptoms of overd[illegible] type of medication but can include confusion, seizures, slow hea[illegible] rate, [illegible]

PREVIEW

**Key Facts and Statistics**

- In Canada, nearly 1 in 4 people has used op[illegible] the p[illegible] ong these, a significant number report misuse of these m[illegible]
- Prescription drug misuse is one of the leading ca[illegible] [illegible]ema[illegible] in Canada.
- Adolescents and young adults are at a higher risk for [illegible]

**Preventing Misuse**

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

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

**Understanding the Dangers**

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

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

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Name: _____ 55

## True or False

Is the statement true or false?

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

## Questions

...er the questions below.

1) W... ...s mean... ...ption drugs mean?

2) Why is it important to dispose of un... ...edicat... ...ly?

PREVIEW

## Define

What do the terms below mean?

| | |
|---|---|
| **Prescription Medication** | |
| **Overdose** | |
| **Addiction** | |

Name: _____ 56

# Smart Choices: Prescription Medication Safety

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

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

**What [illegible] Problem?**
What decision do you need to make?

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

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

**Think It Through (Pros & Risks)**

| Pros | Cons |
| --- | --- |
| | |

**Make a decision**

PREVIEW

Name: _____ 58

# Smart Choices: Prescription Medication Safety

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

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

| | |
|---|---|
| **What is y… Prob…** What… you need… ma… | |
| **What Do You Need to Know?** List important facts and possible risks. | |
| **What Are Your Choices?** List at least 3 safe and possible options. | |
| **Think It Through (Pros & Risks)** | **Pros** / |
| **Make a decision** | |

PREVIEW

Name: _____ 59

# Understanding Opioid Misuse

**The Opioid Crisis Explained**

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



**Key Facts and Figures**

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

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

**How the Crisis Affects Individuals**

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

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

**Impact on Communities**

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

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

**Understanding and Action**

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

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

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

PREVIEW

Name: _____ 60

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

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

**Questions** Answer the questions below.

1) How does the opioid crisis affect individuals?

2) How does the opioid crisis affect communities?

3) How can we stop the opioid crisis?

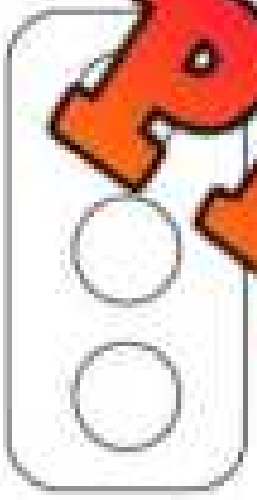
PREVIEW

# Exit Cards

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

Name: _____

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



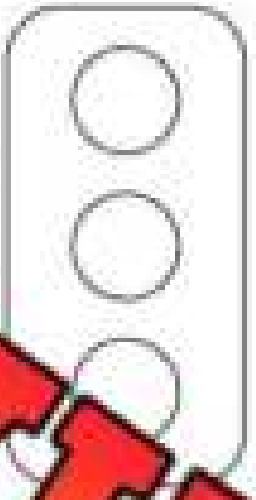
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

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



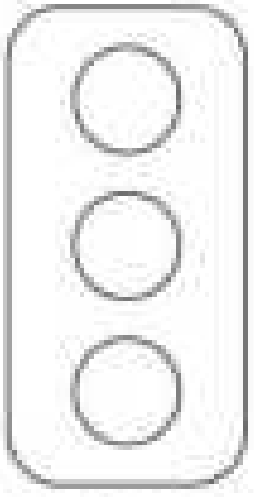
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Colour the light that matches how you feel after today's lesson.



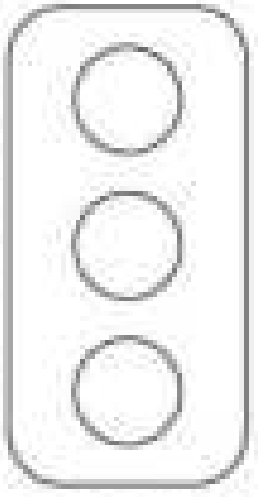
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

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



Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

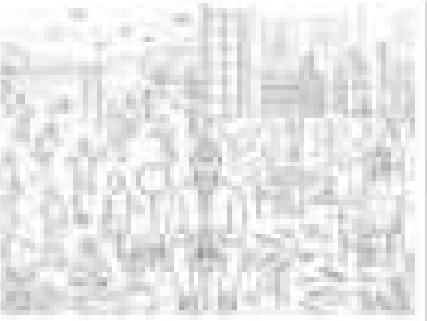
PREVIEW

Name: _____ 65

# Illicit Drug Use and Overdose

**Understanding Illicit Drugs**

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



**Key Risks of Illicit Drug Use**

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

**Illicit Drug Statistics**

To understand the gravity of illicit drug [illegible] look at some statistics:

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

**How Drugs Affect Communities**

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

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

**Protecting Yourself and Others**

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

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

PREVIEW

Name: _____ 66

## True or False

Is the statement true or false?

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

## Describe

how each person might feel in a situation involving illicit drug
ce

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

PREVIEW

## Questions

Answer the questions below.

1) How does illicit drug use affect communities?

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

Name: _____ 67

# Music and Lyrics Analysis

**Objective** — What are we learning about?

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



**Material** — What you will need for the activity

- T… access for students to research music.
- A… equipment (e.g., computer, speakers)
- Note… …s to write their observations and answers to reflection questions

**Instructions** — H… activity

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

PREVIEW

Name: _____ 68

Planning | Answer the questions below.

1) Which song did you choose?

2) Who is the artist of this song?

3) Write a [illegible] from the song that mentions substance abuse.

4) Analyze the lyric and desc[illegible]he

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

PREVIEW

Name: _____ 69

Planning | Answer the questions below.

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

7) Do[illegible] consequences or lessons about substance use? Explain.

8) Discuss whether the song glamorizes substance[illegible] negatively.

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

PREVIEW

Name: _____ /5

# The Consequences of Binge Drinking

## "Risks of Binge Drinking"

*Publish Date: March 10, 2024*

Binge dri[illegible] term often heard but not alwa[illegible]derstood, refers to cons[illegible]t of alcohol in a shor[illegible]s become a worryin[illegible] young people, posin[illegible] that many are u[illegible]. Ex[illegible] those who have exp[illegible] first-hand are shedding [illegible] serious consequences it ca[illegible]

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

A testimony from Alex Chen, a university student who has witnessed the effects of binge drinking first-hand, brings a human aspect to the issue. "I've seen friends struggle with academic and social problems after nights of heavy drinking. It's not just the hangover; it's the missed classes and the strain on relationships," Alex shares, highlighting the immediate consequences that can disrupt daily life and the pursuit of future goals.

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

[illegible] drinking has a profound [illegible]ntributing to issues [illegible]ciety, [illegible]ssign, and even suici[illegible]h[illegible]duals, whose brains [illegible] st[illegible] particularly vulner[illegible]cts.

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

PREVIEW

Name: _____ 76

## True or False

Is the statement true or false?

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

## Questions

Answer the questions below.

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

2) What long-term health issue can binge

PREVIEW

## Word Search

Find the words in the wordsearch.

| | |
|---|---|
| Drink | Liver |
| Heart | Brain |
| Amina | Study |
| Risk | Youth |
| Aware | Help |
| Plans | Safe |
| Care | Harm |



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Name: _____ 77

# Activity – Binge Drinking Consequences Role Play

**Objective** What are we learning about?

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



**Materi[illegible]** ou need for the activity?

- Scenario [illegible] lated to binge drinking (peer pressure, parties, risky decisions)
- Pencil and paper
- Simple props (optional: cup[illegible]ms, etc.)
- Space in the classroom for role-pl[illegible]

**Instructions** How will you complete the [illegible]?

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

PREVIEW

Name: _____ 78

**Scenario Cards** Cut out the topics below.

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

PREVIEW

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Name: _____ 79

**Scenario Cards** | Cut out the topics below.

| Scenario | Key Moments/Descriptions |
|---|---|
| **Family Member Who Drinks Often** | Someone at home drinks regularly during gatherings. You start to think it is normal behaviour. You consider how this might influence your own decisions about alcohol. |
| **Stress and D[illegible]** | [illegible]ee[illegible]tressed about school and hear others say drinking [illegible]elps [illegible]ax. You consider trying it to feel better. Think [illegible]cope. |
| **Celebration Drinking** | At a celebrat[illegible]der t[illegible]king alcohol and encouraging younge[illegible]nts t[illegible]this once." You feel tempted but unsure [illegible] |
| **Drinking Before an Event** | Friends suggest drinking alcohol before a sc[illegible]ent to feel more confident and have fun. You think about how it might affect your behaviour and safety. |
| **Ignoring the Risks** | You hear about someone getting sick from drinking too much, but others say it rarely happens. Your friends still plan to drink. You think about whether to follow them or make a different choice. |

PREVIEW

# Exit Cards

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

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

PREVIEW

Name: _____ 87

# Fetal Alcohol Spectrum Disorder

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



**How FASD Affects Health**
Children and adults with FASD may face numerous challenges:

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

**Prevalence and Statistics**
Understanding the scope of FASD underscores its significance:

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

**Prevention and Support**
Preventing FASD is straightforward in theory but requires [illegible] and support:

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

**Living with FASD**
Support for individuals with FASD and their families is vital:

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

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

PREVIEW

Name: _____ 88

## True or False

Is the statement true or false?

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

## Summariz

ummary of the text including the main idea and supporting details.

PREVIEW

## Questions

Answer the questions be

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

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

Name: _____ 89

# Memory Game on Fetal Alcohol Spectrum Disorder (FASD)

## Objective

What are we learning about?

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

## Materials

What will you need for the activity?

- [illegible]
- Markers or [illegible]
- A list of FASD [illegible] (e.g., FASD, prenatal [illegible], [illegible] learning difficulties, [illegible])



## Instructions

How will you complete the activity?

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

PREVIEW

Name: _____ 90

Cards | List of Substance Use Terms and Their Definitions

| Term | Definition |
| --- | --- |
| FASD (Fetal Alcohol Spectrum Disorder) | A group of conditions caused by alcohol exposure before birth. |
| Pr[illegible] exposu[illegible] | When a baby is exposed to substances, like alcohol, before birth. |
| Brain Development | [illegible] of the brain, [illegible] affected by [illegible] pregnancy. |
| Learning Difficulties | Challenges in und[illegible]ding, remembering, or applying new information. |
| Behavioural Problems | Difficulties in managing actions, emotions, or social interactions. |

PREVIEW

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Name: _____ 91

**Cards** | List of Substance Use Terms and Their Definitions

| Term | Definition |
| --- | --- |
| Physical Effects | Changes in body features or growth caused by alcohol exposure. |
| [illegible]on | Actions taken to stop FASD, such as avoiding alcohol during pregnancy. |
| Alcohol-Free Pregnancy | [illegible]g alcohol at all [illegible]egnancy [illegible]aby. |
| Support Systems | Help from family, [illegible]ers, or professionals for individuals with FASD. |
| Early Intervention | Getting help early to improve development and learning outcomes. |

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Name: _____ 92

**Cards:** List of Substance Use Terms and Their Definitions

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

PREVIEW

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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: _____

Circle the actions that help prevent FASD.

