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:

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- ✓ A selection of worksheets included in each workbook.

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Google Slides Lessons Preview

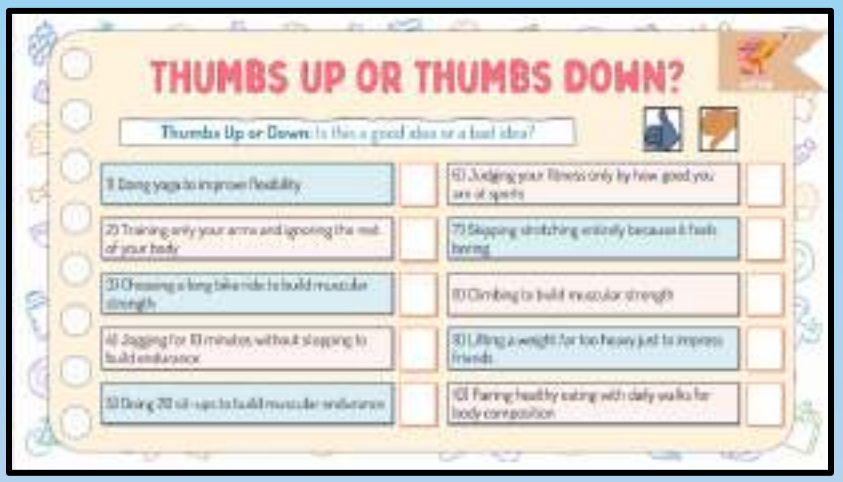
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BC Health Curriculum
Healthy & Active Living– Grade 8

3-Part Lesson Format

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



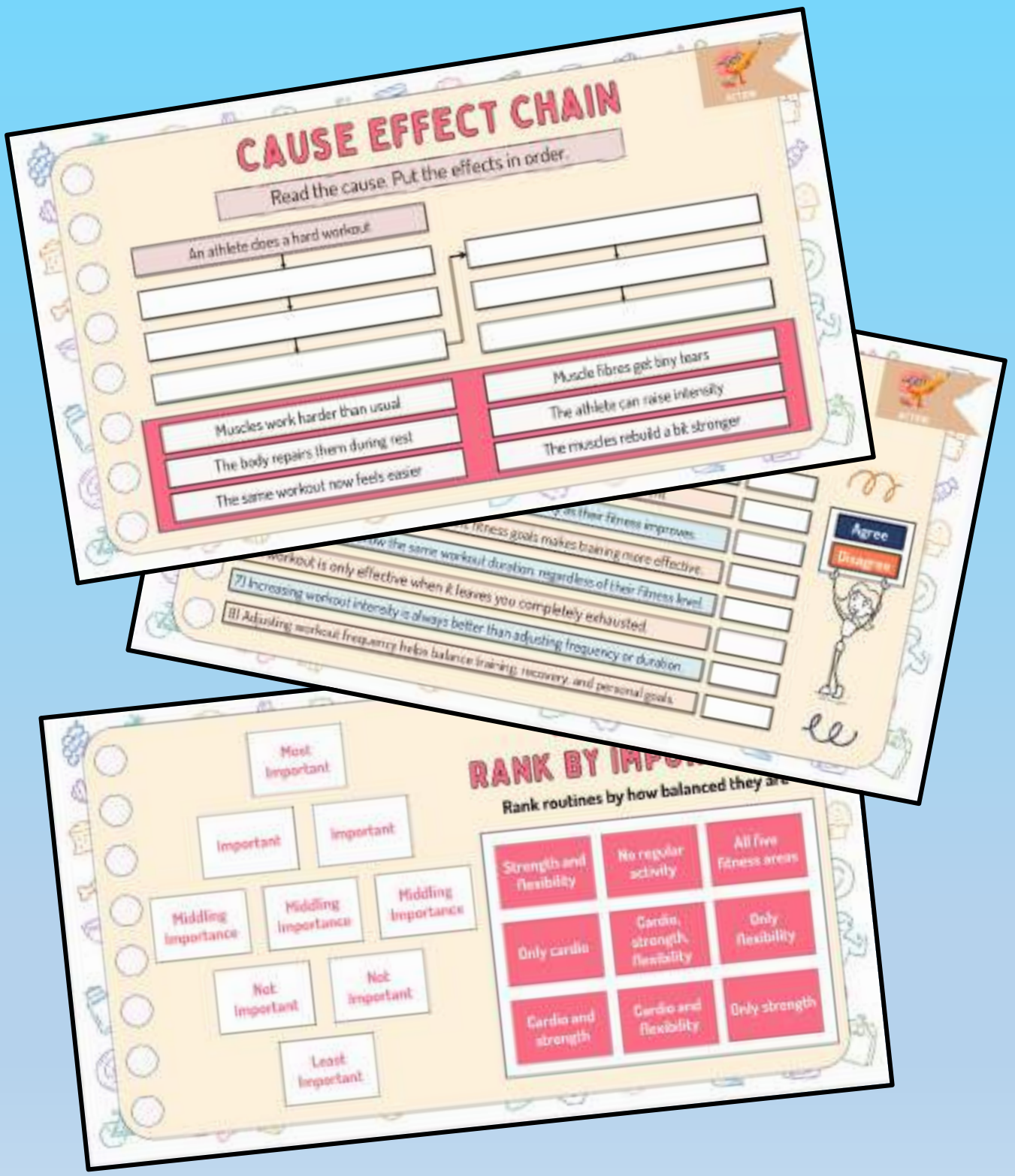


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

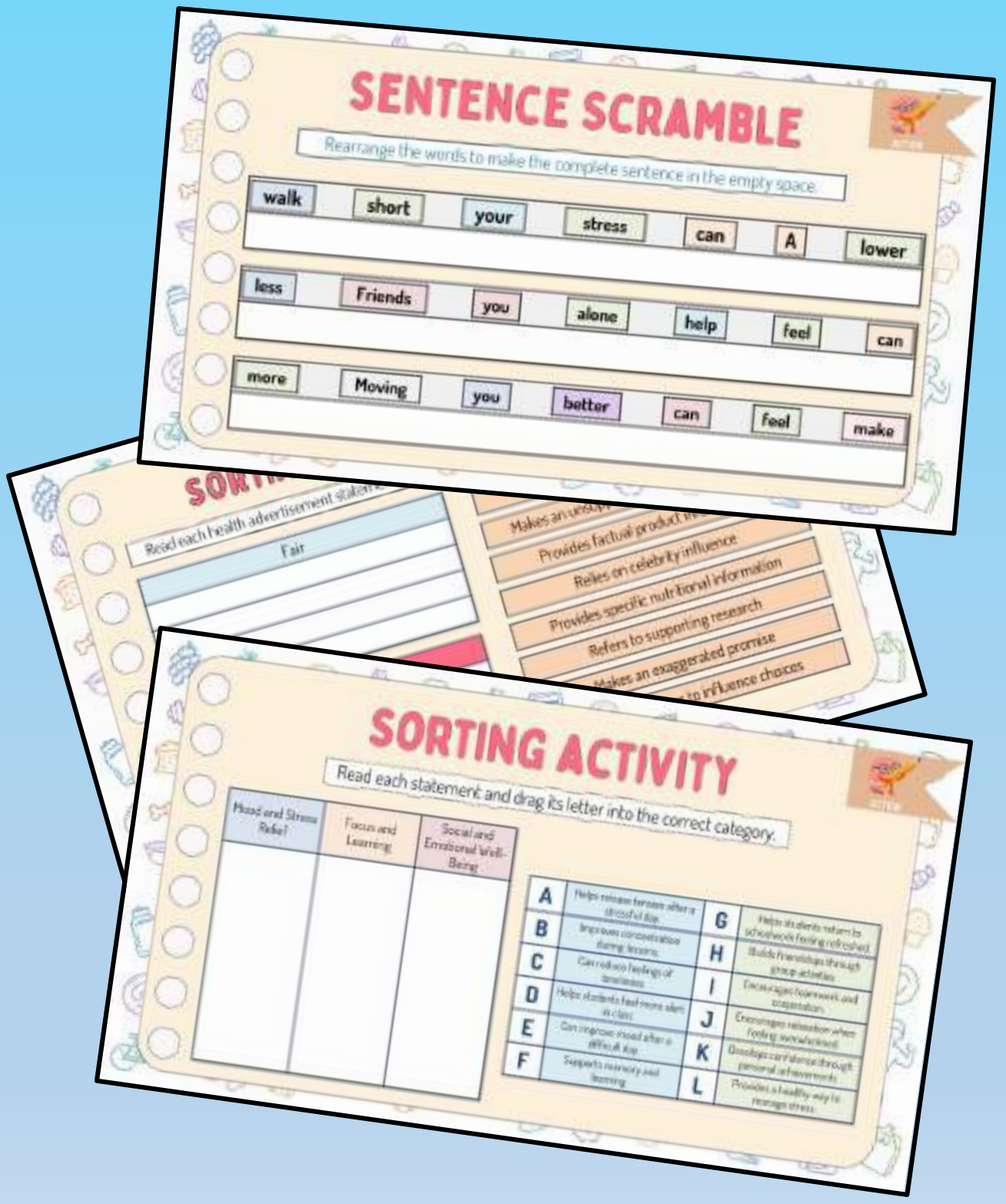
Part 3 – Consolidation!
- Exit Cards
- Quizzes
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BC Health Curriculum
Healthy & Active Living– Grade 8



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Healthy & Active Living– Grade 8



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BC Grade 8 – Health Unit

Healthy and Active Living

	Curricular Competencies - Elaborations	Pages
HAL8.1	Participate daily in physical activity designed to enhance and maintain health components of fitness ▪ Which health components of fitness are	6-35, 89-90
HAL	have on people?	3, 0
HAL8.3	Reflect on outcomes of personal healthy-living goals and assess strategies used ▪ How did the strategies you used to pursue your healthy-living goals influence the results?	49-92

Preview of 75 pages from this product that contains 123 pages total.

HEALTHY AND ACTIVE LIVING



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Curriculum Connection
HAL8.1

What Are the Components of Physical Fitness?

What Makes Up Physical Fitness?

To understand how to be physically healthy, it is important to learn the five components of physical fitness. These are the building blocks of a strong, active, and healthy body. Each part helps your body in different ways. Learning about these parts will help you choose the right activities to stay fit.



The Five K rts of Fitness

1) Cardi r Endurance
   Thi ur heart and lungs work during long
   lps your body take in and use
   o better like running, swimming, biking,
   and skippi or oving this. If you can jog
   for 10 mi ut sto at shows good endurance.
2) Muscular Stre
   Muscular strength is the m your muscles can use at once. This is needed when lifting h s. D ups, lifting weights, or climbing builds strength. Strong muscles help p ints and bones.
3) Muscular Endurance
   This is about how long your muscl keep w hout getting tired. It is different from strength. Instead of lifting som g hea , muscular endurance is about doing something like 20 sit-ups o for 3
4) Flexibility
   Flexibility means how much your joints and musc ve. S g and activities like yoga, dance, or gymnastics can help im exib d xibility can prevent injury and make movement easier.
5) Body Composition
   This is the amount of fat, muscle, bone, and water in your body. A he dy composition means having a good balance between fat and muscle. can be improved by eating healthy and staying active.

Examples of Activities and Their Fitness Component

Here is a list to help you remember:

- Jump rope – Cardiovascular endurance
- Push-ups – Muscular strength
- Plank hold – Muscular endurance
- Yoga – Flexibility
- Healthy eating + walking – Body composition

These components work together to keep you strong, active, and healthy. Being fit isn't just about sports—it's about how your whole body works.

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Curriculum Connection
HAL.8.1

True or False

Is the statement true or false?

1) Cardiovascular endurance helps your body use oxygen.	True	False
2) Doing yoga can help build strong muscles.	True	False
3) Muscular strength is tested by holding a plank.	True	False
4) Good flexibility can help prevent body injuries.	True	False
5) Body composition includes muscle, fat, bone, and water.	True	False

Question

Answer the questions below.

1) What does cardiovascular endurance help your body do?

2) Give two examples of activities that use muscular strength.

PREVIEW

Matching

Draw a line from the terms to their corresponding description.

Cardiovascular Endurance	Involves holding a position for a long time
Muscular Strength	Improved by stretching or doing yoga
Muscular Endurance	Running or swimming helps this
Flexibility	Push-ups or lifting weights help this
Body Composition	Balanced by healthy eating and exercise

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Curriculum Connection
HAL8.1

Fact or Fiction - "Fitness and Exercise Myths"

Objective

What are we learning about?

To help students identify common fitness and exercise myths and build critical thinking skills by analyzing each statement and learning the science behind physical activity.

Material

What will you need for the activity?

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



PREVIEW

Instructions

How will you complete the activity?

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

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Curriculum Connection
HAL 8.1

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Lifting weights makes you bulky.	Fact
2	You need to sweat to have a good workout.	Fiction
3	Ru[illegible] is the only way to build endurance.	Fiction
4	S[illegible] help prevent injuries.	Fact
5	[illegible]rcise b[illegible] mental health.	Fact
6	You m[illegible] eve[illegible] to be fit.	Fiction
7	Walking is a [illegible] of [illegible] exercise.	Fact
8	You can spot redu[illegible]ne	Fiction
9	Teens should avoid strength t[illegible]	Fiction
10	Exercise helps you sleep better.	Fact
11	Drinking water is important before and [illegible]	Fact
12	You have to join a gym to get fit.	Fiction
13	Yoga only helps with flexibility.	[illegible]tion
14	Exercise improves heart and lung function.	Fact
15	You can't get fit doing just 10 minutes a day.	Fiction
16	Playing sports can't count as exercise.	Fiction
17	Muscle weighs more than fat.	Fact
18	Exercise is only about losing weight.	Fiction
19	Kids and teens benefit from regular activity.	Fact
20	Only adults need to care about fitness.	Fiction

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Curriculum Connection
HAL 8.1

The FITT Principle in Everyday Life

Understanding the FITT Principle

The FITT Principle is a guide to help you plan your physical activity in a smart and healthy way. FITT stands for Frequency, Intensity, Type, and Time. When you use all four parts, you can build a routine that fits your goals, whether it's building strength, improving heart health or just getting more active. This method is used by athletes, trainers, and even beginners to make personal fitness plans that work.



What [illegible] Matters

1) Frequency – This is how often you do the activity. Most people should aim to be active at least 3 days a week. If you want to improve quickly, you may exercise more often.

2) Intensity – This is how hard you're working during the activity. It can be light, moderate, or vigorous. For example, walking is light activity, while sprinting is vigorous. Intensity is important because it affects how much you should be able to feel your heart rate go up when exercising.

3) Type – This is the kind of activity you choose. It could be running, swimming, dancing, lifting weights, or stretching. The type you choose should match your fitness goals. For example, to build muscle, do resistance training. For flexibility yoga or stretching.

4) Time – This is how long you do the activity. Most teens aim for at least 60 minutes of physical activity each day, but workouts can be shorter if they're more intense.

Example: Jogging with FITT

Let's say your goal is to improve your heart health:

- Frequency: 3 days per week
- Intensity: Moderate (you can talk but not sing)
- Type: Jogging or brisk walking
- Time: 20–30 minutes per session



Key FITT Reminders

- Exercise should match your fitness goals
- More time and higher intensity = faster results
- Mix different types for full body fitness
- Start slow and build up to avoid injury

PREVIEW

Name: _____ 11

Curriculum Connection
HAL.8.1

True or False

Is the statement true or false?