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

Name: _____

Circle the actions that help prevent FASD.

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

Name: _____

Circle the actions that help prevent FASD.

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

Name: _____

Circle the actions that help prevent FASD.

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

PREVIEW

Name: _____ 100

# Schools vs Substance Use

**Understanding Substance Use**

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

**Schools as Support Systems**

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

**Education**

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

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




**Support Services**

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

- Counselling services where students can talk about their problems and feelings.
- Referral services to connect students with professionals outside the school.
- Support groups for students to share their experiences and support each other.

**Creating a Supportive Environment**

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

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

**Key Takeaways**

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

PREVIEW

Name: _____ 101

## True or False

Is the statement true or false?

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

## Questions

Answer the questions below.

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

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

PREVIEW

## Draw

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

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

Name: _____ 109

# Activity - Healthy Decision-Making Sharing Circle

**Objective** What are we learning about?

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

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

- [illegible] for students to sit in a circle
- Scenario [illegible] ing situations
- Chart paper [illegible]
- Markers or pens



**Instructions** How will you [illegible]

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

PREVIEW

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Name: _____ 110

Scenario | Cut the cards below.

**Peer Pressure to Try Substances**

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

**Skipping Responsibilities**

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

**[illegible] Influence**

You admire [illegible] promoting risky beh[illegible] fun. Your fri[illegible]

**Cheating on a Test**

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

**Staying Out Late**

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

**Trying to Fit In**

A [illegible] school pressures you [illegible] be accepted, [illegible] your values.

**Helping a Friend in Trouble**

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

**Online [illegible]**

Your friends challeng[illegible] to join a risky online trend. They say you'll get more likes and attention.

**Feeling Stressed**

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

**Riding with an Unsafe Driver**

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

PREVIEW

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Name: _____ 111

Scenario | Cut the cards below.

**Breaking Rules for Fun**

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

**Speaking Up**

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

**Borrowing Without Permission**

Your friend borrows someone else's belongings without asking. Your friend tells you it's okay and encourages you to do the same.

**Lying to Avoid Trouble**

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

**Pressure to Share Personal Info**

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

**Ignoring Health Rules**

You decides to ignore safety (e.g. wearing protective gear) during school to join.

**Making Fun of Others**

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

**Trying Something Risky**

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

**Following the Crowd**

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

**Being a Positive Influence**

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

PREVIEW

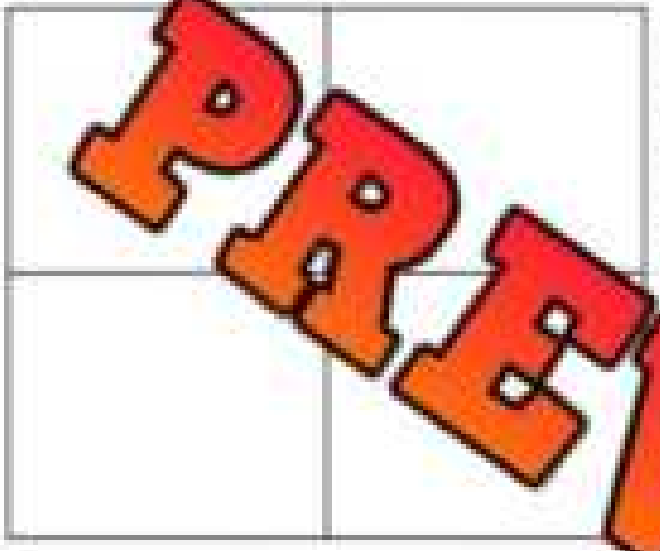
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# Exit Cards

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

Name: _____

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



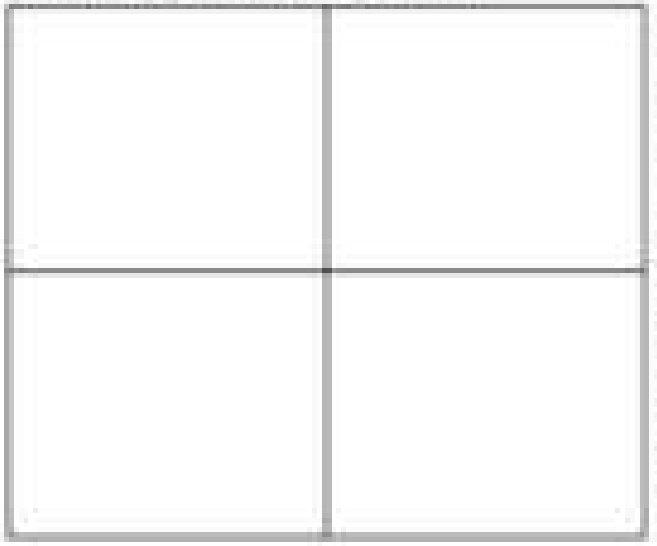
Name: _____

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



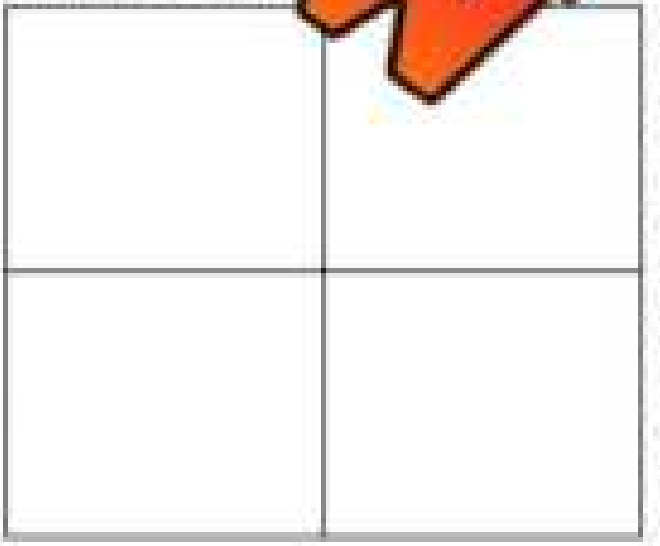
Name: _____

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



Name: _____

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



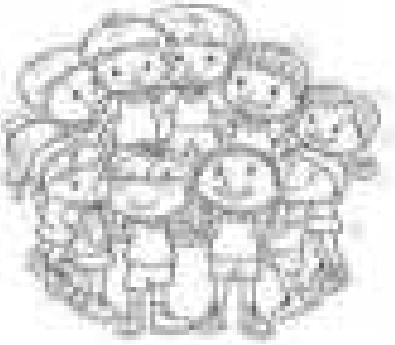
PREVIEW

Name: _____ 113

# Supporting Struggling Students

## Allies in Healing

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



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

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

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

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

PREVIEW

Name: _____ 114

## Questions

Answer the questions below.

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

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

PREVIEW

## True or False

Is [illegible] true or false?

| | | |
|---|---|---|
| 1) Substance use affects abou[illegible]ts. | True | False |
| 2) Layla was struggling with attending [illegible]. | True | False |
| 3) Arjun decided to ignore Layla's situation. | True | False |
| 4) A support circle was formed for Layla by clas[illegible] | True | False |
| 5) The peer support program discouraged open discuss[illegible] | True | False |

## Connecting

Describe a time when you were supported or when you [illegible] to a peer, for any reason.

Name: _____ 115

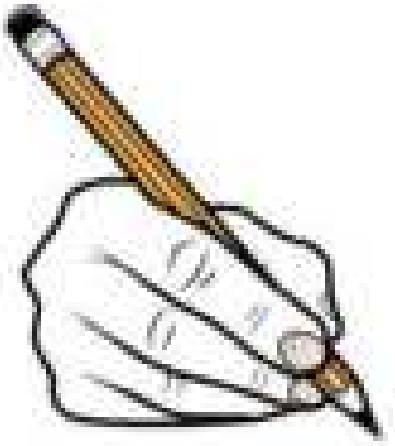
# Drawing Activity – Supporting Others in Difficult Times

**Objective** What are we learning about?

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

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

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



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

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

PREVIEW

Name: _____ 116

# Drawing Activity – Supporting Others in Difficult Times



Name: _____ L18

# Gaming and Gambling Costs

**Understanding Financial Risks**

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



**Financial Consequences of Addiction**

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

**The Hidden Costs**

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

- Buying games or downloadable content
- In-game purchases for items or enhancements
- Subscriptions for online services

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

**Gambling: A Risky Bet**

Online gambling poses even higher financial risks due to the potential for significant losses. Key facts to consider include:

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

**Making Informed Choices**

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

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

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

PREVIEW

Name: _____ 119

## True or False

Is the statement true or false?

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

## Question

Answer the questions below.

1) What is the potential consequence of gaming addiction?

2) Why are the odds usually in favour of the house in gambling?

PREVIEW

## Checklist

Create a checklist of smart money habits.

| | |
|---|---|
| ✓ | ✓ |
| ✓ | ✓ |
| ✓ | ✓ |
| ✓ | ✓ |
| ✓ | ✓ |

Name: _____ 120

# Is It A Smart Choice?

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



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

| | | |
|---|---|---|
| 1) A stude[illegible] money on small in-game purchases every day without tracking [illegible] spent. | Yes | No |
| 2) So[illegible] ore buying games or online items. | Yes | No |
| 3) A teen uses [illegible] supplies to pay for online gambling. | Yes | No |
| 4) A player under[illegible] are not in their favour but continues to bet any[illegible] | Yes | No |
| 5) A student saves part of [illegible] spending it all on games. | Yes | No |
| 6) Someone subscribes to multiple gam[illegible] king if they can afford them. | Yes | No |
| 7) A player keeps track of their spending on ga[illegible] av[illegible] budget. | Yes | No |
| 8) A teen borrows money to continue gambling after los[illegible] | [illegible] | No |
| 9) A student compares prices before buying a game or add-on. | [illegible] | No |
| 10) Someone believes they will win back lost money by gambling more. | [illegible]s | No |
| 11) A player stops spending when they notice it is affecting their budget. | Yes | No |
| 12) A student ignores bills or responsibilities to spend money on gaming. | Yes | No |
| 13) A teen asks a parent or guardian before making a big purchase online. | Yes | No |
| 14) Someone buys game items using money they cannot afford to lose. | Yes | No |
| 15) A student plans their spending to make sure they still have savings left. | Yes | No |
| 16) A player feels pressured by friends to spend money on games to fit in. | Yes | No |
| 17) A teen sets limits on how much they can spend each week on gaming. | Yes | No |

PREVIEW

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Name: _____ L21

# Media Influence on Expectations of Intimacy

## Navigating Digital Intimacy

Date: March 01, 2024 Author: By Jordan Chen 2-minute read

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

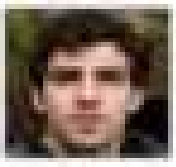
Recognising these portrayals requires a level of digital literacy that goes beyond basic internet skills. It involves an awareness of the sources of our information and understanding their potential biases and intentions. Cultivating this awareness can help us form healthier expectations and relationships,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

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

Until we meet again,
Jordan Chen

PREVIEW

### Comments:



Liam Patel, March 03, 2024

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

Like Reply 4h ago



Sophie Tremblay, March 01, 2024

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

Like Reply 2d ago

Name: _____ 122

## True or False

Is the statement true or false?

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

## Questions

Answer the questions below.

1) What does [illegible] digital literacy in the context of understanding intimacy?

2) How can unrealistic portrayals of intimacy online affect [illegible] expectations?

PREVIEW

## Define

What do the terms below mean?

| | |
|---|---|
| **Digital Literacy** | |
| **Unrealistic Portrayals** | |

Name: _____ 123

# Activity – Talk For A Minute

**Objective** What are we learning about?

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

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

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




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

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

PREVIEW

Name: _____ 124

# Activity – Talk For A Minute

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

PREVIEW

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Name: _____ 125

# Unit Test – Substance Use Addictions Related Behaviours

Multiple Choice /10

| | |
|---|---|
| 1. What decreases with substance use?<br>a) Energy levels<br>b) Dopamine levels<br>c) Study focus<br>d) Social [illegible]ons | 2. Alcohol can lead to:<br>a) Better grades<br>b) Mental health issues<br>c) Faster running<br>d) Healthier skin |
| 3. Can[illegible]azy cause:<br>a) Impr[illegible] mem[illegible]<br>b) Schizophre[illegible]<br>c) Taller height<br>d) Better vision | 4. Cannabis in Ontario is legal for adults over...<br>a) 16<br>b) 18<br>c) 19 |
| 5. People who misuse substan[illegible]e...<br>a) More likely to study for tests<br>b) More likely to be aggressive<br>c) More likely to find a good job<br>d) More likely to be happy long term | [illegible]escription drug is often misused?<br>a) Can[illegible]<br>b) A[illegible]ics<br>c) [illegible]<br>d) Opioi[illegible] |
| 7. Underage cannabis use can lead to:<br>a) A criminal record<br>b) Better swimming<br>c) Higher IQ<br>d) Improved painting | 8. Binge drink[illegible]ef[illegible]s consuming:<br>a) 2 or more drinks<br>b) 4 or more drinks<br>c) 1 or more drinks<br>d) 3 or more drinks |
| 9. How often do 1 in 6 adults engage in binge drinking a month?<br>a) 1 time<br>b) 4 times<br>c) 7 times<br>d) 10 times | 10. Misusing substances can lead to...<br>a) Criminal charges<br>b) Fines and imprisonment<br>c) Criminal record<br>d) All of the above |

PREVIEW

**Define** What do the terms below mean?

| Term | Definition – What does it mean? |
| --- | --- |
| Substance Misuse | |
| Binge Drinking | |
| [illegible] | |

**Short Answer** [illegible] below – Each question is worth 3 marks.

1) Why might individuals use [illegible] stress?

2) Describe the opioid crisis.

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

PREVIEW

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

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

2) What are the legal ramifications of using Ca[illegible] this affect you in the future?

PREVIEW

# Google Slides Lessons Preview

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Ontario Health Curriculum

Human Development & Sexual Health– Grade 8

# 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!



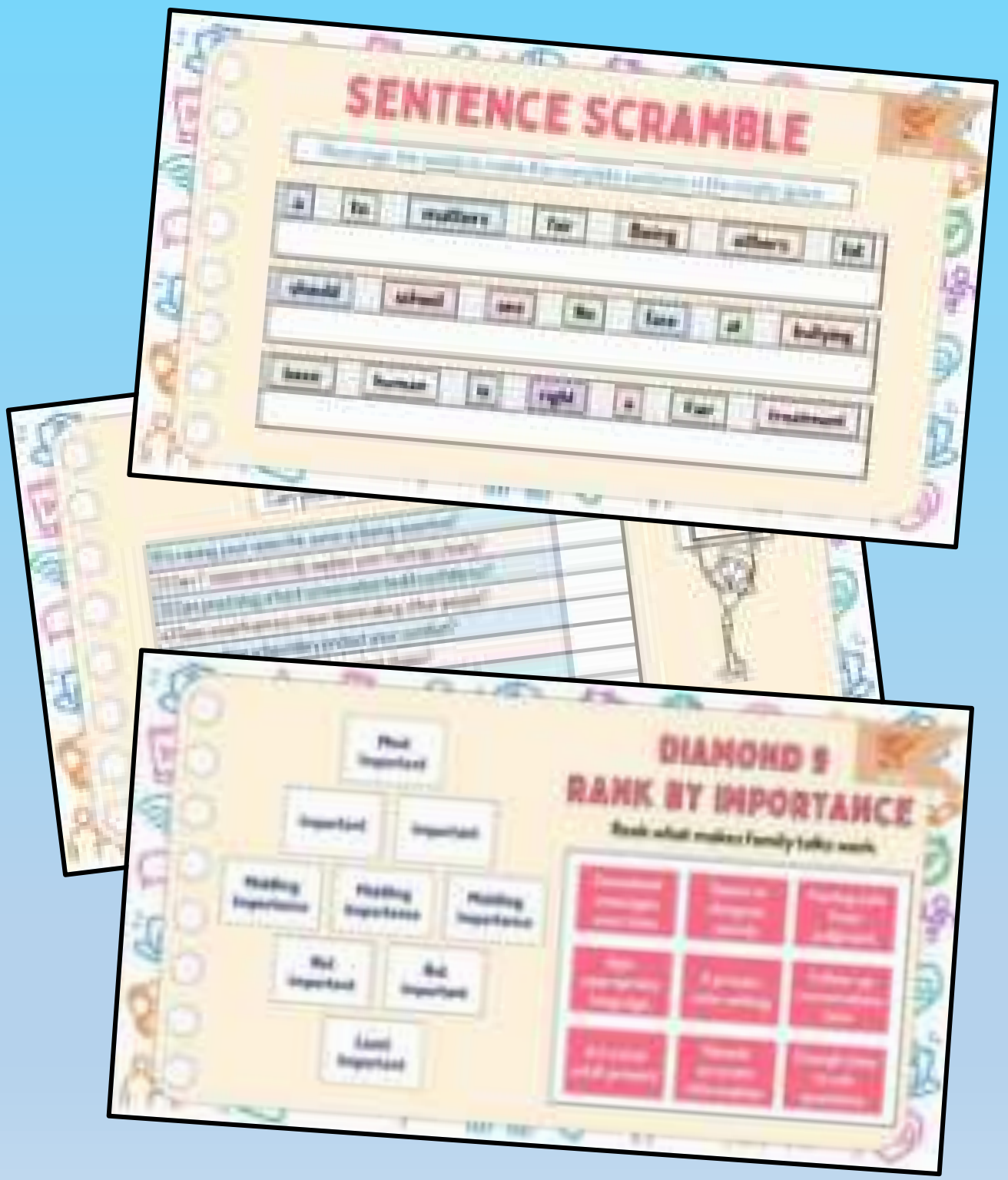
# Ontario Health Curriculum

# Human Development & Sexual Health– Grade 8



# Ontario Health Curriculum

# Human Development & Sexual Health– Grade 8



# Workbook Preview

# Grade 8 – Health Curriculum

## Human Development and Sexual Health

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

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

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# HUMAN DEVELOPMENT AND SEXUAL HEALTH

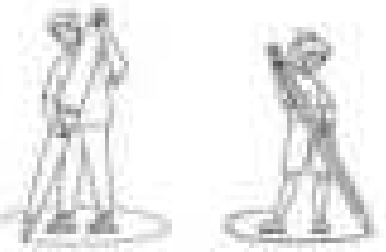



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Name: _____ 6

# Understanding Personal Limits

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



**The Importance of Boundaries**
Personal limits are guidelines for what you are comfortable with in various situations, including [illegible]. Establishing these boundaries is essential for a number of reasons:

- Safety and Consent: Clear boundaries help ensure that interactions are consensual and comfortable for everyone involved.
- Self-Respect: Honoring your limits fosters decisions, fostering a strong sense of self-worth.
- Healthy Relationships: Promotes communication and respect, which are foundational to any relationship.

**Key Terms to Understand**
- Consent: A mutual agreement between individuals to engage in a specific activity at a specific time.
- Boundaries: Personal limits set by an individual to care physical, emotional, or digital.
- Values: Core beliefs or principles that guide attitudes and decision-making.

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

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

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

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

PREVIEW

Name: _____ 7

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

| | | |
|---|---|---|
| 1) Personal limits guide what we're comfortable with. | True | False |
| 2) Consent is a one-time agreement. | True | False |
| 3) Communication about limits improves relationship satisfaction. | True | False |
| 4) Consent requires mutual agreement. | True | False |
| 5) Values [illegible]ce impact on personal boundaries. | True | False |

**Questi[illegible]** questions below.

| |
|---|
| 1) Why are pe[illegible]portant? |
| |
| 2) How can someone set their persona[illegible]ries? |
| |

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

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

PREVIEW

Name: _____ 8

# Understanding Boundaries Through Role Play

**Objective** — What are we learning about?

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

**Materials** — What you will need for the activity.

- [illegible]
- [illegible]
- A quiet comfortable space for role play
- Timer



**Instructions** — How to complete the activity

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

PREVIEW

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**Strategies** Use the strategies below to navigate these situations safely.

1) **Use "I" Statements**: When expressing feelings or setting boundaries, start sentences with "I feel" or "I think" to make the conversation more about personal feelings and less accusatory. For example, "I feel uncomfortable when my things are used without asking."

2) **Active Listening**: Show you're listening by nodding, maintaining eye contact, and repeating back what you've heard to ensure understanding. For instance, "So, you're saying you feel left out when I don't share my plans with you?"