1) The "F" in FITT stands for Fitness.	True	False
2) Frequency means how often you exercise.	True	False
3) Intensity tells you what type of exercise to do.	True	False
4) Walking slowly is considered a vigorous activity.	True	False
5) Type means choosing the kind of activity you do.	True	False

Questions

Answer the questions below.

1) What does FITT stand for? Why does it matter?

2) What is the difference between moderate and vigorous activity? Give examples of both.

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with the appropriate answer

1) The T in FITT that stands for how long you exercise is _____.
2) To improve heart health, a good type of activity is _____.
3) When your heart rate goes up during exercise, that means you're increasing your _____.
4) The FITT principle helps people create a _____ fitness plan.
5) Starting slow and building up your routine helps prevent _____.

Jogging
Time
Personal
Injury
Intensity

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Curriculum Connection
HAL8.1

Activity - Build-Your-Own Fitness Circuit

Objective

What are we learning about?

Students will explore the five components of physical fitness by designing and completing their own bodyweight fitness circuit. They will connect each exercise to the type of fitness it builds (e.g., cardiovascular endurance or flexibility) and reflect on how movement supports personal health goals.

Materials

What will you need for the activity?

- Stopwatch
- Open space (classroom desks pushed aside, or outdoor
- Fitness Component Reference Chart (teacher provided)



Instructions

How will you complete the activity?

1) Start by reviewing the five components of physical fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
2) Brainstorm simple bodyweight exercises that target these components. Examples include jumping jacks (cardio), wall sit (muscular endurance), and toe touches (flexibility).
3) Choose 4 to 6 different exercises for your circuit. Try to include at least one that targets different components of fitness.
4) Write down the name of each exercise, how long or how many reps to do, and which component of fitness it helps improve.
5) Set up your circuit in your workout space. If you're working in partners, exchange circuits with a classmate and try each other's design.
6) Use a timer or count out loud to complete your circuit (e.g., 30 seconds per station, then rotate).
7) Take a short water break and write down how each exercise felt.
8) Return to your chart and double-check your fitness component labels.
9) Share your circuit with a small group and explain your reasoning behind each move.

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Curriculum Connection
HAL 8.1

Reference Fitness Components Reference Chart

Component of Fitness	What It Means	Examples of Exercises
Cardiovascular Endurance	How well your heart and lungs work to supply oxygen during activity	Jumping jacks, running, high knees, skipping rope
Muscular	uch force your an use at once	Push-ups, squats, lunges, overhead arm press
Muscular Endurance	How lon our mu can work witho ing tired	wall sits, bicycle step-ups
Flexibility	How far your muscles and joints can move comfortably	Toe touche stretches, yoga poses, arm circles
Body Composition	The mix of fat, muscle, bone, and water in your body	Improved by overall activity, healthy eating, regular movement

PREVIEW

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Curriculum Connection
HAL.8.1

Reference | Fitness Circuit Plan – Example

Instructions: Do each station for 30 seconds. Rest 15 seconds between stations. Repeat the whole circuit 2 times.

Station	Exercise	Reps/Time	Fitness Component
1	Jac[illegible]	30 seconds	Cardiovascular Endurance
2	Push-Ups	[illegible]eps	Muscular Strength
3	Plank Hold	30 seconds	[illegible]cul[illegible]durance
4	Toe Touches	30 seconds	Flexibility
5	Wall Sit	30 seconds	Muscular Endurance

PREVIEW

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Curriculum Connection
HAL 8.1

Reference | Extra Exercise Idea List

Fitness Component	Exercise
Cardiovascular Endurance	Jumping Jacks
	High Knees
	Mountain Climbers
Muscular Strength	Push-Ups
	Squats
	Lunges
Muscular Endurance	Wall Sit
	Plank Hold
	Sit-Ups
	Leg Raises
Flexibility	Arm Circles
	Toe Touches
	Butterfly Stretch
	Side Stretch
Muscular Strength + Endurance	Bear Crawl
Muscular Endurance + Coordination	Crab Walk

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Curriculum Connection
HAL.8.1

Reflection Answer the questions below.

1) Which exercise was the hardest for you and why?

2) Which [illegible]ent of fitness did you enjoy working on the most?

3) Did anything surp[illegible] [illegible] body felt after the circuit?

PREVIEW

Word Scramble Unscramble the words from th[illegible]nk

WORD BANK			
MUSCULAR	FITNESS	ENDURANCE	[illegible]RENGTH
COMPOSITION	EXERCISES	FLEXIBILITY	MOUNTAIN
MUSCLES	SQUATS	LUNGES	STRETCH

CANRDNEEU		SSUATQ	
CPTOSOMOINI		SULEMSC	
SNUGLE		TNMIAUON	

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Curriculum Connection
HAL 8.1

How Different Activities Impact Different Fitness Areas

How Activities Support Different Fitness Goals

Not all exercises help your body in the same way. Some help your heart and lungs, others build your muscles or make you more flexible. That's why doing many different activities is important for your health. To stay fit, you should include exercises that target all areas of physical fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition. This way, your whole body stays stronger and healthier.



What Fitness Area Each Activity Helps

Each activity works on one or more fitness components. Here is a breakdown of how different common activities support your body:

- Swimming: This activity works well for cardiovascular endurance because it makes your heart and lungs work hard. It also builds muscular endurance since you use many muscles over time.

- Soccer: Playing soccer improves cardiovascular endurance through constant running. It also helps with muscular endurance in your legs and improves coordination and agility.

- Pilates: This activity focuses on flexibility and muscular strength, especially in your core muscles (stomach and back). It can also improve posture and balance.

- Biking: Biking is great for cardiovascular endurance. It also helps build muscular endurance in your legs, especially during long rides or going up hills.

Matching Activities to Fitness Areas

Here is a simple list of examples that show which area each activity mostly helps:

- Cardiovascular Endurance: Swimming, biking, soccer
- Muscular Strength: Pilates, weightlifting, push-ups
- Muscular Endurance: Swimming, soccer, biking
- Flexibility: Pilates, yoga, stretching
- Body Composition: Any mix of cardio, strength, and healthy eating

If you only do one kind of activity, you may miss out on improving other important parts of your fitness. A balanced fitness routine includes cardio (like swimming or soccer), strength training (like Pilates or push-ups), and flexibility work (like stretching or yoga). That way, you build a stronger, healthier body in every way.

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Curriculum Connection
HAL8.1

True or False

Is the statement true or false?

1) Swimming helps build cardiovascular endurance.	True	False
2) Soccer does not help with muscular endurance.	True	False
3) Pilates is best for improving flexibility.	True	False
4) Biking only works on upper body muscles.	True	False
5) Flexibility exercises should be skipped in fitness plans.	True	False

Questions

Answer the questions below.

1) How does swimming help your muscles?

2) Describe an activity that benefits multiple fitness areas (muscular strength, flexibility, cardiovascular endurance, etc.).

PREVIEW

Word Search

Find the words in the wordsearch.

Support	Biking
Fitness	Muscular
activities	Strength
Swimming	Endurance
Soccer	Flexibility
Pilates	Composition

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

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Curriculum Connection
HAL 8.1

Physical Activity and Mental Health Benefits

How Movement Helps the Mind

Physical activity doesn't just make your body stronger—it also helps your mind. When you move your body, your brain releases chemicals that improve your mood and reduce stress. Being active outside or with friends can make you feel even bette These benefits can help you at school, at home, our everyday life.



What in

Whe re phys ve, your brain releases special chemicals called endorphins. These ar some "fe good" chemicals because they help you feel happy and calm. Your bo ses ne and serotonin, which help with sleep, memory, and mood.

Activities that make your fast nning, biking, or dancing—help your brain release more of these ts. d to do intense workouts. Just walking for 20–30 minutes a day n he etter.

Ways Activity Improves Mental Health

Being active affects your mental health in man ve w some key facts:

- Lowers stress by reducing stress hormones li
- Improves mood by increasing serotonin and endor
- Boosts confidence by helping you reach fitness goals
- Improves sleep, which helps your brain rest and focus
- Reduces symptoms of anxiety and depression
- Helps with focus and learning by improving brain function

Why Being Social and Outdoors Matters

Doing activities with others—like playing soccer with friends or going for a walk with family—can help you feel more connected and supported. Social activity can reduce feelings of loneliness or sadness.

Spending time outside also helps. Natural light helps your brain produce serotonin, which boosts your mood. Studies show that students who spend more time outdoors are often less stressed and more focused in class.

Physical activity is more than just exercise—it's a way to take care of your mental health, build stronger friendships, and feel better every day.

PREVIEW

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Curriculum Connection
HAL8.1

True or False

Is the statement true or false?

1) Physical activity only helps build muscles and bones.	True	False
2) Endorphins are chemicals that make you feel good.	True	False
3) Walking can help lower stress levels.	True	False
4) Jumping rope lowers stress and improves focus.	True	False
5) You should always exercise alone for best results.	True	False

Questions

Answer the questions below.

1) How does being active help reduce stress?

2) Why should physical activity be part of your daily life?

PREVIEW

Word Scramble

Unscramble the words from the word bank.

WORD BANK			
MOVEMENT	DOPAMINE	SYMPTOMS	SADNESS
PHYSICAL	SEROTONIN	DEPRESSION	EXERCISE
HEALTH	CHEMICALS	LONELINESS	ENDORPHINS

NOEINSLESL		MSTYMSPO	
DIEPRSEOSN		SMCLCEHIA	
RTOINESON		DPEOMANI	

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Curriculum Connection
HAL.8.1

Why Cardio Matters

Keeping Your Heart and Lungs Healthy
Cardio, also called aerobic activity, is any movement that makes your heart beat faster and your breathing quicker. This includes walking, running, biking, swimming, and dancing. These activities make your heart and lungs stronger so they can move oxygen through your body more easily.

When you do cardio regularly, your heart becomes better at pumping blood, and your lungs take in oxygen more efficiently. This means your muscles get the fuel they need during exercise and everyday activities. Cardio also lowers your risk of heart disease, helps control weight, improves sleep, and boosts your mood.



How Often Should You Do Cardio?
The Public Health Association of Canada recommends that youth aged 12 to 17 do at least 60 minutes of moderate to vigorous physical activity each day. This should include aerobic activity most days and vigorous activity at least 3 days per week. Moderate activities include brisk walking or bike riding. Vigorous ones include running or playing sports like soccer or basketball.

Using the FITT Principle for Cardio
The FITT Principle is a helpful way to plan your cardio routine. Here's how it works:

- Frequency: 5–7 days per week
- Intensity: Moderate to vigorous (you should feel your heart beating faster but still be able to talk)
- Time: At least 60 minutes a day
- Type: Choose aerobic activities like running, dancing, swimming, or biking

Health Facts to Remember
Here are some important things to keep in mind:

- Cardio improves the function of your heart and lungs
- Regular cardio reduces the risk of heart disease and stroke
- Aerobic activity improves brain health and reduces anxiety and depression
- You don't need a gym — even walking the dog or playing tag counts!

Staying active through cardio is one of the best ways to take care of your whole body — inside and out.

PREVIEW

Name: _____ 35

Curriculum Connection
HAL 8.1

True or False

Is the statement true or false?

1) What does cardio help improve in your body?	True	False
2) Aerobic activities lower your breathing rate.	True	False
3) Running is considered a type of aerobic exercise.	True	False
4) The FITT principle helps plan a cardio routine.	True	False
5) Swimming and dancing are examples of cardio.	True	False

Questions

Answer the questions below.

1) What cardio gular cardio important for your heart?

2) Using the FITT principle, ex h ld cardio to your life. Describe the type, frequency, intensity and tim

PREVIEW

Word Search

Find the words in the wordsearch.

Cardio	Disease
Movement	Frequency
Swimming	Intensity
Regularly	Depression
Efficiently	Aerobic
Muscle	Function

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

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Curriculum Connection
HAL 8.2

How Advertising Targets Youth

How Ads Try to Get Teens' Attention

Advertising is all around us—on YouTube, TikTok, video games, billboards, and even in schools. Many of these ads are created to target youth, especially when it comes to health-related products like energy drinks, fitness gear, or weight-loss programs. Companies use specific tricks to grab your attention and make their products look fun, cool, or even healthy.



Common Types of Ads for Teens

Companies use many strategies to get teens interested in their products. These include:

- Famous People: They feature athletes, celebrities, or influencers to make a product seem cool or trustworthy.
- Humour: Funny jokes or silly scenes make the ad memorable.
- Bright Colours: Bright colours attract the eye and create excitement.
- "Cool" Language: Words like "extreme," "level," or "boost" are used to make products sound exciting or powerful.
- Lifestyle Promises: Ads suggest that using the product will make you fit, cool, happy, or more confident.

Real Examples and What to Watch For

Let's look at how this works in real ads:

- Energy Drinks: These ads often show extreme sports and high-energy music. They promise more focus and strength. But many energy drinks have high caffeine and sugar, which can cause anxiety, sleep problems, or heart issues in teens.
- Fitness Gear: Ads for shoes or workout gear often show athletes doing amazing things. But owning the gear doesn't mean you'll suddenly perform like a pro.
- Weight-Loss Products: Some ads promise fast results with no effort. These can be harmful, especially for growing teens. Most of these claims aren't backed by real science.

Questions You Should Ask

To protect yourself from being misled, ask:

- Who is this ad really helping?
- Is the product actually healthy or just made to look that way?
- What does the company want me to believe or feel?
- Are there any real facts or science behind this?

Learning to spot these techniques helps you make smarter choices—not just for your health, but for how you spend your money and attention.

PREVIEW

Name: _____ 37

Curriculum Connection
HAL 8.2

True or False

Is the statement true or false?

1) Bright colours are used to catch your attention.	True	False
2) All energy drink ads are based on science.	True	False
3) "Extreme" and "boost" are examples of cool language.	True	False
4) Influencers help sell products to young people.	True	False
5) Teens should question what's being promised.	True	False

Questions

the questions below.

1) What are two ... rti...rs use to target teens?

2) Why is it important to questi... en...

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with the appro...

1) Ads often use _____ colours to grab your attention.
2) Many energy drinks contain high amounts of _____.
3) Companies use _____ people to make products seem cool.
4) Words like "boost" and "extreme" are examples of _____ language.
5) Teens should always _____ what ads are really promising.

Bright
Cool
Famous
Question
Caffeine

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False Promises in Fitness and Supplement Ads

The Truth Behind Fitness and Supplement Ads
Many fitness and supplement ads make promises that seem too good to be true. They say things like "build six-pack abs in 2 weeks" or "lose 10 pounds without changing your diet." These kinds of health claims are often misleading and believing them can lead to unhealthy choices or wasted money.



Why These Ads Can Be Harmful
Ads for fit roducts and supplements often use fake images, and they rarely show the full ucts are not backed by scie ed properly. In some cases, lemen e serious health issues if taken the w ith doctor's advice.

In Canada, the law s hat ts must be truthful and not misleading. However, companies so t arou by using vague language, like "may help support muscle growth" or luc

Common Red Flags in Ads
Here are some signs that an ad might m e telling utt

- Promises of fast results (like losing weight s)
- Words like "miracle," "guaranteed," or "effortl
- Before-and-after pictures that look too perfect
- No real evidence or scientific proof
- Fine print that tells a different story from the headline
- Testimonials from people who may not be real

Facts You Should Know
- No supplement can replace healthy eating and physical activity.
- Building real muscle takes time, effort, and proper nutrition.
- In Canada, all supplements should have a Natural Product Number (NPN) to show they are approved by Health Canada.
- Over 50% of fitness supplements advertised online do not have proper testing or regulation.