3) **Empathy**: Try to understand and verbalize the other person's feelings. For example, "It sounds like you're really passionate about this project, and I understand you want to work on it independently."

4) **Seek Consent**: Always ask for permission before sharing someone's personal information or borrowing their things. "Is it okay if I borrow your notebook?" shows respect for their boundaries.

5) **Offer Alternatives**: When declining a request, suggest another activity or time. For example, "I can't join you this weekend, but would you like to catch a movie next week instead?"

6) **Set Clear Boundaries**: Be specific about what is okay and not okay for you. If you're uncomfortable with certain topics or actions, say, "I prefer not to talk about my family situation with others."

7) **Change the Subject**: If a conversation becomes uncomfortable, gently steer it to a neutral or positive topic. "Speaking of weekends, did anyone catch the latest movie release?"

8) **Use Humour Carefully**: A light joke can ease tension, but make sure it's appropriate and won't be misunderstood. "I guard my art supplies like a dragon with treasure, gotta ask before you borrow!"

9) **Practice Assertiveness**: Stand up for yourself without being aggressive. Maintain a calm tone and posture. "I really need to focus on my own work right now, but I appreciate your offer to collaborate."

10) **Seek Support**: If a situation feels overwhelming, it's okay to involve a trusted adult, like a teacher or counsellor, especially if privacy or personal safety is a concern. "I'm not sure how to handle this situation. Can we talk about it?"

PREVIEW

Name: _____ ID: _____

Scenarios | Role-Play Scenarios

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

In Mr. Sin[illegible] class, students are choosing partners for a science project. Harpreet wants to [illegible] Jordan, but Jordan prefers to work alone due to past group conflict[illegible] must communicate understanding and respect for Jordan's bou[illegible] ing his desire to collaborate.

Sofia and Le[illegible] who [illegible] playing online games together. One day, Leo starts using a [illegible] acter that makes Sofia uncomfortable. Sofia needs to express her fee[illegible] importance of respect and consent even in virtual spaces.

During a group chat, Aiden shares a p[illegible] ly upsets Priya. Priya feels her privacy was violated. The scenario [illegible] Priya [illegible] her feelings with Aiden, focusing on the importance of consent [illegible] personal information or photos.

Maria is at a party where her friends start pressuring her [illegible] uncomfortable with. She needs to assert her boundaries clearly [illegible] her friendships, emphasizing her right to make personal choices.

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

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

PREVIEW

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Reflection | Answer the questions below.

1) How important is communication here?

2) How c[illegible]ect boundaries better?

3) What does mutual respe[illegible]?

4) How can misunderstandings be avoided?

5) What strategies can improve communication?

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# Navigating Curiosity and Desire

## Empowering Choices: Sexual Health

Date: March 13, 2024 Author: By Jordan Paterson 2-minute read

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

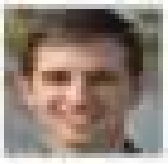
Understanding key concepts like consent, safe sex, and boundaries is essential in navigating sexual health. It's not just about the mechanics of sex but also about the emotional and psychological aspects. Informed decisions can lead to safer and more fulfilling experiences, reducing the risk of unwanted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

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

Until we meet again,
Jordan Paterson

PREVIEW

### Comments:



Ethan Tremblay, March 13, 2024

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

Like Reply 3h ago



Sophia Chen, March 13, 2024

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

Like Reply 2d ago

Name: _____ 16

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

| | | |
|---|---|---|
| 1) Curiosity plays a key role in sexual decisions. | True | False |
| 2) Informed choices do not impact sexual health. | True | False |
| 3) Consent is an essential aspect of sexual activity. | True | False |
| 4) Safety considerations are unnecessary in sexual health. | True | False |
| 5) Knowl[illegible]educes risks in sexual activity. | True | False |

**Questi[illegible]** [illegible]questions below.

1) What is the [illegible]ba[illegible]g curiosity and desire?

2) What role does emotional and psychological [illegible]and[illegible]sexual health?

PREVIEW

**Direction** Write three things you are curious about relationships and intimacy.



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Name: _____ 17

# Curiosity Head – Navigating Curiosity and Desire

**Objective** What are we learning about?

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

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

- [illegible] boy/girl version)
- [illegible]
- Colo[illegible]



**Instructions** [illegible] activity?

1. Look carefully at the head [illegible] lined box represents your thoughts, ideas, and questions, w[illegible] you as a learner making decisions about your well-being.

2. In the lined box, write three to five meaningful [illegible] you have about topics such as consent, boundaries, relationship[illegible] responsible choices. Think about real situations you may exper[illegible] friends, or online. Your questions should be respectful, honest, and [illegible] for classroom discussion.

3. After writing your questions, read them again and choose one question that you think is the most important or meaningful to you. This is the question you are most curious about or want to understand better.

4. Be prepared to share your chosen question with a partner, small group, or the whole class if asked. Remember that this is a safe space, so listen respectfully to others and value different ideas and perspectives.

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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: _____

Does this show a safe and responsible choice?

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

Name: _____

Does this show a safe and responsible choice?

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

Name: _____

Does this show a safe and responsible choice?

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

Name: _____

Does this show a safe and responsible choice?

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

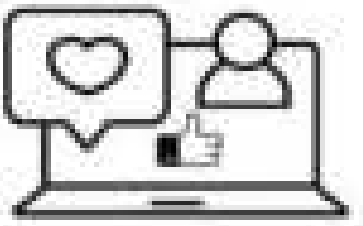
PREVIEW

Name: _____ 21.

# Impact of Media on Sexual Health Decisions

**Understanding the Influence**

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



**Key Term**

- Ma[illegible]bility to access, analyze, evaluate, and create media in a variety of [illegible]
- Se[illegible]health: [illegible]hysical, emotional, mental, and social well-being related to sexuality.
- Influence: [illegible] to h[illegible]ct on the character, development, or behaviour of someone or so[illegible]g.

PREVIEW

**The Statistics Speak**

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

**Critical Thinking is Key**

It's important for students to develop critical thinking skills to [illegible] messages about sexual health that media presents. Here are [illegible]

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

**Media Literacy for Healthy Decisions**

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

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## Questions

Answer the questions below.

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

2) Why is [illegible]nt to discuss media messages about sexual health?

PREVIEW

## Connecting

Explain some [illegible] affect ideas about sexuality. Consider fashion and [illegible]

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Media has no impact on sexual health decisions. | True | False |
| 2) Media literacy helps analyze media content critically. | True | False |
| 3) All TV shows accurately portray sexual health risks. | True | False |
| 4) Discussing media messages can help clarify misconceptions. | True | False |
| 5) Critical thinking skills are unnecessary for media consumption. | True | False |

Name: _____ 22

# Speaking Cards: Media Influence and Healthy Decisions

**Objective** What are we learning about?

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

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

- [illegible] (Cards 1–20)
- [illegible]
- Paper and [illegible]



**Instructions** How [illegible] activity?

1. Students will work in pairs [illegible] dent will take turns picking a speaking card and responding to the question written on it. The student should speak clearly and answer in complete sentences, giving their ideas, opinions, and examples related to media influence.

2. After one student responds, their partner or groupmate should listen and may ask follow-up questions or share their own thoughts about the topic. Students are encouraged to express their ideas respectfully and consider different perspectives during the discussion.

3. Each student should answer several cards within the given time. The teacher may set a time limit for each response to ensure that all students have the opportunity to participate.

4. At the end of the activity, selected students may share their answers with the class, or the teacher may lead a short discussion to highlight important ideas about media literacy, consent, and making safe and responsible choices.

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**Speaking Cards** Cut out the cards.

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

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

Describe a video, or post you [illegible] relationships or [illegible]. Do you think it is realistic or not? [illegible] might [illegible] viewers?

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

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

[illegible] are planning a group discussion [illegible] media. Share what you know [illegible] consent and boundaries. [illegible] media sometimes shows [illegible] incorrectly.

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

Talk about [illegible] thinking [illegible] questions should [illegible] believing what you [illegible]?

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

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

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

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

PREVIEW

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**Speaking Cards** Cut out the cards.

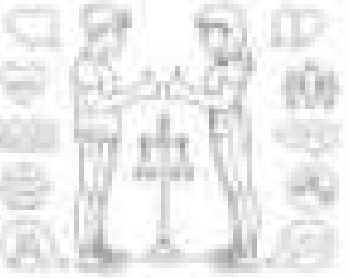
| | |
|---|---|
| I am interviewing you. Tell me how media can influence young people's decisions about relationships and body image. Give one positive and one negative example. | Think of a time when media made something look normal or acceptable, even if it may not be safe or respectful in real life. Describe the situation and explain your opinion about it. |
| Many [illegible] show "perfect" relati[illegible] lifestyles. Describe an ad [illegible] message does it [illegible] should act in [illegible] this is [illegible] | Some shows or videos do not clearly show respect for consent and boundaries. Describe how this can affect viewers. Why is it important to understand consent even if media shows something different? |
| Imagine your friend [illegible] in movies or series [illegible] or relationships. Explain why [illegible] What advice would you give you[illegible] help them make better and safer deci[illegible] | Social media can create pressure to act, dress, or behave in a certain way. Describe how this pressure can affect young people's decisions. What can [illegible] resist this pressure? |
| Media often shows certain body types or appearances as "ideal." How can this affect how young people feel about themselves? Explain how this might influence their decisions or behaviour. | [illegible] shows often [illegible] people [illegible] stand love and [illegible] and [illegible] someone's expec[illegible] |
| You see a post online that gives advice about relationships or sexual health. Explain how you can check if the information is true, safe, and reliable before believing or following it. | You watch a video that makes risky behaviour look fun, exciting, or normal. Explain what you should think about before copying what you saw. What are the possible consequences? |
| Your classmate shares a viral video about relationships or "love advice." Describe how you would evaluate whether the message is healthy or unhealthy. What questions would you ask? | Not everything on social media is true or appropriate. Explain why it is important to think carefully before copying what you see online. Give an example. |

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# Legal Aspects of Sexual Activity

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



**Age of Co**
The age [illegible] the minimum age at which a person is cons[illegible]ent to consent to sexual activities.
In C[illegible]rs old. However, there are exceptions to this rule, designed to pro[illegible]oung[illegible]s from exploitation.

- Close-in-[illegible]ions: [illegible]ptions allow for consensual sexual activity between teens [illegible] example, a 14 or 15-year-old can consent to sexual activity [illegible] years older, and a 12 or 13-year-old can consent to sexual [illegible] than two years older.

**Key Terms and Their Meanings**
- Consent: Permission for something to happen [illegible]to do something
- Age of Consent: The age at which a person [illegible]ally competent to consent to sexual activities.
- Exploitation: Taking advantage of someone in a [illegible]

**Legal Protections Against Exploitation**
Canadian law protects individuals, especially those under 18, from abuse. This includes laws against sexual activity with someone in a [illegible]arity or trust, even if the younger person consents, until they are 18 years old.

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

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

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

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

**Question** ...er the questions below.

1) W... close... ...ions? Give an example.

2) Why is understanding consen... par... ...ionships?

PREVIEW

**Direction** Decide whether the situation is legal, illegal, or nee...

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

Name: _____ 30

# Cultural and Religious Beliefs about Sexuality

**Exploring Diversity**

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



**Cultural Influences**

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

**Religious Beliefs**

Religious teachings often play a significant role in shaping views on sexuality. Different religions have distinct guidelines:

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

**Respecting Diverse Perspectives**

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

**Key Terms to Remember**

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

**Statistics and Examples**

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

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## Questions: Answer the questions below.

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

2) Why is [illegible]nt to respect diverse perspectives on sexuality?

PREVIEW

## Fill in the Blanks: Write the missing

| | | | |
|---|---|---|---|
| 1) | Culture and religion influence how people v[illegible] | [illegible]tionships | weather |
| 2) | Some cultures value _____ before marriage | [illegible]ce | spending |
| 3) | Religious beliefs can shape people's _____ and cho[illegible] | [illegible]beh | height |
| 4) | It is important to _____ different beliefs. | [illegible] | [illegible]ct |
| 5) | Modesty means dressing or behaving in a _____ way. | respec[illegible] | careless |

## True or False: Is the statement true or false?

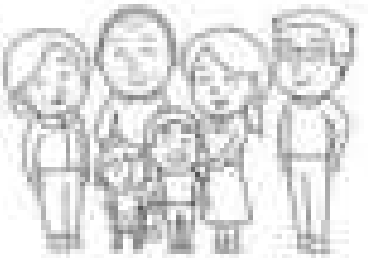
| | | |
|---|---|---|
| 1) Cultures around the world view sexuality in the same way. | True | False |
| 2) Religious beliefs do not influence views on sexuality. | True | False |
| 3) Christianity promotes abstinence before marriage. | True | False |
| 4) Premarital refers to behaviours before marriage.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

Name: _____ 35

# Family Values & Health Choices

**Understanding Family Values**

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



**Influences on Sexual Health**

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

- Communication: Talking about sexual health can lead to better awareness and understanding.
- Beliefs and Expectations: Family beliefs about decisions about when to start being sexually active, and attitudes towards contraception and safe sex practices.
- Cultural and Religious Backgrounds: Many families' attitudes towards sex, influencing decisions on premarital sexual activity and views on LGBTQ+ relationships.

**Key Statistics and Facts**

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

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

**Important Terms**

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

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

PREVIEW

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Name: _____ 36

## True or False

Is the statement true or false?

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

## Define

...do the terms below mean?

| | |
|---|---|
| **Abstinence** | |
| **Contraception** | |

## Questions

Answer the questions be...

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

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

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# Substance Impact on Choices

## "Choices Under Influence"

*Publish Date: March 28, 2024*

PREVIEW

In recent [illegible] topic of how alcohol and drugs [illegible] has gained attention [illegible] young people. Experts [illegible] experiences have shared [illegible] understanding [illegible] this [illegible] promote safer and [illegible]

Alcohol and drugs are known [illegible] judgement and decision-making [illegible] under the influence, individuals may find [illegible] harder to assess situations accurately and [illegible] safe choices. Dr. Maria Chen, a psychologist specializing in adolescent behaviour, explains, "Alcohol and substances affect the brain's ability to process information and make decisions, often leading to actions one might not consider when sober."

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

The impact of these substances goes beyond physical health. Emotional and psychological effects can also result from decisions made under the influence, including regret and mental health challenges. Jay, a university student who shared his experience, said, "Looking back, I wish I had been more aware of how alcohol was affecting my choices. It's something I now regret and am learning from."

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

[illegible] safe, experts recommend setting [illegible] boundaries before attending social [illegible] alcohol and drugs may be present. Communicating with friends about these [illegible] can provide a support system to [illegible]

At the [illegible] and drugs on sexual [illegible] that requires attention and [illegible] understanding the risks [illegible] informed choices, young adults can protect their health and well-being. Initiatives to increase awareness and provide resources on this topic are essential steps in empowering youth to make safer decisions.

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

Name: _____ 40

## True or False

Is the statement true or false?

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

## Questions

Answer the questions below.

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

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

PREVIEW

## Word Search

Find the words in the wordsearch.

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

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

Name: _____ 41

# 5-Minute Activity: Choices Under Influence

**Objective** What are we learning about?

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

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

- Pencil or pen
- Pen or pencil
- Timer (optional)




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

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

PREVIEW

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Name _____ 42

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

PREVIEW

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Name _____ 43

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

PREVIEW

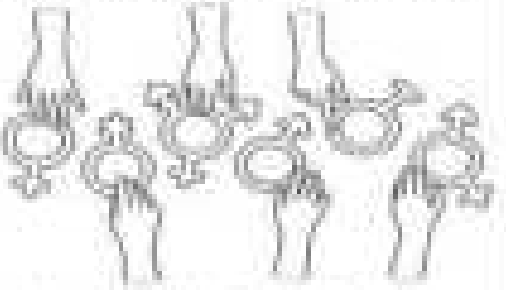
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Name: _____ 44

# Gender Identity and Self-Concept

## Understanding Self and Respect

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



As J navigat this personal exploration, they discovered the term "non-binary," which culine or feminine. This revelation was a turning point, offering Jo belonging. Through research, Jordan found that a significant portion of y tely 0.3% of the population, identify as non-binary, challenging the trad and female.

In school, Jordan shared their experienc g a cl identity. They talked about the importance of respecting and accepti positive self-development. Jordan highlighted that individuals w are more likely to have higher self-esteem. Studies show that resp and family are crucial for the mental health and well-being of LGB of depression and anxiety.

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

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

PREVIEW

Name: _____ 45

**Questions** Answer the questions below.

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

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

PREVIEW

**True or False** [illegible] or false?

| | | |
|---|---|---|
| 1) Approximately 10% of [illegible] non-binary | True | False |
| 2) Jordan's self-concept wasn't affected [illegible] identity | True | False |
| 3) Supportive environments improve self-esteem [illegible] | True | False |
| 4) Ms. Patel discouraged discussions about gen[illegible] | True | False |
| 5) Respect for gender identities fosters a supportive [illegible] | True | False |

**Connecting** What does non-binary mean? How do you think it [illegible] questions about your gender identity? What would [illegible] be?

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Name: _____ 46

# Me in Both Versions: Designing My Identity

**Objective** What are we learning about?

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

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

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



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

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

PREVIEW

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Name _____ 47




PREVIEW

Name: _____ 49

# Positive Self-Concept and Sexual Health

**Understanding Self-Concept**

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



**The Impo[illegible] Self-Value**

When in[illegible] value themselves highly, they are more likely to make choices that prote[illegible] well-being. This includes decisions about sexual activity. People with [illegible] tend to:

- Se[illegible]thy b[illegible] relationships.
- Commun[illegible] h[illegible] with partners.
- Make infor[illegible]ons, [illegible]ether to engage in sexual activity and under what circumst[illegible]

**Facts and Figures**

Research shows a connection [illegible]en [illegible]cept and healthy sexual decisions:

- Teens with a positive self-concept are less l[illegible]eng[illegible]y sexual behaviour.
- A survey found that adolescents with high [illegible]esem[illegible]ely to use contraception consistently.

**Key Terms to Know**

- Self-Concept: Your overall view of yourself.
- Self-Esteem: How much you value and respect yourself.
- Healthy Boundaries: Limits that help protect your well-being in relat[illegible]s.

**Making Healthy Choices**

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

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

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

PREVIEW

Name: _____ 50

## True or False

Is the statement true or false?

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

## Questions

Answer the questions below.

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

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

PREVIEW

## Diagram

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

Name: _____ 94

# Understanding Sexual Orientation and LGBTQ+

**Understanding Sexual Orientation**

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



**Exploring Identities**

LGBTQ+ is a term that describes a community of people with diverse sexual orientations and gender identities. Here's what each letter stands for:

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

PREVIEW

**Respect and Acceptance**

It's important to treat everyone with respect, regardless of their sexual orientation. Discrimination or bullying against LGBTQ+ individuals is never acceptable.

**Important Facts**

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

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

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

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Name: _____ 55

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

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

**Question** the questions below.

1) What

2) Why do you think people who are LGB

PREVIEW

**Identify** Identify the Meaning of LGBTQ+ Letters.

| | | | |
|---|---|---|---|
| L | | T | |
| G | | Q | |
| B | | + | |

Name: _____ 5b

# Activity - Designing My Pride Flag

**Objective** What are we learning about?

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



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

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

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

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

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Name: _____ 57

# My Pride Flag

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




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# Sexual Orientation and Acceptance

## Embracing Diverse Identities

Date: March 17, 2024 Author: By Samira Patel *2-minute read*

In today's interconnected world, understanding and accepting diverse sexual orientations is fundamental to fostering inclusive communities. With statistics indicating a wide spectrum of orientations, the conversation around acceptance and respect for personal identity has never been more important. Acknowledging this diversity is the first step toward creating a society that values every individual.

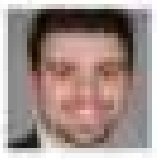
Educating ourselves on the terms and concepts related to sexual orientation paves the way for empathy and acceptance. Whether it's heterosexuality, homosexuality, bisexuality, asexuality, or pansexuality, each term represents a unique way individuals experience attraction. Recognizing the significance of these orientations enhances our capacity to engage respectfully and support one another.

The journey towards acceptance involves more than tolerance; it's about celebrating differences and recognizing the right of everyone to live authentically. This path requires continuous learning and an open heart, fostering an environment where all community members feel valued and understood.

Regards,
Samira Patel

PREVIEW

### Comments:



Ethan Nguyen, March 20, 2024

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

Like Reply 2h ago



Zara Johnson, March 17, 2024

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

Like Reply 3d ago

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Name: _____ SV

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Understanding sexual orientations fosters inclusivity. | True | False |
| 2) Tolerance alone is sufficient for acceptance. | True | False |
| 3) Acceptance involves celebrating differences among individuals. | True | False |
| 4) Learning about diverse orientations requires an open heart. | True | False |
| 5) Empath[illegible]t necessary for acceptance. | True | False |

## Quest[illegible]

[illegible]wer the questions below.

1) Why is it im[illegible]ferences in sexual orientation?

2) How can we contribute to the acceptance of [illegible]ions?