Learning to question fitness and supplement ads helps you make smart choices for your health. Just because something is sold in a store or shown in a flashy video doesn't mean it's safe or effective. Always read carefully, think critically, and ask questions before you believe what an ad promises.

PREVIEW

Name: _____ 39

Curriculum Connection
HAL.8.2

True or False

Is the statement true or false?

1) Some ads promise extreme weight loss with no effort.	True	False
2) Before-and-after photos are always real and honest.	True	False
3) Building real muscle takes time and proper nutrition.	True	False
4) Ads often use vague language like "may help."	True	False
5) Supplements must always be tested before being sold.	True	False

Questions

Answer the questions below.

1) What is one example of a false promise in an ad?

2) Why is it important to check for re

PREVIEW

Matching

Draw a line from the terms to their corresponding definition.

"Lose 10 pounds in 1 week!"	Might not be based on any real science
Fine print	Unrealistic and unhealthy promise
"Miracle results guaranteed!"	Often includes important hidden information
NPN number	A red flag that the claim is misleading
No effort needed	Shows it is approved by Health Canada

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Exit Cards

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

Name: _____ Mark

Is the statement true or false?

1) Reading ads carefully helps you make good choices.	T / F
2) Many ads promise results without hard work.	T / F
3) Famous people in ads always use the products.	T / F
4) Some supplements can cause health problems in teens.	T / F

Name: _____ Mark

Is the statement true or false?

1) Reading ads carefully helps you make good choices.	T / F
2) Many ads promise results without hard work.	T / F
3) Famous people in ads always use the products.	T / F
4) Some supplements can cause health problems in teens.	T / F

Name: _____ Mark

Is the statement true or false?

1) Reading ads carefully helps you make good choices.	T / F
2) Many ads promise results without hard work.	T / F
3) Famous people in ads always use the products.	T / F
4) Some supplements can cause health problems in teens.	T / F

Name: _____ Mark

Is the statement true or false?

1) Reading ads carefully helps you make good choices.	T / F
2) Many ads promise results without hard work.	T / F
3) Famous people in ads always use the products.	T / F
4) Some supplements can cause health problems in teens.	T / F

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Activity – Influencer Breakdown" Rating Sheet

Objective

What are we learning about?

Students will learn to think critically about health information shared on social media by rating influencer posts based on credibility, bias, and real health value. This activity helps build media literacy and encourages thoughtful decision-making.

Materials

What will you need for the activity?

- 3 printed or digital mock influencer posts (teacher-created or student-selected)
- Rating Sheet handout (with categories: credibility, bias, health value)
- Optional: sticky notes or highlighters for marking posts



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Instructions

How will you complete the activity?

1) Start by discussing how social media influencers share health tips, workout plans, or nutrition advice.
2) Review what the terms "credibility," "bias," and "health value" mean. Use simple language.
3) Hand out the mock influencer posts and the rating sheet to each student or group.
4) Read each post carefully. Look for signs that show whether the post is based on facts or just opinion.
5) Use the rating sheet to score each post from 1 to 5 in three categories: credibility, bias, and actual health value.
6) After scoring, explain your scores by writing notes about what you think about the post in terms of its credibility, bias, and health value.
7) As a class, talk about how the style of a post (filters, hashtags, looks, likes) can influence someone's opinion.
8) Fill out the reflection questions to think more deeply about how media affects our choices.

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Reference Mock Influencer Posts

#	Username	Image Description	Caption (Summary)	Source/Credibility Note
1	@Fit[illegible]Jade	Yoga on a beach	Claims 10 min of yoga daily boosts flexibility & reduces anxiety. No source provided.	No sources; anecdotal and vague claims
2	@DrNinaHea[illegible]	[illegible]	Suggests balanced meals for energy; references Canada's [illegible]Food Guide and [illegible]vides a link.	Strong source; evidence-based & science-supported
3	@RippedFastNow	Before/after body pics, heavily edited	Pr[illegible]s su[illegible]nt fo[illegible] re[illegible]says [illegible] neede[illegible]a produ[illegible]	Highly biased; promotional; not credible
4	@PlantPowerMia	Colourful smoothie bowl	Shares personal benefits of plant-based eating; emphasizes individual experience.	Lo[illegible]honest but [illegible]t science-based
5	@TeenFitTalks	Teens exercising in a school gym	States 20 mins of movement improves focus/stress; cites Canadian Society for Exercise Physiology.	High credibility; references research

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Rating Sheet | Influencer Post Rating Sheet

#	Username	Credibility (1 = not credible, 5 = very credible)	Bias (1 = very biased, 5 = not biased)	Health Value (1 = not helpful, 5 = very helpful)
1				
2				
3				
4				
5				

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Reference | Post Definitions Handout – Know What to Look For

Term	What It Means	What to Ask Yourself
Cr	How trustworthy and reliable the post is. A credible post ually uses real facts, expert es, or links to research.	Does this post use facts, science, or expert opinions?
Bias	When a post sh s only side or tries to push a opinion or product too Bias can hide the full truth.	Is st trying to sell or change my
Health Value	How helpful the information is for your physical or mental health. Good posts encourage smart, healthy choices.	Could this help someone live healthier or feel better?

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Reference | Media Literacy Anchor Chart

What to Look For	Why It Matters	Quick Tip
Source of Information	Posts with expert links or real facts are more trustworthy	Check for links to doctors, health orgs, or .gov
Pur se of t	Is it to inform, sell, or ntertain? This affects at's being shared	Be careful with "Buy this now!" or "DM me" claims
Bias or One-Sided Language	om s h pinion d ignor point view	Look for words like "only," "must," or "always"
Use of Evidence	Posts with research, studies, or data are stronger than opinions	ust tha how whe s
Emotional Language or Images	Posts that use fear, pressure, or flashy looks can trick people	Just because it looks good doesn't mean it is good
Health Impact	Will this post help someone be healthy or safe?	Ask: Would I recommend this to a friend?

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Reflection

Answer the questions below.

1) Which post did you trust the most and why?

2) Have you tried something from a post that wasn't really helpful?

3) What will you do differently next time you see a health post online?

PREVIEW

Word Search

Find the words in the wordsearch.

Credibility	Accuracy
Influencer	Behaviour
Awareness	Opinion
Evidence	Follower
Reliable	Pressure
Messages	Hashtag

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

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The Role of Social Media Influencers in Health Trends

How Influencers Shape Health Trends on Social Media
Social media influencers have a big impact on how teens think about health, fitness, and wellness. These influencers often share videos or posts about workouts, "clean eating," vitamins, or new wellness products. While some advice can be helpful, a lot of it is based on personal opinion, not real science. That's why it's important to look closely at what's being shared—and who is sharing it.



What Influ[illegible] Post and Why
Influence[illegible]rge followings on platforms like Tik[illegible]d YouTube. Many of them post[illegible]oing workouts, drinking protein[illegible]kes or[illegible] certain diet. Some talk about mental [illegible] ro[illegible] that promise to "boost energy [illegible]at fast

PREVIEW

What many teens don't k[illegible] a lar[illegible]r of these posts are sponsored. This means the influencer is getti[illegible]r r[illegible] products in exchange for promoting them. These promotions often do[illegible] incl[illegible]ese[illegible]or expert reviews. In fact, a 2022 Canadian survey found that over [illegible]eens [illegible]'ve tried something they saw on social media—even when it wasn't rec[illegible]mende[illegible]a do[illegible]r health expert.

Warning Signs to Watch For
Here are a few red flags that students should know wh[illegible]ng he[illegible]ntent online:

- Phrases like "detox," "miracle," or "instant results"
- Posts that don't mention any science or sources
- Influencers who only promote one brand
- Tips that seem too extreme or restrictive
- No mention of professional advice or guidance

Fact vs. Opinion
It's important to know the difference between personal experience and expert advice. For example, an influencer might say, "This drink gave me more energy," but that doesn't mean it will work for everyone—or that it's healthy. True health advice should come from doctors, registered dietitians, or licensed fitness professionals, not just someone with lots of followers.

By learning to think critically about influencer content, students can make better decisions about their health and avoid being misled by trends or false promises.

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True or False

Is the statement true or false?

1) Every health post on social media is science-based.	True	False
2) Some influencers get paid to promote products.	True	False
3) Teens are not affected by social media trends.	True	False
4) "Clean eating" is a common theme in influencer posts.	True	False
5) All sponsored posts clearly say they are sponsored.	True	False

Question

nswer the questions below.

1) Wha one ty uct influencers often promote?

2) What kind of experts shou lo h advice?

Visualizing

Draw what you were picturing while you were readin ure.

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Story: Health Trends That Have Gone Viral



Maya was a grade 8 student from Vancouver who loved scrolling through social media after school. One day, she noticed that all her favourite influencers were posting about a new health trend: a 3-day juice cleanse. They showed pictures of colourful bottles filled with green, orange, and pink juices. They claimed it helped "reset" their bodies and "flush out toxins." Curious and wanting to be healthy too, Maya convinced her parents to buy her a juice cleanse kit from a local store.

For the next three days, Maya drank only juice—no solid food. On the first day, she felt fine. But by day two, she was dizzy, tired, and couldn't concentrate at school. Her teacher, Mr. Daniels, noticed and asked if she was feeling okay. Maya told him about the cleanse. He gently explained that juice cleanses might look fun online, but they can have serious downsides, especially for growing teens.

Later that day, Maya did her own research. She learned that there is no scientific proof that juice cleanses remove toxins. In fact, her liver and kidneys already do that job naturally. Health Canada warns that teens need balanced meals every day, including proteins, carbs, healthy fats, and vitamins—not just juice.

She also found out about other viral health trends like the 10,000 steps challenge, which can be a helpful goal for staying active, and the "clean girl" aesthetic, where influencers promote perfect skin, light makeup, and green smoothies. These trends can sometimes make people feel like they're not good enough unless they look or act a certain way.

A 2022 study showed that 72% of Canadian teens said social media made them feel pressure to change their appearance or habits to fit in with trends. Maya realized that not everything online is healthy or meant for everyone.

By the end of the week, Maya was eating full meals again and shared a post of her own: "Not all trends are worth trying—your body deserves real care, not just what's popular." Her message got fewer likes, but her friends at school said it helped them think twice.

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Questions

Answer the questions below.

1) What health trend did Maya try? How did it go?

2) What d[illegible] body already use to remove toxins?

PREVIEW

Draw

Sketch a p[illegible]ning [illegible]e health claims.

True or False

Is the statement true or false?

1) Juice cleanses are proven to flush out toxins.	True	False
2) The liver and kidneys remove toxins naturally.	True	False
3) Maya felt more energetic each day of her cleanse.	True	False
4) Some health trends are not backed by science.	True	False
5) A juice cleanse includes eating high-protein foods.	True	False

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Activity - Habit Tracker Challenge

Objective

What are we learning about?

Students will choose one healthy habit they want to build and track it over the course of one week. Through this activity, students will build responsibility, observe their own behaviour, and evaluate what helped or got in the way of reaching their goal.

Materials

What will you need for the activity?

- Ha[illegible]acker [illegible] (7-day chart)
- Sticky no[illegible] for [illegible]ders)
- Space on the [illegible] to keep trackers visible



Instructions

How will you comple[illegible] activit[illegible]

1) Start by having a class discussion abou[illegible] hea[illegible] like stretching, drinking more water, eating fruit, or getting [illegible]
2) Ask each student to choose one simple healthy [illegible]y w[illegible]try every day for the next 7 days.
3) Give students the habit tracker chart, which includes each [illegible] and space to check off or rate their progress.
4) Have them write their habit at the top of the sheet (e.g., "I will d[illegible] bottles of water each day").
5) At the end of each day, students will record whether they completed the habit or how close they got.
6) Encourage them to write short notes if they missed a day (e.g., "Forgot my bottle" or "Was too tired").
7) Mid-week, remind students to reflect on how it's going—what's working and what's not.
8) At the end of 7 days, students complete the reflection worksheet to explore what supported their habit or got in the way.
9) Allow students to share successes or challenges in pairs or small groups.
10) Ask students to complete 3 related drawings to visually reflect on their week.

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Reference Example Habit Tracker – Teacher Model

Day	Did I complete my habit today? (✓ / ✗)	Notes (Why or why not?)
Mo	✓	Filled my bottle twice during school
Tuesday	✓	Drank extra at recess and lunch
Wednesday		rgot to bring my water bottle
Thursday	✓	t a s my desk as a remin
Friday	✓	Stayed on trac ed a friend to
Saturday	✗	Was out all day and didn't think about it
Sunday	✓	Planned ahead and drank water with each meal

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Reference | Healthy Habit Idea List

Category	Habit Ideas
Physi lth	- Stretch for 5 minutes every morning - Do 20 jumping jacks each day - Walk for 15 minutes after school Eat one fruit or vegetable with lunch D 5–8 cups of water a day
Mental Health	- ositive thing about your day 3 dee s when feeling stressed - Put your way inutes before bed - Say something kin ours h morning - - Keep a short gratit
Sleep & Routine	- Go to bed at the same tim ni - Make your bed each morning - Avoid screens 30 minutes before sleep - Pack your school bag the night before
Kindness & Social	- Give one compliment a day - Help a friend or family member - Check in with someone you haven't talked to in a while - Smile at someone new

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Reference | Midweek Check-In – How's Your Habit Going?

Question	Student Response
1. How many days have you completed your hab[illegible] far?	☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
2. What has h[illegible] rem[illegible] stay motivated?	
3. What has made it hard to complete your habit?	
4. What is one thing you can try for the rest of the week to help succeed?	
5. How proud are you of your effort so far? (1 = not proud, 5 = very proud)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

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Reference | Habit Tracker Template – 7 Days

Habit Goal: _____

(Example: I will drink 3 bottles of water each day)

Day	Did I complete my habit today? (✓ / X)	Notes (Why or why not?)
Mond		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

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Reference | Motivation Badges or Stickers – Ideas List

Badge Name	What It Celebrates	Sticker Message
Habit Hero	Completed their habit all 7 days	⭐ "Habit Hero – 7/7 Days Strong!"
Midw Warrior	Stayed motivated through the middle of the week	🛡️ "Midweek Warrior – You Didn't Quit!"
e Back	Missed a day but got back on track	🌟 "Bounce Back Star – You Kept Going!"
Kind Reminde	classmate rack	💬 "Kind Reminder – Thanks for Helping!"
Goal Getter	t a ean	🎯 "Goal Getter – You Chose Well!"
Weekend Winner	Comple eir ha on Saturday a Sunday	Weekend Winner – ed Strong!"
Most Reflective	Gave thoughtful answers on the reflection worksheet	efl Thi ker – Gr
Creative Tracker	Designed or decorated their tracker in a unique way	🎨 "Creativ racker – Looks Amazing!"
Healthy Choice Champ	Picked a habit that supported mental or physical health	🍎 "Healthy Choice – Proud of You!"
Consistency King/Queen	Showed consistent effort every day, even without perfection	👑 "Consistency Counts – You Rocked It!"

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Reflection Answer the questions below.

1) What habit did you choose to track?

2) What did you learn about your routines or choices?

3) Draw a poste[illegible]emin[illegible]e to stick with a healthy habit.