PREVIEW

## Define

What do the terms below mean?

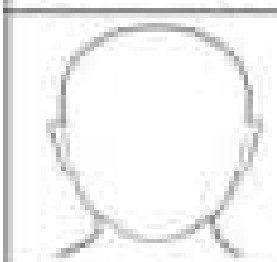
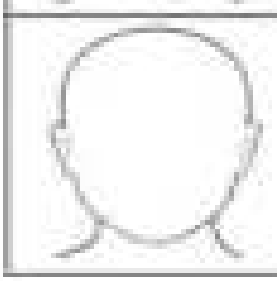
| | |
|---|---|
| **Sexual Orientation** | |
| **Inclusive Communities** | |

Name: _____ 60

# Sexual Orientation and Emotional Reactions

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

| | |
|---|---|
|  | A classmate confidently shares that they identify as LGBTQ+ during class discussion |
|  | r a group ud s ng ut s |
|  | Your f s for your s ort after telling yo about their identity |
|  | Your teacher reminds the class to respect everyone's identity and differences |
|  | You see someone being excluded from a group because of who they like |
|  | You learn new terms about sexual orientation in health class |

| | |
|---|---|
|  | A student stands up and defends a classmate from bullying |
|  | You feel unsure or confused about what certain terms mean |
|  | Your classmates celebrate diversity during a school activity |
|  | eds ty |
|  | A friend tells you they are afraid of being judged |
|  | You are in a classroom where everyone is treated fairly and respectfully |

PREVIEW

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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: _____

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

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

Name: _____

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

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

Name: _____

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

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

Name: _____

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

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

PREVIEW

Name: _____ 62

# Contraception and STBBIs

**Understanding Contraception**



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

- Barrier methods: These include condoms (male and female), diaphragms, and dental dams. They physically prevent sperm from reaching the egg and reduce the risk of STBBIs.
- Hormonal methods: Such as the pill, patch, injection, and vaginal ring. These regulate or prevent ovulation, thus preventing pregnancy.
- Intrauterine devices (IUDs): A small device inserted into the uterus to prevent pregnancy. Can be hormonal or non-hormonal (copper).

PREVIEW

**STBBI Prevention**

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

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

**Key Statistics**

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

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

**The Importance of Protection**

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

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

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Name: _____ 63

## True or False

Is the statement true or false?

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

## Questions

Answer the questions below.

1) How do hormonal methods of contraception work?

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

PREVIEW

## Define

What do the terms below mean?

| | |
|---|---|
| **Contraception** | |
| **Barrier Methods** | |
| **Hormonal Methods** | |

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Name: _____ 64

# STBBI & Contraception Memory Match

**Objective** — What are we learning about?

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

**Materials** — ...ou will need for the activity.

- Cardstock
- Markers ... ...ors
- List of STBBI ... ...ith their definitions (provi...
- Timer (optional)



**Instructions** — How you will comp... acti...

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

PREVIEW

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Name: _____ 65

Cards | List of Sexual Health Terms and Their Definitions

| Sexual Health Terms | Definitions |
| --- | --- |
| STBBI | Infections passed through sexual contact or blood. |
| C… …ption | Methods to prevent pregnancy during sexual activity. |
| HIV/AIDS | …t attacks the …n…, making it …ctions. |
| Condom | A barrier device u… during sex to reduce disease transmission and pregnancy. |
| Chlamydia | Chlamydia- A common STBBI caused by bacteria, often without symptoms. |

PREVIEW

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Name: _____ 66

Cards | List of Sexual Health Terms and Their Definitions

| Sexual Health Terms | Definitions |
| --- | --- |
| Birth Control Pill | A daily pill to prevent female pregnancy by regulating hormones. |
| [illegible]hea | Gonorrhea-A bacterial STBBI, often symptomless, affecting genitals and throat. |
| Herpes | [illegible] sores on the [illegible]itals. |
| HPV | Human Papillom[illegible]s, a common virus that can cause cancer. |
| Syphilis | Syphilis- A bacterial infection usually spreading through sexual contact. |

PREVIEW

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Name: _____ 67

Cards | List of Sexual Health Terms and Their Definitions

| Sexual Health Terms | Definitions |
| --- | --- |
| Emergency Contraception | A pill taken after unprotected sex to prevent pregnancy. |
| | Intrauterine Device, a long-term, reversible contraceptive implanted in the uterus. |
| Hepatitis | H… group of viruses …ver, some …ited. |
| Abstinence | Choosing not to en…e in any sexual activities. |
| Fertility Awareness | Tracking fertility signs to prevent or achieve pregnancy. |

PREVIEW

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Name: _____ 68

Reflection | Answer the questions below.

1) Did any term surprise you? Why?

2) How d[illegible]standing STIBBIs affect health choices?

3) How did the game change [illegible]?

4) Can knowledge of contracaption methods empower individuals?

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

PREVIEW

Name: _____ 72

# Developing Self-Awareness and Assertiveness

**Understanding Self-Awareness**

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



**Key Terms:**

- Emoti[illegible]elings such as happiness, anger, or sadness.
- Value[illegible]u believe is important in the way you live and work.
- Str[illegible]esses: Areas where you excel or where you need improvement.

**The [illegible] Asser[illegible]**

Assertiveness [illegible]o[illegible]eds and desires confidently and respectfully. It's different from [illegible](trying [illegible]inate others) and passivity (not expressing your needs). Assertive[illegible]key [illegible]eeping healthy boundaries in relationships.

**Key Terms:**

- Boundaries: Your limits [illegible] in behaviour from others.
- Communication: Sharing thoughts, [illegible]tion with others.

**Statistics & Examples**

- A 2019 study found 70% of teens believe u[illegible]ing[illegible]ons helps them manage conflict better.
- Research indicates that students who participate[illegible]ness[illegible] programs show a 50% improvement in communicating their n[illegible].

**Setting Boundaries**

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

**Steps to Set Boundaries:**

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

**Building Self-Awareness and Assertiveness**

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

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

PREVIEW

Name: _____ 73

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

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

**Questions** swer the questions below.

1) W tant in relationships?

2) How can journaling aid in developin are

PREVIEW

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

| | |
|---|---|
| Self-awareness | Assertiveness |

Name: _____ 7A

# Activity – Self-Awareness and Assertiveness Role Play

**Objective** What are we learning about?

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



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

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

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

1. Explain that people experience different emotions and sometimes they need to express themselves clearly and respectfully. Introduce the concepts of self-awareness and assertiveness, emphasizing that self-awareness means understanding one's feelings, while assertiveness means expressing boundaries in a respectful way.

2. Divide the class into small groups and give each group a scenario card. Allow students time to read and understand their situation. Ask them to identify what the person in the scenario might be feeling, what is happening in the situation, and what an assertive and respectful response would look like.

3. Each group will then prepare a short role play. They will show two parts: first, an unassertive or ineffective response, and second, an assertive and respectful response that demonstrates good communication and boundary-setting.

4. After each presentation, lead a short class discussion. Ask students how the assertive response improved the situation and why it is important to express thoughts and feelings clearly. Encourage students to reflect on how they can apply assertiveness in their daily lives.

PREVIEW

Name: _____ '25

**Scenario Cards** | Cut out the topics below.

| Scenario | Key Moments/Descriptions |
| --- | --- |
| **Saying No to Peer Pressure** | You are with your friends after school, and they want you to skip homework to hang out longer. They keep insisting and say it's "not a big deal." You feel pressured but also know you have responsibilities. You start thinking about how to respond in a respectful but firm way. |
| **Being Interrupted While Speaking** | [illegible] a group discussion, a classmate keeps interrupting [illegible] are sharing your ideas. You begin to feel [illegible] You think about how you can [illegible] and ask for respect. |
| **Handling Hurtful Jokes** | A classmate [illegible] that you find hurtful. Others laugh, but you [illegible] You reflect on your emotions and con[illegible] situation without being aggressive. |
| **Expressing Your Opinion** | Your group is deciding on a project idea [illegible] with the others. You feel nervous about speak[illegible] up because you don't want to be judged. You think about how to share your opinion confidently and respectfully. |
| **Refusing to Share Homework Answers** | A friend asks to copy your homework before class. You want to help, but you also know it is not right. You consider how to say no while still being kind and maintaining your friendship. |

PREVIEW

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Name: _____ 76

Scenario Cards | Cut out the topics below.

| Scenario | Key Moments/Descriptions |
| --- | --- |
| **Setting Personal Boundaries** | A friend keeps borrowing your things without asking. It starts to bother you, but you haven't said anything yet. You think about how to communicate your boundaries clearly. |
| **Asking for Help** | You are struggling with a lesson but feel shy about asking your teacher or classmates for help. You reflect on your feelings and consider how to express your needs. |
| **Managing Strong Emotions** | You feel angry or disappointed with a classmate. You want to react immediately but you know it might make things worse. You think about how to express your feelings calmly and respectfully. |
| **Responding to Criticism** | A teacher gives you feedback on your work that you didn't expect. You feel disappointed but also want to improve. You think about how to respond positively and ask questions. |
| **Speaking Up for Yourself** | A classmate takes credit for your idea during a presentation. You feel upset and unfairly treated. You consider how to speak up and explain your side in a respectful way. |

PREVIEW

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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: _____

Colour the statements that show self-awareness and assertiveness.

| | |
|---|---|
| Recogn[illegible] | Keeping feelings hidden |
| [illegible] | Setting [illegible] |
| Saying "[illegible] respectfully | [illegible] |
| Letting others decide for you | [illegible] |
| Expressing your thoughts | Asking [illegible] you need |

Name: _____

Colour the statements that show self-awareness and assertiveness.

| | |
|---|---|
| Recognizing your feelings | Keeping feelings hidden |
| Ignoring your emotions | Setting boundaries |
| Saying "no" respectfully | Allowing others to cross limits |
| Letting others decide for you | Speaking up for yourself |
| [illegible] your | Asking for what you need |

Name: _____

Colour the statements that show self-awareness and assertiveness.

| | |
|---|---|
| Recognizing your feelings | Keeping feelings hidden |
| Ignoring your emotions | Setting boundaries |
| Saying "no" respectfully | Allowing others to cross limits |
| Letting others decide for you | Speaking up for yourself |
| Expressing your thoughts | Asking for what you need |

Name: _____

Colour the [illegible] awareness and [illegible]

| | |
|---|---|
| Recognizing your feelings | [illegible] feelings hidden |
| Ignoring your emotions | Setting boundaries |
| Saying "no" respectfully | Allowing others to cross limits |
| Letting others decide for you | Speaking up for yourself |
| Expressing your thoughts | Asking for what you need |

PREVIEW

Name: _____ 78

# The Concept of Consent

**The Importance of Consent**

Consent is a critical component in all relationships, especially in sexual ones. It is the voluntary agreement to engage in sexual activity. Without consent, any sexual activity is considered sexual assault or abuse. Consent must be clear, informed, and mutual among all parties involved. It's essential for maintaining healthy and respectful relationships.



**Key Terms**

- Consent: Clear, enthusiastic yes to participate in sexual activity.
- Capacity: Being in a state where one can make informed decisions about engaging in sexual activity, which excludes being under the influence of drugs or alcohol.
- Coercion: Pressuring someone into saying yes to sexual activity against their will.
- Assault: Engaging in sexual activity with someone without their consent.

**Facts and Statistics**

- Consent must be given freely and willingly.
- Consent can be withdrawn at any time, even if it was given earlier.
- Silence or lack of resistance does not equal consent.
- Consent cannot be given if a person is unconscious, asleep, or otherwise incapacitated.
- According to a Canadian study, young people struggle with understanding the nuances of consent, showing the need for clear education on this.

**Why Consent Matters**

Understanding and respecting consent is fundamental to ensuring that everyone feel safe and respected in their relationships. It helps prevent sexual violence and promotes healthy, mutually satisfying relationships. By learning about consent, students are equipped to make informed decisions about their own boundaries and to respect those of others.

**Consent in Action**

- Communicating: Always ask for and affirm consent verbally.
- Listening: Pay attention to your partner's verbal and non-verbal cues.
- Respecting Boundaries: Understand and respect when someone says no or changes their mind.

Educating on consent is crucial for fostering a safe and respectful society. It empowers individuals to make informed choices about their bodies and relationships.

PREVIEW

Name: _____ 79

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

| | | |
|---|---|---|
| 1) Consent must be explicit and voluntary. | True | False |
| 2) Silence can always be considered as consent. | True | False |
| 3) Being under the influence allows for consent. | True | False |
| 4) Consent is a one-time agreement for all activities. | True | False |
| 5) Understanding consent helps prevent sexual violence. | True | False |

**Question** ... the questions below.

1) Why is ... the capacity to consent?

2) How does understanding consent con... to ... ships?

PREVIEW

**Direction** Put a ✓ on the situation that shows consent X if not.

| | |
|---|---|
| ❑ Both people clearly say "yes" | ❑ One keeps asking until the other agrees |
| ❑ One person is silent and unsure | ❑ A person stops when told to stop |
| ❑ Someone says "no" but is ignored | ❑ Someone assumes it's okay |
| ❑ A person feels pressured | ❑ Both respect each other's boundaries |

Name: _____ 80

# Activity - Perspective Sharing Circle

**Objective** What are we learning about?

To help students understand the concept of consent, practise respectful communication, and develop awareness of personal boundaries and the importance of mutual agreement in relationships.

**Materials** ...ll you need for the activity?

1. A g... spa... ...on
2. Scenario c... ...cons... ...aries, and respectful com... ...
3. Reflection notebook (...



**Instructions** How will you complet... ...ctivity?

1. Arrange students in a circle and explain th... ...on understanding consent, respecting boundaries ... ...ly with others.
2. Introduce one scenario related to consent, such as asking per... someone's "no," or recognizing when consent is not given.
3. Invite students to share how the situation might make a person feel and what a respectful response would look like. Encourage them to think about both verbal and non-verbal communication.
4. Guide students to discuss what consent means in the situation. Emphasize that consent should be clear, freely given, and can be withdrawn at any time.
5. Encourage students to listen carefully to others, respect different perspectives, and restate ideas to show understanding.
6. Discuss appropriate actions, such as asking for permission, respecting boundaries, and communicating honestly.

PREVIEW

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Name: _____ 81

**Scenario cards** | Cut the scenarios below.

| | |
|---|---|
| A classmate asks to borrow your pen without waiting for your answer. | A friend wants to hug you, but you are not in the mood. |
| Someone takes your photo and wants to post it online without asking. | A classmate keeps tapping your shoulder even after you said "stop." |
| Your [illegible] your messages [illegible] permission. | Someone shares your secret with others without asking you first. |
| A classmate [illegible] you in an activity [illegible] want. | You said "no" to a game, but your friends keep insisting. |
| A friend wants to sit [illegible] to yo[illegible] but you feel uncom[illegible] | Someone borrows your things and doesn't return them right away. |
| A classmate copies your homewo[illegible] without asking permission. | A [illegible] to hold your hand, but [illegible] are [illegible] ow to respond. |
| Someone records a video of you during class without your consent. | A [illegible] s[illegible]g for you with[illegible] |
| A classmate teases you even after you said you don't like it. | You agree to help a frie[illegible] later you feel uncomfortable and [illegible]t to stop. |
| Someone spreads information about you without your permission. | A friend asks to use your phone, but you feel hesitant. |
| A classmate continues a conversation topic that makes you uncomfortable. | Someone assumes you are okay with something without asking you first. |
| A friend asks to tag you in a post, but you are not comfortable being shared online. | A classmate keeps asking personal questions even after you said you don't want to answer. |

PREVIEW

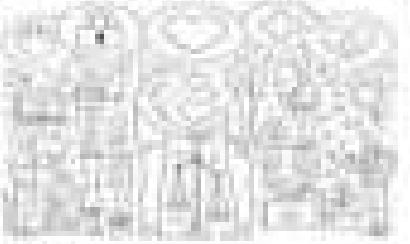
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Name: _____ 83

# Healthy Relationships and Sexual Intimacy

**Building Strong Foundations**

Healthy relationships are built on a solid foundation of mutual respect, trust, and open communication. It's essential for individuals in a relationship to share their thoughts, feelings, and expectations openly and honestly. This foundation ensures that both partners feel valued, understood, and supported.



**Key Components of Healthy Relationships**

- Respect: Treating each other with kindness and consideration.
- Trust: Having confidence in each other and feeling secure in the relationship.
- Communication: Sharing thoughts, feelings, and needs openly without fear of judgment.
- Independence: Maintaining space for personal growth and maintaining individual interests.
- Equality: Making decisions together and compromising when necessary.
- Consent: Understanding and respecting each other's boundaries and comfort levels.

PREVIEW

**The Role of Sexual Intimacy**

Sexual intimacy is a part of some romantic relationships, but it's important to recognize that it comes with responsibilities and expectations. Communication, consent, and mutual respect. The level and type of sexual intimacy widely among relationships, and it's crucial for it to be a decision that both individuals make together.

**Key Terms to Know**

- Consent: Permission for something to happen or agreement to do something
- Boundaries: The limits that individuals set for themselves and others in a relationship.

**Statistics to Consider**

- A survey found that relationships with strong communication skills are 50% more likely to report happiness and satisfaction.
- Studies show that understanding and respecting personal boundaries leads to a 40% increase in relationship satisfaction.

Remember, every relationship is unique, and what works for one couple may not work for another. The most important thing is that all parties feel comfortable, respected, and happy in their relationship.

Name: _____ 8A

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

| | | |
|---|---|---|
| 1) Mutual respect is a foundation of healthy relationships. | True | False |
| 2) Trust is unnecessary in a strong relationship. | True | False |
| 3) Open communication is vital for relationship happiness. | True | False |
| 4) Consent is a key component of sexual intimacy. | True | False |
| 5) Equality means making decisions without compromise. | True | False |

**Question** the questions below.

| |
|---|
| 1) Why is consent important in relationships? |
| |
| 2) What are two key components of healthy relationships? |
| |

PREVIEW

**Direction** Put a ✓ if the situation shows a healthy relationship and ✗ if it does not.

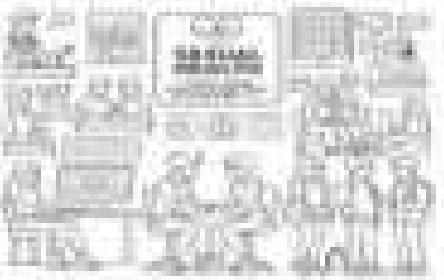
| Scenarios | ☑ | ☒ |
|---|---|---|
| 1) Listening to your partner's feelings and opinions. | | |
| 2) Ignoring your partner when they say "no" | | |
| 3) Pressuring someone to do something they are not ready for | | |
| 4) Keeping secrets that hurt the relationship | | |
| 5) Supporting each other's goals and growth | | |
| 6) Controlling what your partner can do or who they talk to | | |

Name: _____ 90

# Support Systems for Sexual Health

**Understanding Support**

Sexual health is an essential part of our overall well-being, encompassing more than just the prevention of diseases or infections. It involves a respectful and positive approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence.



**Key Sup**

There [illegible] sources of support for young people when it comes to sexual health:

- Health Pr[illegible] Doctors, [illegible]s, and sexual health specialists can provide confidential [illegible] acc[illegible]g, and treatment for sexual health issues.
- Guidance Counsel[illegible] [illegible]ellors offer a safe space to discuss sexual health concer[illegible] [illegible] and referral to other services if needed.
- Reputable Online Resources: Web[illegible] [illegible]Canada), Kids Help Phone, and Teen Health Source offer acc[illegible] inform[illegible]pport.

**The Importance of Trusted Support**

Choosing the right source of information and sup[illegible] support can:

- Enhance knowledge and understanding of sexual hea[illegible]
- Provide accurate information about contraception and sexua[illegible] infections (STIs).
- Offer support in relationships, consent, and emotional well-being.

**Learning from Statistics**

- STI Awareness: Over 70% of reported chlamydia and gonorrhea cases in Canada are among young people aged 15-29.
- Health Consultations: 60% of teenagers feel more comfortable seeking sexual health information online before talking to a professional.
- Confidentiality Concerns: Confidentiality is the top priority for 85% of youths when accessing sexual health services.

Understanding these support systems and facts about sexual health can empower students to make informed decisions about their health and well-being.

PREVIEW

Name: _____ 91

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

| | | |
|---|---|---|
| 1) Sexual health only concerns preventing diseases. | True | False |
| 2) Guidance counsellors can't discuss sexual health. | True | False |
| 3) Doctors offer confidential advice on sexual health. | True | False |
| 4) Sexual health includes having safe, pleasurable experiences. | True | False |
| 5) Online resources are always reliable for sexual health. | True | False |

**Questions** ...wer the questions below.

1) Wh... ...ompa... ...health beyond preventing diseases?

2) Why are reputable online res... ...health information? Name one.