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Rubric – Habit Tracker Challenge

Criteria	1 – Needs Improvement	2 – Developing	3 – Proficient	4 – Excellent
Habit Goal Clarity	Goal is unclear or missing	Goal is vague or unrealistic	Goal is clear and realistic	Goal is specific, realistic, and personally meaningful
Tracking Consistency	Few days completed; little effort	Tracked some days; effort shown inconsistently	Most days tracked; shows responsibility	All or nearly all days tracked with thoughtful effort
Reflection Quality	Answers are incomplete or off-topic	Some questions answered; lacks detail	Most questions answered with basic insight	All questions thoughtfully answered with reflection and self-awareness
Participation and Commitment	Needed reminders often; showed little motivation	Some engagement; needed prompting	Completed the task with good effort	Fully committed, self-motivated, and consistently responsible

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Teacher Comments

Mark

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

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Blog Post: Nutrition Claims That Confuse Us

By: Avery Chen | Posted June 4, 2025 5-*minute read*

Have you ever picked up a snack because it said "low-fat" or "natural" on the label? You're not alone! These words are used all the time to make foods look healthier than they really are. But here's the truth: not all "healthy" labels mean what you think.
Let's break down a few popular claims:

- "Low-Fat": This sounds great, but low-fat foods often have more sugar to make up for the fla… 2016 Harvard study found that some low-fat yogurts have as much sugar… olate bar!
- "Na… le think "natural" means the product is free from chemicals or p… gre… Canada, though, there is no strict rule for using the word "na…" on p… product can still contain preservatives or added sugars and still be cal…
- "Sugar-Free… esn't … n healthy either. Sugar-free items often use artificial sweete… whi… link to stomach issues or cravings for more sweets. Also, "sugar f… n't me… rie-free.

The problem is that food com… wan… cts to sell. They use advertising tricks to make something sound h… althi… colours, smiling people, and bold claims are all part of marketing. I… 2021 … youth survey showed that 78% of students believe a product is hea… ier whe… s a … fat" or "organic" label—even without checking the ingredients.

So, what should you do? Always check the nutrition … dients list. Look at how much sugar, fat, and sodium are really in … ust b… something looks healthy doesn't mean it is.

By Avery Chen

Comments:



Jayden92 – June 4, 2025

I totally agree! I used to buy "natural" granola bars, but they had corn syrup and three kinds of sugar! Thanks for this reminder.

Like Reply 7h ago



SmoothieFan – June 4, 2025

I disagree a bit. Some "sugar-free" options help people cut sugar, especially those with diabetes. According to Diabetes Canada, artificial sweeteners can be useful when used correctly. Just read carefully!

Like Reply 5h ago

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Multiple Choice

Circle the correct answer based on the article.

1) What is often added to low-fat foods?

a) Extra protein b) Extra sugar c) Extra fibre

2) What does the word "natural" often not mean?

a) Free from chemicals b) Grown outdoors c) Contains only water

3) What [illegible]-free" products still include?

a) Su[illegible] b) Artificial sweeteners c) Extra fruit

4) What does [illegible] to [illegible]t on food labels?

a) Sugar and iron [illegible] [illegible]and fructose c) Sugar, salt and fat

5) What should students re[illegible]ake [illegible]hoices?

a) The logo b) The nutri[illegible]s lab[illegible] c) The front picture

PREVIEW

Questions

Answer the questions below

1) What is one reason low-fat foods might not be h[illegible]

2) Why do food companies use terms like "natural"?

3) Are sugar-free foods always healthy options? Explain.

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Exit Cards

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

Name: _____ Mark

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

1) A "healthy" look doesn't mean healthy content.	T / F
2) All granola bars are free from added sugar.	T / F
3) Ingredients lists show what's really in your food.	T / F
4) Food ads can make us think emotionally.	T / F

Name: _____ Mark

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

1) A "healthy" look doesn't mean healthy content.	T / F
2) All granola bars are free from added sugar.	T / F
3) Ingredients lists show what's really in your food.	T / F
4) Food ads can make us think emotionally.	T / F

Name: _____ Mark

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

1) A "healthy" look doesn't mean healthy content.	T / F
2) All granola bars are free from added sugar.	T / F
3) Ingredients lists show what's really in your food.	T / F
4) Food ads can make us think emotionally.	T / F

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Role Play: Health Claims in the Real World

Objective — What are we learning about?

Students will explore how media and advertising influence health behaviours by acting out scenarios involving questionable health claims. Each group will respond in differen ways—some students will believe the claim, others will question it, and some will t evidence.

Mate — W ou need for the activity?

- Scenario ca sam laims
- Paper and penci
- Optional props (like les, phones, posters)



Instructions — How will you complete the act

1) Start by discussing examples of health claims or social , ads, or websites.
2) Break students into small groups of 4–5.
3) Give each group a scenario card that includes a fictional b health claim (e.g., "This tea burns belly fat fast!").
4) Ask groups to plan a short skit where different characters react differently to the claim—one believes it, one questions it, one looks for facts, and one might promote it.
5) Have them write a short script or rehearse their lines informally.
6) Give groups 15–20 minutes to plan and rehearse.
7) Have each group perform their scene in front of the class.
8) After each performance, briefly discuss whether the health claim was trustworthy or misleading.
9) Hand out the reflection sheet so students can think more about how media affects choices.
10) Complete the drawing prompts to express their understanding visually.

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Scripts | Scenarios

Scenario	Description
The 5-Day Abs Ch[illegible]ge	A student finds a viral TikTok video that promises visible six-pack abs in just five days using a quick 3-minute workout. They get excited and encourage others to try it too. Some classmates are unsure and start asking if it's even possible to change your body that fast. The group talks through how fitness results really happen and what realistic goals look like.
Magic Detox Tea	An [illegible]gram influencer with thousands of followers pr[illegible]detox tea, saying it will clean out your body, h[illegible]eight, and give you glowing skin—fast. [illegible]udent[illegible]to order it, thinking it's natural and [illegible]oth[illegible]uestions what "detox" means and che[illegible]for[illegible]ide effects. The group compares[illegible]e ad s[illegible]sus what science supports.
The Miracle Supplement	A student sees an ad f[illegible]a[illegible]bu[illegible]plement that says you don't even n[illegible]rk o[illegible]et stronger. It promises "real results in on[illegible]k." [illegible] believes it's a shortcut, while others r[illegible] it's not approved by Health Canada. T[illegible]sses how to spot red flags and understand what[illegible]s need real evidence.
No-Sweat Weight Loss	A flashy pop-up ad promises that a belt you wear while sitting will melt away fat—no effort needed. One student is amazed and wants to try it. Others doubt it and decide to look up product reviews and expert opinions. They learn about how real fitness requires time and effort and talk about how to tell when a product is a scam.

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Scripts | Scenarios

Celebrity Advice	A famous pop star shares their daily health routine online, which includes skipping breakfast and taking expensive supplements with no explanation. One student sees it and wants to do the same to "look like them." Others push back, explaining that celebrities aren't trained health experts. The group talks about why following trends without facts can be risky.
oothie Superp	A colourful, trendy ad shows a $15 smoothie that claims to instantly boost memory, energy, and happiness. One student says it works for them, while another asks how a dri can possibly do all that. They check the ingredients an ze it's just fruit and sugar. They explore how ads ting words and images to sell average
Fake Doctor on YouTube	be Max" posts a video saying vac es a that people should take his herbal pi ad. So dents are worried and begin to qu ion vac safe hers check into the speaker's backgr d re 't a real doctor. The group talks ab rif how to tell if someone online is credi
Before & After Trap	A social media post shows dra ic b body pictures from someone claimin an gives results in only 7 days. One stude is sed and ready to pay for it. Another points out that mages might be edited or staged. The group discusses how photos and filters can mislead people and make false claims seem real.
Peer Pressure Push	A student brings "fitness gummies" to school and says they boost energy and make you run faster. Some friends start taking them without knowing what's in them. One student refuses and says it's important to ask a trusted adult first. The group discusses how peer pressure can affect decisions and how to respond safely when something feels off.

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Two Stars And A Wish

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

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

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Rubric – Health Claims in the Real World

Criteria	1 – Needs Improvement	2 – Developing	3 – Proficient	4 – Excellent
Understanding of the Health Claim	The claim is unclear or not explained	The claim is mentioned but not fully explained	The claim is clear and somewhat believable	The claim is clearly explained, realistic, and relevant
Critic… Thin…	No questioning …valuation of …laim	Some questioning, but weak analysis	Clear analysis of the claim, includes some evidence	Strong evaluation using examples, facts, or research-based reasoning
Response Variety in Role Play	…p give… …ne t… or … (e.g., …	…different …tives ar…	At least three different responses are shown (e.g., belief, doubt, …ct-checking)	All four perspectives are shown and balanced (belief, skepticism, research, peer influence)
Group Collaboration and Presentation	Limited participation; unclear or disorganised delivery	…me collaborati… basic effor… presentation	…d …roup tean… most… …y	All members contribute equally; performance is …nfident, clear, …d engaging

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Teacher Comments	Mark

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

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Diet Culture and Its Influence

How Diet Culture Affects What We Think and Do

Diet culture is the belief that being thin is better, healthier, or more beautiful than other body types. It often teaches people to fear weight gain, eat less, or feel guilty about certain foods. This kind of messaging shows up almost everywhere—on social media, in a[illegible] in movies, and even in conversations at school[illegible]e. It can have a big impact on how teens fe[illegible]emselves and how they make choice[illegible]xercise.



Where W[illegible] See D[illegible]

Many people [illegible] to di[illegible]e without even realizing it. A lot of the messages we hear or see s[illegible]mal, [illegible] still be harmful. For example:

- TikTok videos that p[illegible]at I ea[illegible]day" from influencers
- Ads that show only thi[illegible]s "fi[illegible]y"
- Movie characters who are [illegible]d o[illegible]being heavier
- Social media filters that make peop[illegible]hinne[illegible]ore "perfect"

Even phrases like "You look great—have [illegible]u lost w[illegible]t" o[illegible]ed to burn off that pizza" can send the message that thinness is th[illegible]and e[illegible]mething to feel bad about.

What Diet Culture Can Do

These kinds of messages can cause stress and low confiden[illegible] 202[illegible] found that 61% of teens said they feel pressure to look a certain wa[illegible] they see online. Diet culture can lead to things like disordered eating, po[illegible]esteem, and fear of food.

What Students Should Know

To think critically about diet culture, students should learn to question these ideas:

- All bodies are different and can be healthy at many sizes
- Food is fuel, not something to feel guilty about
- Health includes mental and emotional wellness—not just appearance
- It's okay to enjoy food without "earning" it through exercise

Understanding diet culture helps students make choices based on health and self-respect, not pressure or fear. Learning to spot these messages is the first step toward a healthier mindset.

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True or False

Is the statement true or false?

1) Diet culture teaches that being thin is best.	True	False
2) Only health experts talk about food on TikTok.	True	False
3) Movies never show characters being judged by size.	True	False
4) Comparing body types online can cause stress.	True	False
5) Diet culture is never found in ads.	True	False

Questions

Answer the questions below.

1) What does diet culture teach people about thinness?

2) How can characters in media show [illegible]?

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Visualizing

Draw what you were picturing while reading and write a drawing.

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Why Goals Sometimes Fail

Why Some Health Goals Don't Work Out

Setting health goals—like eating better, exercising more, or getting more sleep—can be a great way to stay healthy. But sometimes, even with the best intentions, people stop working on their goals. This is common, and it doesn't mean someone failed. It means something in the plan didn't work, and it's time to learn from it.



Common Reasons Goals Fail

There are many reasons why health goals don't last. Here are some of the most common ones:

- Unrealistic Expectations: Setting a goal like "run 5 km every day" can feel too big and too hard to start. When goals are too challenging, people can feel disappointed and give up.
- Boredom: Doing the same thing over and over—like the same lunch every day can get boring. When things aren't fun or interesting, it's easy to stop.
- Lack of Support: Trying to reach a goal alone can be tough. Having family, friends, or even a teacher to check in with helps you stay on track.
- Stress and Life Changes: School, sports, family, and other things can affect your ability to focus on a goal. According to a 2021 survey, over 40% of Canadian students said stress made it harder to keep healthy habits.
- No Plan or Tracking: If you don't have a clear step-by-step plan or track your progress, it's easy to forget or lose motivation.

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Tips to Improve Your Success

To make goals more successful, students should try:

- Setting realistic and specific goals
- Tracking progress (apps, journals, or checklists)
- Changing things up to avoid boredom
- Asking for help or support from others
- Taking time to reflect on what's working and what's not

Everyone struggles with goals sometimes. What matters most is learning from what went wrong and trying again with new strategies. That's how long-term success is built.

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True or False

Is the statement true or false?

1) Setting unrealistic goals can lead to giving up.	True	False
2) Doing the same thing every day boosts motivation.	True	False
3) Having support helps people stick to health goals.	True	False
4) Boredom is a common reason people stop a routine.	True	False
5) Changing routines can help keep things interesting.	True	False

Questions

Answer the questions below.

1) What is one reason health goals often fail?

2) Why is it important to set realistic

PREVIEW

Word Search

Find the words in the wordsearch.

Intention	Success
Expectation	Motivation
Boredom	Goal
Stress	Disappointed
Tracking	Unrealistic
Survey	Challenging

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

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Exit Cards

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

Name: _____ Mark

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

1) Over [illegible] students say stress [illegible] habits.	T / F
2) G[illegible] should [illegible] be big and challen[illegible]	T / F
3) Tracking your [illegible] help you stay focused.	T / F
4) A clear plan makes a goal easier to reach.	T / F

Name: _____ Mark

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

1) Over 60% of students say stress affects their habits.	T / F
2) Goals should always be big and challenging.	T / F
3) Tracking your progress can help you stay focused.	T / F
4) A clear plan makes a goal easier to reach.	T / F

Name: _____ Mark

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

1) Over 60% of students say stress affects their habits.	T / F
2) Goals should always be big and challenging.	T / F
3) Tracking your progress can help you stay focused.	T / F
4) A clear plan makes a goal easier to reach.	T / F

Name: _____ Mark

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

1) Over 60% of students say stress affects their habits.	T / F
2) Goals should always be big and challenging.	T / F
3) Tracking your progress can help you stay focused.	T / F
4) A clear plan makes a goal easier to reach.	T / F

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When Health Goals Change

Learning to Adjust Your Health Goals

Health goals can help us stay focused, build better habits, and take care of our minds and bodies. But sometimes, a goal we set might not fit our life anymore. Maybe we get sick, feel overwhelmed, or discover that a different activity w better for us. It's important to understan hanging a goal doesn't mean giving u aking a smart choice base s at that time.



Why Goals Ch

Health goals c f man . Some are out of our control, and others come from learning mo ut o mon reasons include:

- Injury or illness
- Lack of time or energy
- Mental health challenges
- New interests or priorities
- The original goal was too hard or t asy

For example, if someone planned to run every ut s stressed or tired, they might switch to walking and stretching inste suppo ir health while being more realistic and kinder to their body.

What to Do When You Adjust a Goal

Changing your goal should include thinking about what's working ot. Reflection helps you make changes that keep you moving forward.

Here are steps to follow:

1) Notice how you feel – Are you more tired, bored, or stressed?
2) Ask what's realistic now – What fits your current schedule or needs?
3) Keep the main goal in mind – Maybe the goal changes, but the reason behind it stays the same (like staying active).
4) Be proud of your decision – It takes strength to adjust instead of quit.
5) Track your new goal – Keep writing or checking your progress to stay motivated.

A 2022 Canadian youth survey showed that over 65% of students changed a health goal during the year—and most felt better for doing so. Being flexible helps you build habits that last, even when life gets busy or stressful.

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Questions

Answer the questions below.

1) Why would you set a health goal? Give an example.

2) What might make you change your goal?

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Cloze Test

Fill the blanks with correct words from the word bank.

Sometimes people need to _____ health goals. Life changes, like school or _____ affect how we feel and what we need. It's okay to switch from running if it helps your _____ health. Being _____ with goals shows maturity. Using _____ helps you plan better next time.

Stress
Mental
Reflection
[illegible]
Flexible

True or False

Is the statement true or false?

1) Health goals should never be changed.	True	False
2) Mental health can be a reason to adjust goals.	True	False
3) Walking instead of running can still be healthy.	True	False
4) Changing a goal shows self-awareness.	True	False
5) It's better to quit than change a goal.	True	False

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Role Play: Sticking With a Goal

Objective

What are we learning about?

Students will explore the challenges of maintaining healthy-living goals through short role plays. They will act out common obstacles (like forgetting, lack of time, or loss of motivation) and show how someone could adjust their strategy to stay on track.

Materials

What will you need for the activity?

- Scenario cards (one with a different challenge to a health goal)
- Paper and pencils for planning and writing scripts)
- Simple props (optional – water bottle, phone, or calendar)



Instructions

How will you complete the activity?

1) Begin by talking about what a healthy-living goal (drinking water, exercising regularly, or eating less sugar).
2) Divide the class into small groups of 3–5 students.
3) Give each group a scenario card with a challenge (e.g., "They keep forgetting to stretch every day," or "They don't feel like walking anymore.").
4) Ask each group to create a short role play showing the person trying to follow their health goal but facing a problem.
5) Next, the group should show how the person finds a way to adjust—like setting reminders, getting a friend to join, or picking a different time.
6) Give students 15–20 minutes to write and rehearse their skit.
7) Have each group perform their role play in front of the class.
8) After each skit, pause and ask the audience to name the barrier and the strategy used to overcome it.
9) Once all groups have presented, hand out the reflection worksheet.
10) Students complete the reflection questions and drawing prompts individually.

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Scripts | Scenarios

Scenario	Description
For[illegible]t Again!	A student sets a goal to stretch every morning to feel more awake and flexible, but they keep forgetting after getting out of bed. They feel disappointed by the end of the day. A classmate suggests setting phone alarms or leaving a yoga mat near the bed as a visual reminder. They try this and start remembering more often.
Fast Food Temptation	[illegible]vants to eat healthier lunches to feel better [illegible]day, but their group of friends always [illegible]oses[illegible]od restaurants. One friend [illegible]sur[illegible]oin, while another offers [illegible]por[illegible]y learn to bring healthier food f[illegible]ne or[illegible]better choices on the menu w[illegible]out givi[illegible]p so[illegible]ime.
TV vs. Walk	A student promises t[illegible]s the[illegible]alk for 20 minutes after school to h[illegible]fit[illegible] every day they end up on the cou[illegible] They begin feeling frustrated and[illegible]. A friend suggests setting a regular walk[illegible]and watching shows as a reward afterward. They test this idea and begin making it work.
Where's My Water Bottle?	A student has a goal to drink more water during the day but constantly forgets their water bottle at home. They notice they feel tired and have headaches more often. After a conversation with a peer who never forgets their bottle, they decide to keep a spare at school and add a sticky note to their backpack.

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Scripts | Scenarios

Bored with Yoga	A student wants to do yoga three times a week for stress relief but quickly becomes bored with the routine. They skip sessions and feel guilty. After sharing their experience, someone suggests trying new videos or switching to dance stretching or outdoor movement. They make changes and regain interest in the goal.
La[illegible] Mon[illegible]	A student is trying to stop eating sugary snacks before bed to sleep better, but they keep sneaking into the kitchen for cookies. They know it's not he[illegible]ng but feel stuck in the habit. After a parent and fr[illegible]lk with them, they try prepping healthier [illegible]er in the day and putting a reminder on [illegible]
Can't Put the Phone Down	[illegible]se [illegible]eep by 10:00 p.m. to feel more rested, b[illegible]eep[illegible]ling on their phone in bed. They wa[illegible]tired a[illegible]k. A friend tells them about sleep timer[illegible]and a[illegible]t starts a "no devices after 9" [illegible]owl[illegible]tarts to feel better and notices [illegible]
Gym's Not for Me	A student wants to become [illegible]act[illegible] overall health, but they really dislik[illegible]d the gym. They feel discouraged an[illegible]. After talking to others, they try differen[illegible]ities like walking their dog, learning TikTok dances, or biking alone. They realize staying active doesn't have to look the same for everyone.
Missed a Day, Should I Quit?	A student starts journaling to help with stress and reflection but misses a few days and feels like quitting altogether. They feel like they've failed. A classmate shares that it's okay to take breaks and that starting again is part of growth. The student decides to adjust their goal to a few times a week instead of every day.

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



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Rubric – Sticking With a Goal

Criteria	1 – Needs Improvement	2 – Okay	3 – Good	4 – Excellent
Goal Clarity	Goal is unclear or missing	Goal is somewhat clear but lacks detail	Goal is clear and relevant	Goal is clearly stated, specific, and strongly tied to healthy living
Challe… Ident…	Challenge is …e or …ic	Challenge is present but underdeveloped	Challenge is clearly explained and relatable	Challenge is realistic, specific, and well connected to the goal
Strategy to Overcome	…gy o… …ated …egy	Strategy is …ent but not …rly …d	Strategy is reasonable and fits the challenge	Strategy is thoughtful, creative, and strongly supports the goal
Team Participation	Minimal g… work; not all members are involved	…coll… b… pa…pation	All members …articipate …show …eam…	Teamwork is excellent; roles are clear and equally shared
Presentation & Engagement	Difficult to hear or follow; little effort shown	Somewha… clear, basic… effort, limited engagement	C… …an…	Highly engaging, …fident, and well-…repared …esen…tation

PREVIEW

Teacher Comments

_____

_____

_____

_____

Mark

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

_____

_____

_____

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Activity – "Plan B: What If?" Strategy Worksheet

Objective

What are we learning about?

Students will choose one healthy-living goal and brainstorm possible challenges that might get in the way of reaching it. For each challenge, they will create a "Plan B" strategy. This helps students practice problem-solving, adaptability, and reflection—important skills for sticking with health goals in real life.

PREVIEW

Materials

What you need for the activity?

- "Plan B: What If?" worksheet
- Brainstorming [illegible] (optional)
- Chart paper or [illegible] examples



Instructions

How will you complete the activity?

1) Begin by discussing what a healthy goal is (e.g., drinking water, walking, sleeping on time).
2) Ask each student to choose one healthy goal they want to stick with for the week.
3) Hand out the "Plan B: What If?" worksheet.
4) In the first section, students write their chosen healthy goal.
5) In the next section, they list three realistic situations that might make it hard to stick with that goal (e.g., rain, forgetting, busy schedule, tiredness).
6) For each challenge, students will write a backup strategy—a "Plan B" that helps them adjust instead of giving up.
7) Encourage students to think creatively (e.g., walk indoors if it's raining, ask a friend to remind them, or switch to a shorter version of the activity).
8) As a class, share a few examples and discuss how planning ahead makes goals more successful.
9) Ask students to reflect by answering the questions on the back of their worksheet.
10) Have them complete the drawing prompts in the bottom section of the page to visualize their goal and strategy.

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Reference Example Goal & Strategy Chart – Teacher Model

What If... (Barrier)	**My Plan B Strategy** (Backup plan)
Wh ains after school?	I will do a 20-minute indoor workout or walk around my house while listening to music.
What if I have too ch o run out of	I will take a shorter 10-minute walk during lunch break or walk in place reviewing notes.
What if I feel tired or unmotivated after school?	I sk ily member to join sho to make it more fu ou
What if I forget to bring my walking shoes?	I will keep a backup pair in my locker or backpack just in case.
What if I don't feel like doing anything active?	I will remind myself how good I feel after walking and promise to just do 5 minutes to get started.

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Reference | Plan B: What If? Worksheet

My Healthy Goal: (Example: I will go for a walk every day after school.)

_____

_____

What If... (Barrier)	**My Plan B Strategy** (Backup plan)
1. What if...	Then I will...
2. What if...	Then I will...
3. What if...	Then I will...

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Reference | List of Common Barriers to Healthy Habits

Barrier Category	Examples
Time	- "I had too much homework" - "I ran out of time before bed" - "I was busy with other plans"
Energy	- "I was too tired" - "I didn't feel like it" - "I got distracted"
Weather or Environment	- "It was raining or snowing" - "It was too cold or hot" - "I was sick"
Forgot or Unprepared	- "I forgot my water bottle/snack/goal" - "I didn't write it down"
Social or Peer Pressure	- "My friends didn't want to do it" - "I felt embarrassed"
Technology & Distractions	- "I was on my phone or playing video games too long" - "TV distracted me"
Mental Health	- "I was feeling anxious or upset" - "I didn't have the energy to care"

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Reflection

Answer the questions below.

1) What healthy goal did you choose for this activity?

2) What [illegible]irst "what if" that could stop you?

3) Have you ever used a [illegible] bef[illegible] own life?

PREVIEW

Word Search

Find the words in the wordsearch.

Goal	Reminder
Strategy	Adapt
Barrier	Choices
Motivation	Healthy
Routine	Effort
Hydration	Resilience

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

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HAL8.1–HAL8.3

Jeopardy – All About Healthy Living

Objective What are we learning about?

Students will review and reinforce their understanding of key healthy living concepts through a team-based Jeopardy-style game. By engaging with real-life examples, definitions, and scenarios, students will practise using accurate health-related v lary and reflect on their personal strategies for staying healthy.

Mat you need for the activity?

- Jeopardy the ne
- Buzzer or bell



Instructions How will you compl activ

1) Print the Jeopardy board on the next p
2) Divide the class into two teams.
3) Ask one team to go first by selecting a point value.
4) Read the question aloud from the point value.
5) The first team to ring the bell or buzzer gets to answer.
6) If they answer correctly, award them the points. If not, another team can answer.
7) Continue the game until all questions have been answered.
8) Tally the points to determine the winning team.
9) Conclude by discussing what they learned about the topic in the questions.

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HAL8.1–HAL8.3

Jeopardy Question | Ask students the questions below.

100 Points	200 Points	300 Points	400 Points	500 Points
Q: What type of activity is jogging? **A:** Aerobic/	**Q:** What is an example of a flexibility activity? **A:** Yoga or stretching	**Q:** Name a strength-building exercise using only body weight. **A:** Push-ups	**Q:** What FITT stand for in the FITT Principle? **A:** Frequency, Intensity, Time, Type	**Q:** What activity works both muscular strength and cardio? **A:** Circuit training
Q: …any hours of sleep should teen… get each night? **A:** 8–10	…one …f …nou… …ter? **A:** …s en… …or…	**Q:** Why is screen time a health …ncern? …sleep, …less … …nt	**Q:** What habit helps reduce daily stress? **A:** Physical activity or mindfulness	**Q:** Name 3 healthy habits you can do before bedtime. **A:** Stretching, no screens, deep breathing, meditation
Q: What does "calories" mean on a food label? **A:** Energy from food	**Q:** What is one thing you should always read on a food label? **A:** Ingredients or serving size	**Q:** …"% …lue" …you understan… **A:** If it's a lit… or a lot	…nutrient …limit …in su… dr…	**Q:** What info helps compare foods for a healthier choice? **A:** Nutrition Facts (fats, sugar, …ein, etc.)
Q: What is a common source of health messages for teens? **A:** Social media	**Q:** What makes a message biased? **A:** It's one-sided or pushes a product	**Q:** Why is it important to fact-check health claims? **A:** Some aren't based on science	**Q:** Wha… …ne strategy to avoid being misled by health ads? **A:** Ask questions or do research	…health …ssage. **A:** "This pill makes you skinny overnight!"
Q: What fitness area does yoga primarily help with? **A:** Flexibility	**Q:** How do you know a goal is realistic? **A:** It fits your life and ability	**Q:** What should you do if you miss your goal for a few days? **A:** Adjust and try again	**Q:** What helps you stay motivated to reach a goal? **A:** Tracking or getting support	**Q:** What's a personal strategy you could use to stick with your goal? **A:** Schedule it, ask a friend, use reminders

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Four Corners : "Which Strategy Would You Try?"

Objective What are we learning about?

Students will explore and evaluate different strategies for overcoming common challenges to healthy-living goals. Through movement, group discussion, and personal reflection, they will develop decision-making and self-assessment skills.

Materials What will you need for the activity?

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



Instructions How will you implement the activity?

1) Prepare the classroom by labeling each corner with the letters A, B, C, and D.

2) Explain to the students that you will read questions about overcoming common challenges to healthy-living goals, and each question will have four options.

3) When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.

4) Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.

5) Repeat with different questions to reinforce their understanding of concepts.

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Question	A	B	C	D
You forget your healthy goal for a week. What do you do?	Reset your plan	Quit the goal	Change the goal	Ask a friend for help
You feel too tired to stretch after school. What's your strategy?	Try a shorter stretch	Skip it for the day	Do it the next morning	Ask someone to join you
Your schedule suddenly gets too busy. How do you respond?	Fit it into a new time	Drop the habit	Switch to a smaller goal	Set a phone reminder
You miss your goal for 2 days in a row. What now?	Start fresh tomorrow	Give up	Reflect and adjust	Ask someone for support
You no longer enjoy your healthy habit. What do you do?	Find a fun version	Stop doing it	Pick a different habit	Get ideas from others
A friend laughs at your goal. What's your response?	Ignore the comment	Drop the goal	Talk to them about it	Get support from someone else
You're feeling unmotivated or bored. What helps you get back on track?	Find motivation inside	Take a break permanently	Try a new approach	Get a goal buddy
You forget your water bottle. What's your plan?	Borrow or buy one	Don't drink water today	Drink later at home	Leave a reminder for next time
You feel like you failed after missing a day. What do you do?	Remind yourself it's okay	Give up completely	Start again tomorrow	Talk to a trusted adult
You're too distracted at home. What's your solution?	Change your environment	Do nothing	Find a quiet space	Ask family to support you
You didn't plan your habit into your day. What do you do now?	Add it in right now	Skip today	Move it to tomorrow	Add daily reminders
You're not seeing fast results. What do you do?	Be patient and keep going	Quit the habit	Set smaller goals	Celebrate small progress
You forget your journal or tracker. What's your backup plan?	Use a sticky note instead	Skip tracking that day	Start again tomorrow	Take a photo as a reminder
You feel overwhelmed with school and your goal. What helps most?	Break it into smaller tasks	Pause all goals	Make a weekly plan	Ask for help balancing both
You didn't meet your goal this week. What's your next move?	Review what went wrong	Give up for now	Make a new version of the goal	Share your plan with someone

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Unit Test – Healthy and Active Living Unit

Mark	Total
/ 10	/ 35

Multiple Choice /10

1) What does the "F" in FITT stand for? a) Fitness b) Frequency c) Fast d) Flexibil	2) How many minutes of activity should teens get daily? a) 20 minutes b) 30 minutes c) 45 minutes d) 60 minutes
3) Wh es muscular streng a) Push-ups b) Yoga c) Jogging d) Skipping	4) What does diet culture often promote? a) Mindfulness b) Strength) Thinness nwork
5) Which type of activity helps im ve flexibility? a) Weightlifting b) Yoga c) Running d) Biking	example of muscular ndura a) 5 ups b) c) 20 si d) 1 lift
7) What do energy drink ads often promise? a) Better skin b) Stronger bones c) Better sleep d) More focus	8) Which activity supp endurance? a) Swimming b) Playing chess c) Reading d) Meditation
9) Which chemical boosts mood after activity? a) Glucose b) Cortisol c) Endorphins d) Protein	10) What is one reason health ads work? A. Clear research B. Personal honesty C. Medical advice D. Using humour

PREVIEW

True or False | Is the statement true or false?