PREVIEW

**Direction** Put a ✓ if the statement shows a helpful support syste... ...ot.

| | | | | |
|---|---|---|---|---|
| Talking to a doctor for advice | Ignoring a problem | Avoiding help when needed | Relying only on friends | Talking to a trusted adult |
| Believing everything online | Talking to a teacher you trust | Asking a counsellor for help | Keeping important problems secret | Using trusted websites |
| Keeping concerns to yourself | Asking for help from a guidance counsellor | Depending only on social media posts | Seeking guidance when unsure | Following random advice from strangers online |

Name: _____ 98

# Dating Violence and Sexual Exploitation

**Awareness and Safety**

Dating violence refers to harmful behaviours by a partner in a romantic relationship. It's crucial for young people to recognize these behaviours and understand they are not acceptable. By learning about dating violence, individuals can protect themselves and others from harm.



**Key Terms Overview**

- Dating violence: Emotional, physical, or sexual harm by a partner.
- Consent: Agreement to participate in any activity, including physical contact.
- Coercion: Pressure to become into doing something they're not comfortable with.
- Boundaries: Individuals set regarding what they are comfortable with.

**Statistics and Prevalence**

Many teenagers experience or witness dating violence. Here are key statistics:

- Nearly 1 in 3 teens report experiencing violence.
- Both boys and girls can be victims of dating violence.
- Technology has led to an increase in harassment as a part of dating violence.

**Recognizing Red Flags**

Understanding the signs of an unhealthy relationship is key. Look out for red flags:

- Control: One partner making all decisions, including who they can see or what they can wear.
- Isolation: Limiting the other's interactions with friends and family.
- Pressure: Forcing the other into activities they're not comfortable with, including sexual activities.
- Threats: Using threatening behaviour to control the other.

**Seeking Help**

It's vital to know where to turn if you or someone you know is experiencing dating violence. Resources include:

- Teachers and school counsellors.
- Local support services and helplines.
- Trusted adults, such as family members or community leaders.

By understanding dating violence, its signs, and where to find help, young people can foster healthier relationships and support friends who may be in harmful situations.

PREVIEW

Name: _____ 99

**Questions** Answer the questions below.

1) What are some red flags of dating violence?

2) Why ar[illegible]ries important in a relationship?

PREVIEW

**Making Connections** What does th[illegible]? Have you ever seen dating violence in movies or t[illegible]

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

| | | |
|---|---|---|
| 1) Dating violence only includes physical harm. | True | False |
| 2) Consent is a mandatory aspect of any relationship. | True | False |
| 3) Coercion is a form of dating violence. | True | False |
| 4) Boundaries are unnecessary in healthy relationships. | True | False |
| 5) Both boys and girls can be victims of dating violence. | True | False |

Name: _____ 100

| Scenarios | Is the scenario an example of dating violence? |
|---|---|

| | | | |
|---|---|---|---|
| 1 | Checks partner's phone without permission | Yes | No |
| 2 | Holds partner's hand with affection | Yes | No |
| 3 | Repeatedly demands partner's social media passwords, claiming righ | Yes | No |
| 4 | R cepts partner's decision not to have physical | Yes | No |
| 5 | Co r must wear daily to school. | Yes | No |
| 6 | Sincerely co irstyle and overall look. | Yes | No |
| 7 | Uses threats of spreading ou t comply. | Yes | No |
| 8 | Shares feelings and listens to partner's wo out | Yes | No |
| 9 | Isolates partner from friends by insisting o companionship. | Yes | No |
| 10 | Likes and comments positively on partner's social media pict | | o |
| 11 | Guilt-trips partner for wanting to spend time with others. | Yes | No |
| 12 | Plans a surprise date, considering partner's likes and interests. | Yes | No |
| 13 | Persists in asking for intimate photos despite partner's refusal. | Yes | No |
| 14 | Encourages and attends partner's sports events as support. | Yes | No |
| 15 | Publicly ridicules partner's opinions during conversations with friends. | Yes | No |

PREVIEW

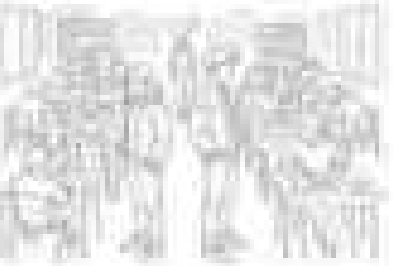
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Name: _____ 102

# The Emotional Impact of Relationships

## Heartstrings and Lessons

In the vibrant halls of Mapleview Middle School, Tim and Lena, both grade 8 students, were navigating the swirling emotions of young friendship and the cusp of something more. Amidst the excitement of new bonds, they also faced the challenges of misunderstandings and the disagreements that test the strength of any relationship.



Research indicates that adolescents experience a whirlwind of emotions during relationships, with 65% reporting increased happiness when they have a companion or partner. Yet, the end of relationships can also lead to an emotional downturn, affecting academic performance and personal well-being. Studies show that young people find it challenging to bounce back from relationship breakups, highlighting the critical need for emotional resilience.

Tim and Lena had a misunderstanding [illegible] to the argument. The fallout was a mix of sadness, frustration, and loneliness without the familiar comfort of each other's company. However, it was through this experience that both learned the importance of communication, empathy, and the strength found in forgiveness.

Teachers at Mapleview, like Mr. Smith, played a pivotal role in guiding students like Tim and Lena through these emotional landscapes. Incorporating lessons on emotional intelligence, the impact of relationships on mental health, and the value of resilience, Mr. Smith provided the tools necessary for students to navigate the highs and lows of relationships.

Tim and Lena's journey, filled with both joyous peaks and somber valleys, underscored the importance of understanding one's emotions, the value of communication, and the unyielding strength of emotional resilience. Their story is a testament to the fact that every relationship, regardless of its duration, offers invaluable lessons on love, life, and the growth of the human spirit.

PREVIEW

Name: _____ 103

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) 65% of teenagers feel happier in relationships. | True | False |
| 2) Emotional resilience doesn't impact academic performance. | True | False |
| 3) Communication can strengthen relationships. | True | False |
| 4) Every relationship lasts forever. | True | False |
| 5) Emotional intelligence is taught at Mapleview Middle School. | True | False |

## Questions

...wer the questions below.

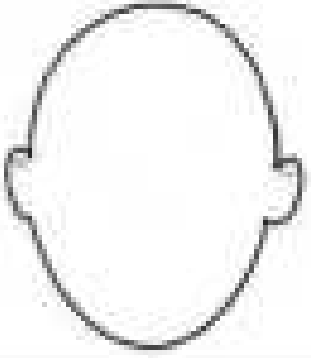
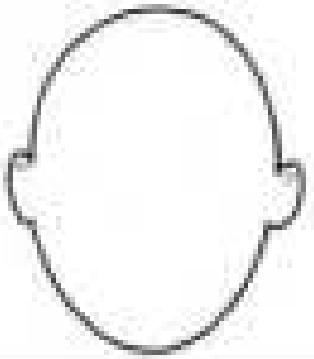
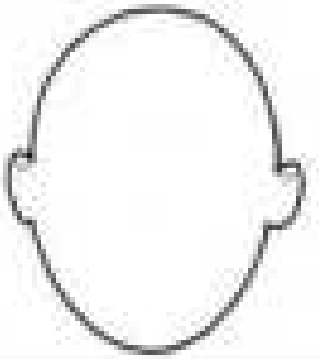
1) W... ...t about the emotional impact of relationships on teenagers?

2) How does the story illustrate the im... ...e of ... ...n in relationships?

PREVIEW

## Draw

Draw and label three emotions you may feel in relati... ...ips

Name: _____ 104

# Activity - Heart Strings: Emotions in Relationships

**Objective** — What are we learning about?

To help students understand the emotional impact of relationships by reflecting on feelings, experiences, and healthy ways of expressing emotions.

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

- H… (provided by the teacher)
- …
- Hol… puncher
- String or …
- Tape or cli… (if)



**Instructions** — How wi… …ity?

1. Distribute one or more heart-sha… to e… Explain that the heart represents emotions and experienc… relat…
2. Ask students to reflect on the topic and th… may feel in relationships, such as happiness, love, trust, … …derstanding.
3. On the heart card, students will write a short messag… …ay… …ng they have experienced, a lesson they learned, a healthy … … advice about handling emotions in relationships.
4. Encourage students to be honest and thoughtful in their responses … mind them to keep their answers appropriate and respectful.
5. After writing, students will decorate their heart cards if desired.
6. Using a hole puncher, students will make a hole at the top of their heart card.
7. Attach a piece of string or yarn through the hole and tie it securely.
8. Hang the heart cards on a string in the classroom to create a "Heart Gallery" that represents different emotions and lessons about relationships.
9. After displaying the hearts, invite students to walk around, read others' messages, and reflect on the different emotions and experiences shared.

PREVIEW

Name: _____ 1115

# Heart Strings: Emotions in Relationships



Name: _____ 108

# Unit Test – Human Development & Sexual Health

**Multiple Choice** /10

| | |
|---|---|
| 1. What defines personal boundaries?<br>a) Friends' advice<br>b) Family opinions<br>c) Values and beliefs<br>d) Social norms | 2. Which is NOT a barrier method of contraception?<br>a) Cervical cap<br>b) Diaphragms<br>c) Condoms<br>d) Birth control pill |
| 3. Best way to prevent STBBIs?<br>a) Using birth control<br>b) Using condoms<br>c) No precautions needed<br>d) Abstinence | 4. Which is **not** part of the FRIES principles related to consent?<br>a) Freely given<br>b) Reversible<br>c) Ignore<br>d) Enthusiastic |
| 5. What does non-binary mean?<br>a) Only male or female<br>b) Not exclusively male or female<br>c) Gender not important<br>d) Exclusive gender identity | 6. What percentage of shows/movies contain misinformation?<br>a) 10%<br>b) 40%<br>c) 60%<br>d) 80% |
| 7. In Canada, the minimum age of consent is...<br>a) 14<br>b) 16<br>c) 18<br>d) 21 | 8. Which is not a good source for health decisions?<br>a) Doctors/nurses<br>b) Family<br>c) Guidance counsellors<br>d) TV shows/movies |
| 9. How does a positive self-concept affect choices?<br>a) Encourages risky behaviour<br>b) No impact on choices<br>c) Leads to healthier decisions<br>d) Decreases self-esteem | 10. How do alcohol and drugs affect sexual decisions?<br>a) No effect on choices<br>b) Enhance decision-making<br>c) Impair judgment and decision-making<br>d) Improve clarity and focus |

PREVIEW

**Define** What do the terms below mean?

| Term | Definition – What does it mean? |
| --- | --- |
| Boundaries | |
| Consent | |
| Ab | |

**Short Answer** [illegible] below – Each question is worth 3 marks.

1) Why is consent crucial in [illegible]

2) How does peer pressure influence sexual decisions?

3) Why is understanding gender identities important?

PREVIEW