Mark
/ 5

1) Muscular strength is about how long your muscles work.	True	False
2) Endorphins are chemicals that make you feel unhappy.	True	False
3) Diet culture always promotes healthy eating habits.	True	False
4) Social [illegible]fluencers are always trained health experts.	True	False
5) Card[illegible]elps y[illegible]nd lungs work better over time.	True	False

PREVIEW

Matching | Match[illegible] wit[illegible]ct description.

Mark
/ 5

Cardiovascular Endurance	mu[illegible]e your muscles can e at [illegible]
Muscular Strength	How w[illegible] h[illegible] work durin[illegible] act[illegible]
Flexibility	Choosing the kind of activity, you will do
Type (from FITT)	The range of motion your joints have
Endorphins	Brain chemicals that boost mood and reduce stress

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Define What do the terms below mean?

Mark
/ 6

Term	Definition – What does it mean?
Endurance	
Intensity	
Dop	

Short Answer An[illegible]e qu[illegible]ow – Each question is worth 3 marks.

Mark
/ 9

1) What kind of exercise w[illegible] in[illegible] composition?

2) Why is it important to stretch regularly?

3) Name one trick advertisers use to grab teens' attention.

PREVIEW

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Google Slides Lessons Preview

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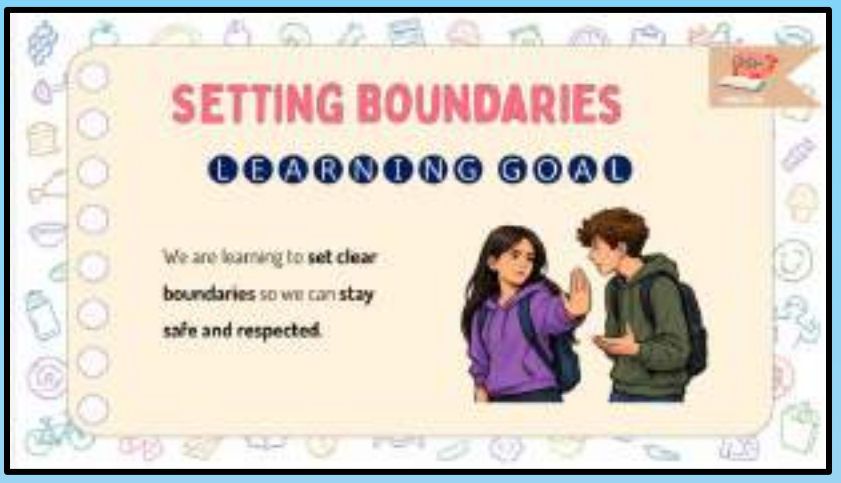
BC Health Curriculum

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3-Part Lesson Format

Part 1 – Minds On!

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



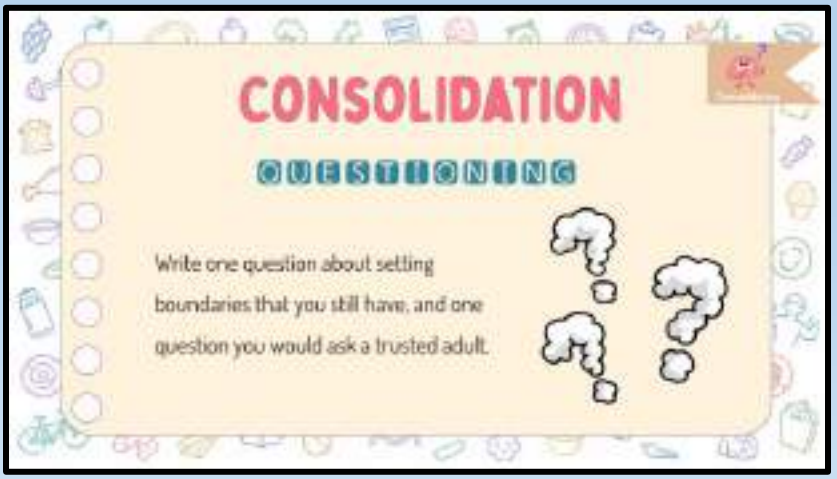


Part 2 – Action!

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

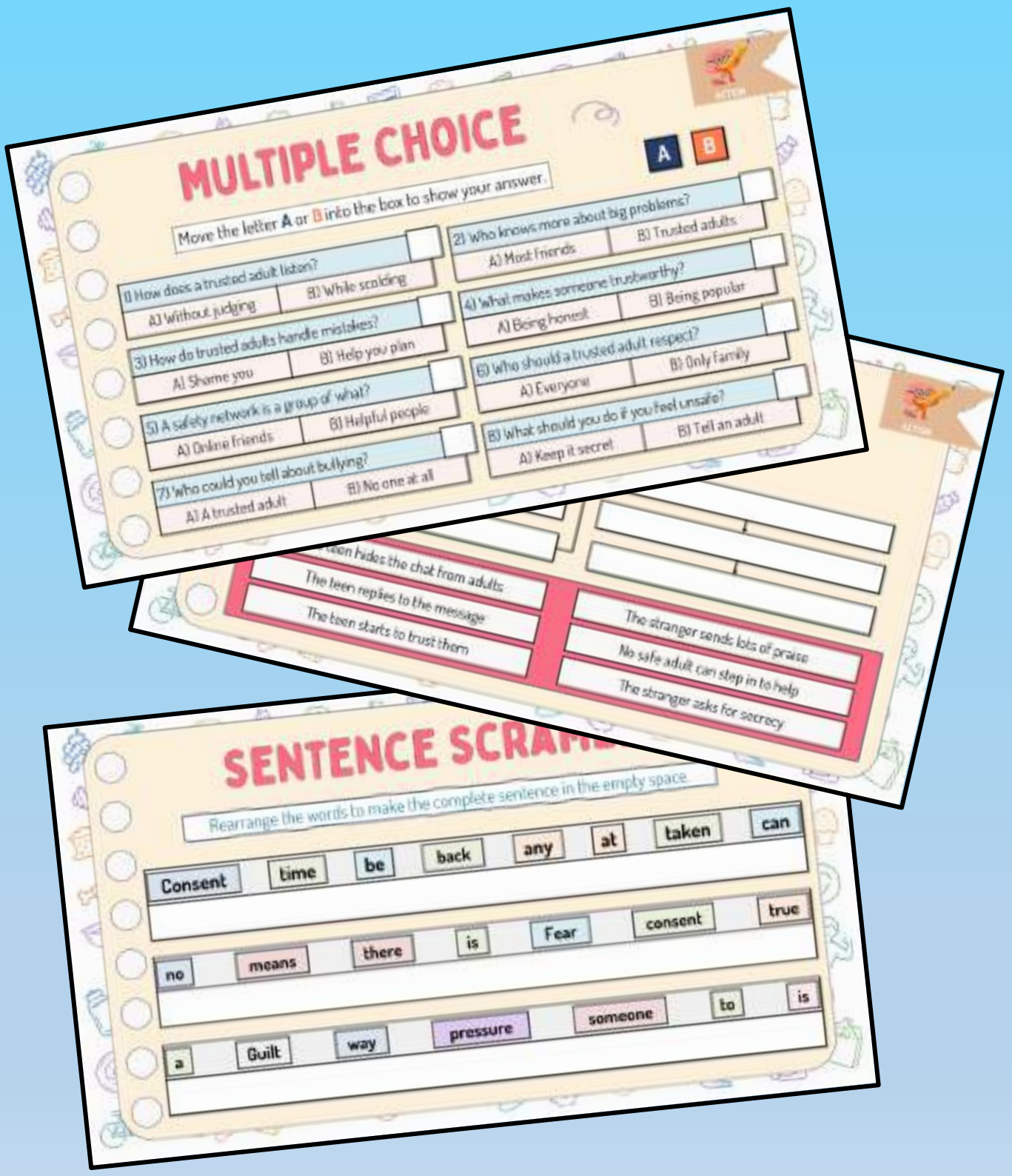
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



BC Health Curriculum

Social & Community Health– Grade 8



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Social & Community Health– Grade 8



Workbook Preview

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BC Grade 8 – Health Unit

Social and Community Health

	Curricular Competencies - Elaborations	Pages
SCH8.1	Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations	6-35, 91-93
SCH		
SCH8.3	Propose strategies for developing and maintaining healthy relationships	72-95

Preview of 70 pages from this product that contains 130 pages total.

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SOCIAL AND COMMUNITY HEALTH



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Name: _____ 6

Curriculum Connection
SCH8.1

Setting Boundaries: What Does It Sound Like?

What Are Boundaries?
Boundaries are limits we set to feel safe, respected, and comfortable. These can be emotional (how people talk to us), physical (how close people get or if they touch us), or digital (how people treat us online). Everyone has the right to set their own boundaries, and others should respect them. When someone says "no" or "stop," that's a clear boundary. No one should feel bad or guilty for setting limits.

Speaking [illegible] Yourself
When set[illegible]ndary, it's important to speak clearly and confidently. You don't have to shout, b[illegible], steady voice helps people understand you mean what you say.
Som[illegible]as[illegible]de:

- "I [illegible]like th[illegible]
- "Please st[illegible]
- "That mak[illegible]mfort[illegible]
- "I need some s[illegible]
- "I'm not okay with [illegible]

These are respectful, dire[illegible] prot[illegible] space and feelings. Practising [illegible]phr[illegible] or at home can help you feel mor[illegible] con[illegible]g them in real situations.



Body Language Matters
How you stand or move also sends a message. L[illegible]g s[illegible]e, standing tall, and keeping your hands out of your pockets shows co[illegible]f your[illegible]and body language match, people are more likely to take your bo[illegible]iou[illegible]
Here are signs of confident body language:

- Standing up straight
- Making eye contact
- Speaking clearly
- Keeping your hands steady
- Facing the person when talking

Key Facts About Boundaries

- About 75% of teens say they've felt uncomfortable with someone's words or actions but didn't know how to respond.
- 1 in 4 students report being touched in ways that made them uncomfortable at school.
- Digital boundaries are just as important. Over 60% of students say they've received messages or photos online that they didn't want.
- Saying "no" is not being rude—it's setting a healthy limit.
- Feeling scared to speak up can be normal, but with practice, it gets easier.

PREVIEW

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Curriculum Connection
SCH8.1

True or False

Is the statement true or false?

1) Boundaries are only about personal space.	True	False
2) Digital boundaries include unwanted texts or photos.	True	False
3) Standing tall shows confidence when setting boundaries.	True	False
4) Emotional boundaries deal with how people talk to you.	True	False
5) A strong voice helps people respect your boundaries.	True	False

Question

Answer the questions below.

1) What are the [illegible] of boundaries mentioned in the report?

2) Give one example of a respectful [illegible] phrase.

PREVIEW

Matching

Draw a line from the terms to their corresponding definition.

Emotional boundary	Saying "no" to an unwanted online message
Physical boundary	Using phrases like "I don't like that"
Digital boundary	Asking someone not to touch or stand too close
Confident body language	Protecting your feelings and how people speak to you
Respectful boundary talk	Standing tall, making eye contact, and speaking clearly

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Curriculum Connection
SCH8.1

Power Imbalances and Consent

What Is Power and Why It Matters

Power means having control or influence over someone. In relationships, a power imbalance happens when one person has more control than the other. This can make it hard for the person with less power to speak up or say "no." Power imbalances can happen because of age, popularity, money, or physical strength. When someone feels pressured, it is not true consent.



For example, a 14-year-old might feel like they can't say no to a 17-year-old because of the age gap. Or someone might go along with something just because the other person is very popular and they want to be left out.

When Power Gets Misused

Sometimes people use their power in harmful ways. This can include:

- Bribery – offering gifts, favors, or fake love in exchange for something.
- Guilt – making someone feel bad if they don't do what you want.
- Secrecy – asking someone to keep things hidden from others, especially adults.
- Threats – saying something bad will happen if the other person doesn't agree.

These are not okay. They are warning signs of unhealthy relationships and sometimes part of something called grooming. Grooming is when someone builds a person's trust to take advantage of them later. This often happens slowly and over time, which makes it harder to notice.

Facts You Should Know

- Over 90% of abuse cases happen with someone the person knows.
- Consent means giving permission freely, without pressure or fear.
- Consent can be taken back at any time—even after saying yes.
- Using drugs or alcohol can make it hard to give true consent.
- If someone is younger than the legal age of consent, they cannot legally agree, even if they say yes.

How to Tell If Consent Is Real

Ask yourself these questions:

- Was the choice made freely?
- Did the person feel safe saying no?
- Was there any pressure, fear, or reward involved?
- Did the person change their mind? That's okay too.

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Curriculum Connection
SCH8.1

True or False

Is the statement true or false?

1) Consent must be given without pressure or fear.	True	False
2) Power is always shared equally in friendships.	True	False
3) Guilt and bribery are examples of pressure.	True	False
4) Popularity can affect someone's ability to say no.	True	False
5) Grooming often involves gaining someone's trust slowly.	True	False

Questions

Answer the questions below.

1) W[illegible]ce? Give an example.

2) What does the word "groom[illegible]" m[illegible]xt? Give an example.

PREVIEW

Fill-in-the-Blanks

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

1) Consent must be given freely and without _____.

2) _____ is when someone slowly gains trust to take advantage of another person.

3) Offering gifts in exchange for something is called _____.

4) A power _____ happens when one person has more control than the other.

5) Consent can be taken back at _____ time.

Bribery
Any
Grooming
Pressure
Imbalance

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Name: _____ 14

Curriculum Connection
SCH8.1

Signs of Grooming and Coercion

How Grooming Happens Over Time

Grooming is when someone slowly builds trust with another person to gain control or take advantage of them later. This process can take weeks or even months, which is why it can be hard to notice. Groomers often act friendly or kind at first, making the person feel special. They may give compliments, gifts, or extra attention to make the person feel chosen.

But behin kind actions, the groomer is trying to build control. They may test boundari for secrecy. Over time, they try to make the person feel confused, guilty, o le for what's happening. That's why grooming is dangerous—it can ds it's not safe or healthy.



What Groomin Lik

There are comm that may be happening. It's imp to k s so you can recognize them

Signs of Grooming Behaviour:

- Giving gifts, money, or favours regu
- Spending extra time alone with one son
- Asking to keep secrets from family or friend
- Slowly trying to separate the person from
- Making the person feel guilty if they say no
- Giving compliments that feel too personal or unco
- Trying to befriend younger people online or in person

Groomers can be any age and might seem "nice" or popular. They c e you know—a coach, older student, neighbour, or even a family friend. That's w akes it confusing. It's normal to feel unsure, especially if the person has done kin hings before.

Why Talking to a Trusted Adult Matters

One of the most important things you can do is talk to a trusted adult if something doesn't feel right. Even if you're not sure, or if you feel guilty, you should speak up. Trusted adults could be parents, teachers, school counsellors, or a family member. Grooming often gets worse when it stays secret, so saying something early can help keep you or someone else safe.

- Over 85% of grooming cases involve someone the victim already knows.
- Grooming often starts online through social media or games.
- Keeping secrets is a red flag—safe relationships don't require secrets.

PREVIEW

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Curriculum Connection
SCH8.1

True or False

Is the statement true or false?

1) Grooming usually happens very quickly.	True	False
2) Giving gifts is always a kind gesture.	True	False
3) Groomers try to build trust over time.	True	False
4) Grooming always involves physical contact.	True	False
5) Compliments that feel uncomfortable may be a warning.	True	False

Questions

swer the questions below.

1) Wh e som signs of grooming?

2) Who can you talk to if you believe e is groomed"? What can you say if you're not sure it is grooming b viour?

PREVIEW

Word Search

Find the words in the wordsearch.

Unsafe	Coercion
Grooming	Guilt
Control	Manipulation
Trust	Online
Secret	Consent
Gift	Isolation

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

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Curriculum Connection
SCH8.1

Internet Safety and Exploitation Tactics

How to Stay Safe Online

The internet can be a great place to learn, play, and talk with friends—but it can also be risky if you're not careful. Some people online pretend to be someone they're not. This is called catfishing. For example, an adult might pretend to be a teenager t[illegible]ain your trust. They may use fake photos an[illegible]s and even copy the way teens talk.



Anot[illegible]g, which happens when someone builds trust over time to take adva[illegible] of anot[illegible]. This often starts with compliments, sympathy, or pretend[illegible] to un[illegible]u. T[illegible]y may say things like, "You can tell me anything," or "I care about yo[illegible]e[illegible]anyo[illegible]."

Phishing is another t[illegible] [illegible]hap[illegible]rough email or fake websites that ask for private information like p[illegible]or us[illegible]. Clicking on a suspicious link or giving out your login could lead to s[illegible]e st[illegible]entity or hacking your account.

Tactics Predators Use Online

Here are some common tactics that people use to [illegible] othe[illegible]e:

- Flattery: Giving lots of compliments to mak[illegible]eel s[illegible]
- Sympathy Traps: Pretending to be sad or lonel[illegible]o[illegible]em
- Secrets: Asking you to keep things hidden from yo[illegible]or frie[illegible]
- Fake Profiles: Using pictures and names that don't bel[illegible]her[illegible]
- Pressure: Rushing you to respond, talk privately, or send p[illegible]ture[illegible]

If anything feels uncomfortable, trust your instincts. It's okay to say no o[illegible]a chat, even if the person seems friendly.

What You Can Do

- Never give out your real name, school, address, or photos to someone you don't know in person.
- Don't keep unsafe secrets. Safe adults don't ask kids to hide things.
- If someone makes you uncomfortable, exit the conversation immediately.
- Tell a trusted adult—a parent, teacher, or school counsellor.
- Use the report or block button on the app or website.

Over 40% of students say they've had a stranger try to contact them online. The best way to stay safe is to be aware, stay alert, and speak up when something isn't right.

PREVIEW

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Curriculum Connection
SCH8.1

True or False

Is the statement true or false?

1) Catfishing means pretending to be someone else online.	True	False
2) Grooming always starts with something scary or mean.	True	False
3) Phishing emails often ask for passwords or usernames.	True	False
4) Giving personal information to strangers is safe.	True	False
5) You should always keep online chats secret.	True	False

Questions

Answer the questions below.

1) What is catfishing? Why is it dangerous?

2) What are some signs of a fake online

PREVIEW

Word Scramble

Unscramble the words from the word bank.

WORD BANK

INTERNET	TACTICS	INFORMATION	FLATTERY
SAFETY	TEENAGER	PASSWORDS	SYMPATHY
EXPLOITATION	WEBSITES	SUSPICIOUS	PRESSURE

NOIATITLOEXP		NTEAREEG	
URESPRES		CIOUSUSPIS	
FNIOMAITONR		SACTTIC	

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SCH8.1

Fact or Fiction - "Online Safety Myths"

Objective — What are we learning about?

To help students identify unsafe online behaviour by examining common myths about internet safety. Students will practice critical thinking by deciding whether statements are facts or harmful myths and justify their answers using what they've learned.

Materials — What will you need for the activity?

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



Instructions — How will you complete the activity?

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

PREVIEW

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Curriculum Connection
SCH8.1

Fact or Fiction | Read the statements to the class.

#	Online Safety Statement	Fact or Fiction
1	It's safe to meet someone from a game if they seem nice.	Fiction
2	People online can pretend to be someone they're not.	Fact
3	You should always keep secrets if a friend asks you to.	Fiction
4	Telling a trusted adult can help protect you online.	Fact
5	Send a photo if someone begs or compliments you.	Fiction
6	Blocking someone online is a safe and smart choice.	Fact
7	It's your fault if someone makes you feel uncomfortable online.	Fiction
8	A real friend will respect your boundaries.	Fact
9	Strangers who are nice are always safe to trust.	Fiction
10	You can lose control of a photo once it's shared.	Fact
11	It's okay to share your address with someone you've met in a game.	Fiction
12	You can talk to a school counsellor about online issues.	Fact
13	Online secrets are always safe to keep if you trust others.	Fiction
14	Exploitation can happen to kids and teens, not just adults.	Fact
15	It's fine to joke about someone's identity or appearance online.	Fiction
16	Reporting someone who makes you feel unsafe online is the right thing to do.	Fact
17	You can fix things by deleting harmful messages and forgetting it happened.	Fiction
18	Thinking critically about messages helps you stay safer online.	Fact
19	It's better to stay silent than risk hurting someone's feelings online.	Fiction
20	Setting boundaries online is part of digital self-respect.	Fact

PREVIEW

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SCH8.1

Activity - Online Profile Redesign Challenge

Objective

What are we learning about?

To help students develop critical thinking around digital privacy and safety by identifying risky information in fake online profiles and redesigning them to reflect safer online behaviour. This activity teaches students how to recognize digital boundari[illegible]d avoid oversharing online.

PREVIEW

Materi[illegible] you need for the activity?



- Printed h[illegible]ke [illegible] profiles (provided)
- Blank profile te[illegible]te [illegible]sign
- Highlighters or col[illegible]s/pen[illegible]

Instructions

How will you comple[illegible]ctivi[illegible]

1) Begin with a brief discussion about onli[illegible]acy [illegible]ks of sharing personal information.
2) Hand out the fake online profiles to students i[illegible]roups[illegible]irs.
3) Ask students to read through each profile carefu[illegible]hlig[illegible]ky or private information.
4) Have them write notes explaining why each highlighted pa[illegible]isafe to share online.
5) Distribute blank profile templates.
6) Students will then "redesign" the profiles by rewriting the information in a safer, more appropriate way.
7) Encourage students to keep content fun, but free of personal details like full name, school, address, phone number, or revealing photos.
8) After redesigning, each group will share one of their improved profiles with the class and explain their changes.
9) Hand out the reflection questions and drawing prompts to complete individually.
10) Wrap up with a class discussion on building safer digital habits and respecting privacy online.

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SCH8.1

Reference Fake Profile 1: "JessieSkater12"

Username	JessieSkater12
Name	Jessie Morales
Bio	Grade 8 at Riverdale Middle School 🏫 I skate every day at Lakeside Skatepark 🛹 I live near Main Street Pizza! 🍕
Posts	"C[illegible] find me at Lakeside after 4pm!" "H[illegible]one all weekend, hit me up 😎"
Followers	[illegible] follow me!

Reference Fake Profile 2: "Socc[illegible]Jayde[illegible]

Username	[illegible]
Name	Jayden R.
Bio	Striker for the Eastview Lions ⚽ 13 years old / single DM me anytime 😊
Posts	"Can't wait for our game this Saturday at Thompson Field at 2pm!" "Snap me: JaydenRules13"
Followers	1,236 – mostly other players, coaches, and "cool people"

PREVIEW

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Curriculum Connection
SCH8.1

Reference | ✅ Profile Redesign Template – Basic Safe Profile

Username:		
First Name Only/Nickname:		
Age Range (optional):	☐ 11–13 ☐ 14+ ☐ Prefer not to say	
Followers Who Can See My Post	Private	Public
Hobbies or		
Bio (2–3 short sentences):		

PREVIEW

Post 1	**Post 2**
Caption:	Caption:

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SCH8.1

Reflection

Answer the questions below.

1) What kinds of information were the most risky in the fake profiles?

2) Why is [illegible]erous to share your school's name or location online?

3) How can you appl[illegible]our real profiles?

PREVIEW

Word Scramble

Unscramble the words from the [illegible]nk.

WORD BANK			
PRIVACY	PROTECTOR	TRUST	[illegible]IGITAL
MEASURABLE	INFORMATION	ISOLATION	PRIVATE
CONSENT	CYBERBULLY	OVERSHARING	PROFILE

ILOANSTOI		RIFONMATOIN	
LRSUAEMABE		ETAVIPR	
RPTEOCROT		RSGAHVERONI	

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SCH8.1

Gender-Based Violence and Exploitation

Understanding Gender-Based Violence

Gender-based violence (GBV) happens when someone is harmed, threatened, or controlled because of their gender. It can happen to anyone, but it most often affects girls, women, and people who do not follow traditional gender roles. GBV is about power and control, not love or respect. It includes many harmful behaviours like harassment, abuse, and exploitation.

One examp[illegible]ender-based violence is coercion, which me[illegible]uring someone to do something they d[illegible] might include someone sayin[illegible]ou reall[illegible] you would..." or making someone[illegible]el guil[illegible]g n[illegible] Another serious example is tra[illegible]e pe[illegible]e tricked or forced into unsa[illegible]travel[illegible]ships. Victims of trafficking [illegible]oft[illegible]ey, safety, or friendship but instead [illegible]t[illegible]lled a[illegible]ed.



Manipulative dating behaviours a[illegible]also[illegible], [illegible]e can include controlling who someone talks to, checking their phone[illegible]handin[illegible]ant attention. These behaviours might seem small at first, but[illegible]ey are [illegible]of a[illegible]ealthy relationship. According to recent reports, 1 in 3 Canadian te[illegible]expe[illegible]ting violence. Over 60% of teen survivors said they felt isolated befo[illegible]ab[illegible]e serious.

Warning Signs to Watch For

There are situations that may seem normal at first but can be[illegible]ky. S[illegible] include:

- Being offered alcohol or drugs at a party
- Someone older asking you to keep secrets
- A person trying to get you alone or away from friends
- A friend or partner getting angry when you say no
- Being pressured into sending photos or messages

What You Can Do

If something feels wrong, it probably is. There are smart ways to stay safe:

- Always let someone you trust know where you're going
- Keep your phone charged and with you
- Say no clearly, and leave the situation if needed
- Trust your feelings—don't ignore discomfort
- Talk to a trusted adult, such as a parent, teacher, or school counsellor

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SCH8.1

True or False

Is the statement true or false?

1) Gender-based violence is only about physical harm.	True	False
2) GBV is mostly about power and control.	True	False
3) Trafficking involves tricking people into unsafe work or relationships.	True	False
4) Someone older asking for secrets is a red flag.	True	False
5) Keepin[illegible]ts from friends can be a safe choice.	True	False

Questi[illegible]

Answ[illegible]uestions below.

1) What does g[illegible]ased v[illegible](GBV) mean?

2) What is coercion and how is it use[illegible]

PREVIEW

Word Search

Find the words in the wordsearch.

Violence	Manipulative
Exploitation	Attention
Gender	Survivor
Harmful	Behaviour
Harassment	Unhealthy
Guilty	Counsellor

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

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Curriculum Connection
5CH8.1

Intimate Partner Violence: Knowing the Signs

Warning Signs You Shouldn't Ignore



Intimate partner violence (IPV) is when someone uses power and control to hurt their boyfriend, girlfriend, or dating partner. It can happen to anyone—no matter their age, gender, or background. It doesn't always involve hitting. Sometimes the signs are emotional or social, and harder to see. Teen dating violence is a serious issue. In fact, 33% of Canadians say they've experienced some type of abuse in a relationship.

Abuse can happen quickly. At first, the person may seem kind, caring, or protective. But over time, their behaviour can become controlling or unsafe. It's important to notice the signs early and get help if something feels serious.

What to Watch For

Here are some common warning signs of intimate partner violence:

- Jealousy: They always ask who you're talking to or accuse you of liking someone else.
- Isolation: They try to keep you away from your friends or family.
- Threats: They say things like "If you leave me, I'll hurt myself."
- Physical Harm: They grab, push, slap, or hit you, even once.
- Control: They tell you what to wear, check your phone, or demand passwords or messages.
- Fear: You feel nervous around them or afraid to say how you feel.

Not all abuse leaves a bruise. Emotional abuse can hurt just as much and has long-lasting effects on mental health. If something doesn't feel right, it's important to trust your instincts.

Why Speaking Up Matters

It's normal to feel unsure or scared about telling someone, but talking to a trusted adult is one of the most important steps you can take. This could be a parent, teacher, school counsellor, or coach. You don't have to deal with it alone.

Statistics show that 60% of teens who experience dating violence don't tell anyone right away. But the sooner someone speaks up, the sooner they can get support and feel safe again.

If someone makes you feel small, scared, or controlled, it's not your fault. You deserve respect in every relationship.

PREVIEW

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Curriculum Connection
SCH8.1

True or False

Is the statement true or false?

1) Intimate partner violence only happens to adults.	True	False
2) Emotional abuse is just as serious as physical.	True	False
3) Checking a partner's phone shows caring behaviour.	True	False
4) Abuse always leaves a visible mark or bruise.	True	False
5) Fear in a relationship is a warning sign.	True	False

Questions

Answer the questions below.

1) What is intimate partner violence (IPV)?

2) What does it mean to feel isolated in a relationship?

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with the appropriate word.

1) A partner who checks your phone without permission is showing a sign of _____.
2) One warning sign of abuse is _____, where someone tries to keep you away from friends and family.
3) Feeling _____ in a relationship is a sign something may be wrong.
4) More than _____ percent of Canadian teens have faced dating violence.
5) _____ abuse includes insults, guilt-trips, or threats that affect your emotions.

Emotional
Control
Isolation
33
Afraid

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Name: _____ 31

Curriculum Connection
SCH8.1

Human Trafficking and Coercion Awareness

What Human Trafficking Can Look Like

Human trafficking is when a person is tricked, forced, or pressured into doing work or actions they don't want to do. This can include being made to work long hours without pay, being forced to travel, or even being taken away from home. Many people think trafficking only happens in faraway countries, but it can happen right here in Canada, even in regular neighbourhoods, malls, or schools. In fact, over 1,400 human trafficking cases were reported to Canadian police between 2012 and 2022, and experts believe many mo unreported.

Traffi look dangerous. They may ven helpful. Some are stra ers, bu people the victim already know often coercion, which means co or pr meone to do something by it may start with compliments or promises. seem exciting—like money, g av these are often traps.



PREVIEW

How Human Trafficking Happens

Here are **common tactics** traffickers may use t ontr

- Offering a job that seems "too good to be true"
- Giving gifts or money for "favours"
- Asking someone to keep secrets from family or friends
- Slowly cutting someone off from their support system
- Making the person feel like they "owe" something
- Using guilt, threats, or fake romance to build control

Many traffickers build trust first and then start to isolate the person. They might say things like "Don't tell your parents—they wouldn't understand," or "You can trust me more than your friends." These are red flags.

What You Can Do

If someone makes you feel uncomfortable or tells you to keep secrets from people you trust, it's important to speak up. You can always talk to a trusted adult like a teacher, counsellor, parent, or coach. Real jobs or friendships never ask you to hide things. You deserve to feel safe, respected, and free to say no. Trafficking can happen anywhere—but knowing the signs helps stop it.

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True or False

Is the statement true or false?

1) Human trafficking only happens in other countries.	True	False
2) Coercion means pressuring someone to say yes.	True	False
3) Trafficking can happen in regular neighbourhoods.	True	False
4) Traffickers may use fake friendships or romance.	True	False
5) Telling a trusted adult can help you stay safe.	True	False

Questions

Answer the questions below.

1) What is human trafficking?

2) How do human traffickers gain control?

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Matching

Draw a line from the terms to their corresponding description.

Coercion	Offering fake love, friendship, or help
Trusted Adult	Forcing or pressuring someone to do something
Red Flag	A sign something is unsafe or not right
Trafficker	Someone you can go to for help and safety
Manipulation	A person who tricks or controls others for abuse

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Exit Cards

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

Name: _____ Mark

Is the statement true or false?

1) Trafficking victims are always taken far from home.	T / F
2) Saying "no" and walking away is okay.	T / F
3) Some traffickers pretend to be helpful or "cool."	T / F
4) Teenagers are never victims of human trafficking.	T / F

Name: _____ Mark

Is the statement true or false?

1) Trafficking victims are always taken far from home.	T / F
2) Saying "no" and walking away is okay.	T / F
3) Some traffickers pretend to be helpful or "cool."	T / F
4) Teenagers are never victims of human trafficking.	T / F

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Name: _____ Mark

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3) Some traffickers pretend to be helpful or "cool."	T / F
4) Teenagers are never victims of human trafficking.	T / F

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Responding to Emergencies and Getting Help

Knowing What to Do in an Emergency



Emergencies can be scary, but knowing how to respond can help you stay calm and make safe choices. An emergency could be a medical situation, like someone fainting, or a safety concern, like feeling followed on the way home. When something feels wrong, it's important to take action instead of freezing. Being prepared can help you stay in control and keep yourself and others safe.

One of the most important things to remember is to have a plan. Whether you're at school, in your neighbourhood, or at the mall, you should know who to call and where to go. Trusted adults like parents, teachers, school staff, or police officers can help in these situations. It's also important to know your local emergency number—in Canada, it's 911.

What To Do In Different Situations

Here are some real-life examples and how to respond:

- Someone collapses at school
  → Call a teacher or the office right away. Don't leave the person alone. If you know basic first aid, follow instructions until help arrives.
- You feel unsafe walking home
  → Go to a public place or a trusted neighbour's house. Call a parent, guardian, or a safe adult. Don't hide or try to handle it alone.
- You witness a fight or violence
  → Stay at a safe distance and tell a school staff member or call for help. Don't try to break up a fight yourself.

Quick Safety Tips to Remember

- Memorize your home address and phone number
- Keep your phone charged when you go out
- Trust your instincts—if something feels wrong, leave
- Know where to find safe adults and safe places
- Always tell someone if you see or experience something unsafe

According to Canadian safety experts, students who are trained in emergency response are 70% more likely to act quickly and safely. The more you practise, the more confident you'll be if something happens. Knowing how to respond is one of the best ways to protect yourself and others.

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True or False

Is the statement true or false?

1) You should freeze in an emergency situation.	True	False
2) 911 is the emergency number used in Canada.	True	False
3) Staying calm can help in an emergency.	True	False
4) You should always keep your phone charged.	True	False
5) Don't call 911 unless you're absolutely sure.	True	False

Questions

Answer the questions below.

1) What should you do if someone collapses?

2) How can being prepared help you feel more confident?

Visualizing

Draw what you were picturing while you were reading about.

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Story: What Counts as Bullying? Recognizing the Lines

Lucas used to think that teasing was just part of school life. In his grade 8 class, he often saw students laugh at each other's clothes, accents, or answers in class. Sometimes it was meant to be funny—but sometimes it didn't feel right. One day, something happened that made Lucas start asking questions.

A new student named Arjun joined their class. He was quiet and wore a turban. On his first day, s[illegible]ne called out, "Hey, do you fly with that thing?" Some kids laughed. Arjun forced a s[illegible] looked down quickly.

At lu[illegible]happen[illegible]A group kept calling him nicknames, mocking how he talked. It wasn't just onc[illegible]ed almost every day.



Lucas remembered a lesson [illegible]ss: bullying is not the sam[illegible]or co[illegible] Bullying is when someone [illegible]lly h[illegible] another person, especially wh[illegible]re's Imbalance—like a group against one pe[illegible]d it happens repeatedly. Lucas realized t[illegible]sn't just teasing anymore. This was bullying.

Studies show that over 30% of Canadian students rep[illegible]ullied, [illegible]udents from different racial backgrounds, gender identities, or with a[illegible] are [illegible]likely to be targeted. That hit home for Lucas when he overheard some[illegible]ke[illegible]ably didn't understand Canadian stuff."

Later that week, a teacher asked Lucas to work with Arjun on a project. [illegible] admitted he didn't feel safe at school. Lucas felt awful. He thought about speaking up, but he was afraid the group might target him next.

Still, Lucas decided to act. He talked to the teacher privately and shared what he had seen. The teacher took it seriously and reminded the class about respect and school policy. By the next week, the teasing had stopped—and Lucas wasn't the only one who had noticed.

Lucas learned that a joke becomes bullying when it's meant to hurt, especially when it's repeated or targets someone's identity. He also learned that speaking up can make a difference, even when it's hard.

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Questions Answer the questions below.

1) What is the difference between teasing and bullying?

2) What d "power imbalance" mean in bullying?

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Draw Create a p h the : "Jokes Aren't Funny if They Hurt."

True or False Is the statement true or false?

1) Bullying and teasing always mean the same thing.	True	False
2) Bullying includes repeated actions meant to hurt.	True	False
3) Conflict between friends is always considered bullying.	True	False
4) Over 30% of Canadian students report being bullied.	True	False
5) Someone can be bullied for their gender identity.	True	False

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Activity - "Bias Buster" Scenario Race

Objective

What are we learning about?

To help students recognize discrimination, stereotypes, and biased behaviour in realistic situations and practise assertive, respectful responses. This activity builds advocacy skills, social awareness, and confidence in handling difficult moments involving [illegible]ying or bias.

Mater[illegible]

[illegible]ll you need for the activity?

- 6–8 print[illegible]
- Clipboards [illegible]writin[illegible] (optional)
- Response sheet[illegible]
- Tape or tacks to pos[illegible]os ar[illegible]room



Instructions

How will you comple[illegible]activit[illegible]

1) Print and post 6 to 8 different bias-base[illegible]ying[illegible]ound the room at eye level.
2) Divide students into pairs or small groups of 3 an[illegible]ach[illegible]a[illegible]ponse sheet.
3) Assign each group a starting scenario.
4) Students read the scenario and work together to write a "Bias B[illegible]ter" response—what someone could say or do to help, speak up, or show support.
5) After 2–3 minutes, call out "rotate" and groups move clockwise to the next scenario.
6) Repeat until all groups have responded to each scenario.
7) Gather as a class to discuss sample responses for each posted scenario.
8) Highlight examples of assertive, kind, and respectful behaviour.
9) Distribute the reflection worksheet with drawing prompts.
10) Have students complete the reflection individually or in quiet pairs.

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Reference | Bias Buster Scenario Table

#	Scenario
1	A student says, "Why do you always bring weird-smelling food to school? That's gross."
2	Someone laughs and says, "You don't even sound Canadian when you talk."
3	D group project, a student says, "Let's not pick her—she wears that s ."
4	t i ut of a game because "it's easier when we play with ple li
5	Some class You throw like a girl," and others laugh.
6	A student say ky y mart. Your kind usually is good at school stuff."
7	Someone makes fun of a boy ing lish.
8	A student says, "Why do you have to uring That's so weird."
9	A student says, "That's so gay," as a way to eone
10	Someone says, "We're full—let's not ask them to sit wit
11	A classmate rolls their eyes and says, "Great, now we have t w down for the new student."
12	A student says, "I don't get why you need extra time on the test. That's not fair."
13	Someone mocks the way another student dresses and says, "You look like a freak."
14	A peer whispers, "I heard they used to be a girl," and laughs.
15	A student says, "Stop being so sensitive. It was just a joke."

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Reference ✅ Bias Buster Example Chart

Category	Details
Scenario	"A student laughs and says, 'You run like a girl.'"
W[illegible]ob	- It's a gender stereotype. - It's meant to insult or shame. - [illegible]an make someone feel excluded or judged.
Speak Up Kindly	"[illegible]s not [illegible]ctful thing to say."
Support the Person	"Don't w[illegible]ou did [illegible]t there!"
Challenge the Bias	"Running has noth[illegible]g d[illegible]
Redirect or Distract	"Let's focus on cheering each [illegible]her [illegible]
Get Help if Needed	"Let's tell a teacher—it wasn't okay."
Tips for Responding	- Use respectful language. - Be clear and kind. - Focus on fairness and inclusion. - Ask: "Would this help someone feel safe or supported?"

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Reference | How to Be a Bias Buster – Anchor Chart

Step	What It Means	Examples / Tips
Notice the Problem	Pay attention to unfair, mean, or biased comments or actions.	Someone being teased, left out, or judged based on culture, gender, race, or ability.
Say Something Respectful	Speak up in a kind but confident way when you see something wrong.	"That's not okay to say." "That joke was hurtful." "We should include everyone."
Think Before You React	Stay calm and don't fight back with insults.	Take a breath, use respectful words, and stay in control.
Support the Person	Be a friend to the person affected. Show they are not alone.	Walk with them, invite them to join, or check in privately: "Are you okay?"
Report or Reach Out	Tell a trusted adult if the situation is serious, dangerous, or doesn't stop.	Talk to a teacher, guidance counsellor, or another adult you trust. It's about safety—not tattling.

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Reference | ✅ Bias Buster Response Sheet – Template A (Numbered Table)

#	**What's Happening?** (Summarize)	**Bias Buster Response** (What could someone say or do?)
1		
2		
3		
4		
5		
6		
7		
8		

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Reference | ✅ Bias Buster Response Sheet – Template B (Open-Ended Prompts)

Group Members (if applicable): _____

Scenario Description	Bias Buster Response (What could someone say or do?)

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Reflection

Answer the questions below.

1) Which scenario felt the hardest to respond to?

2) What makes it difficult to speak up in these moments?

3) How can your voice help make school feel safer?

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Word Search

Find the words in the wordsearch.

Respect	Assertive
Bias	Discrimination
Stereotype	Empathy
Inclusion	Bullying
Ally	Support
Kindness	Voice

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

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Story - Identity-Based Bullying and Social Media

Lila was excited to finally join a group chat with other students from her school. Most of the time, it was fun—sharing memes, homework tips, and inside jokes. But one day, things changed.

Someone posted a photo of a student named Ayaan with a caption making fun of his name and the way he dressed for prayer. The comments flooded in. Some were laughing e[illegible]s. Others were worse—words that Lila recognized as hate speech.



Ayaa[illegible] Lila remembered lear[illegible] identity-based bullying happens [illegible]eone is targeted because of th[illegible], re[illegible] or gender identity. What bo[illegible]her m[illegible]t the group didn't stop it—[illegible] and reacting to it. A few [illegible]en re[illegible] it on their own stories.

Identity-based bullying is not rare. Ac[illegible]ng to MediaSmarts, one in five Canadian youth say th[illegible]been [illegible]online because of things like religion or race. On social media, it [illegible]ook li[illegible]sting someone's private info), exclusion (leaving someone out of [illegible]s), or [illegible]ted harassment through memes or comments.

Lila felt nervous, but she knew she had to do something. She didn[illegible]up. Instead, she reported the post to the platform and then talked to her s[illegible]guidance counsellor. They took it seriously.

The next day, a few students privately messaged Lila to say thank you. One said, "I saw it too but didn't know what to do." That made her feel better. She also started thinking more about the things she liked, commented on, or shared. "If I repost a meme that targets someone's identity," she thought, "I'm part of the problem."

Lila learned that being safe online isn't just about protecting your password. It's also about protecting others. Even small actions—reporting, not joining in, speaking up—can help stop the spread of harm. What you choose to like, comment, or ignore matters. Because behind every screen, there's a real person.

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True or False

Is the statement true or false?

1) Identity-based bullying only happens in person.	True	False
2) Doxing means sharing someone's private information.	True	False
3) Reporting harmful posts helps stop the spread.	True	False
4) Social media never influences bullying behaviour.	True	False
5) Group chats can sometimes allow bullying to grow.	True	False

Question

questions below.

1) What is ide ull ?

2) How was Ayaan targeted in the st

PREVIEW

Order the Events

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

	Other students react with laughing emojis and repost the image.
	The school counsellor takes the report seriously.
	Someone posts a meme making fun of Ayaan's religion.
	Students thank Lila for standing up and taking action.
	Lila feels uncomfortable and decides to report the post.
	Lila joins a group chat with students from her school.

Name: _____ 62

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Role Play: "Seeing and Stopping Bullying"

Objective

What are we learning about?

To help students recognize different forms of bullying and discrimination and practise responding with respectful, assertive actions. Through role play, students will build confidence in standing up for others, supporting victims, and becoming everyday [illegible]tes.

Mate[illegible]

W[illegible]ou need for the activity?

- Pre-written [illegible]o car[illegible]cusing on a different type of [illegible]ion)
- Paper and pencils fo[illegible]s to [illegible]es
- A space in the classroom [illegible]ea[illegible]ent



Instructions

How will you complete the act[illegible]

1) Begin with a class discussion about different [illegible] of bullyi[illegible]luding those based on race, religion, gender, body image, and [illegible]
2) Divide the class into small groups of 4–5 students.
3) Give each group a different scenario card describing a bu[illegible]g [illegible].
4) Students read their scenario and discuss what happened, who [illegible]volved, and how it might feel.
5) Each group creates a short role play showing a respectful and assertive response. They should include at least one person speaking up, supporting the victim, or reporting the issue.
6) Students rehearse their scene, making sure it is realistic and shows a non-violent solution.
7) Groups perform their role play in front of the class.
8) After each performance, pause for a short class discussion: What did the group do well? Was the response realistic?
9) Encourage students to discuss how they might respond if they saw something similar.

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Scripts | Scenarios

Scenario	Description
Cultural Clothing Teased	One student comes to school wearing traditional cultural clothing. Another student loudly mocks it, calling it "weird" and asking if it's Halloween. A bystander laughs another looks unsure but doesn't speak up. A fifth student plays a supportive friend or teacher who addresses the bullying respectfully.
Body Shaming in Gym Class	rm-ups in gym class, one student is thers. A peer loudly comments, o out of shape." Another joins in watches silently. The fourth t, and the fifth plays the PE tea who o exchange.
Mocking Religious Practices	One student takes a mo pr lunch. Another loudly says, here now?" A second peer repea student stands by and doesn't know w say. The fifth student steps in with a respect response or informs a teacher.
Racist Comment in Class	After a student answers a question correctly, someone whispers, "Wow, didn't think *your kind* could be that smart." Another repeats it as a joke. A third student hears it but laughs nervously. A fourth student stands up and responds respectfully. The fifth plays a teacher who follows up after.

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Scripts | Scenarios

Outing Someone's Identity	A student is cornered at their locker while another loudly says, "You like girls, right? Everyone's saying it." Another laughs and records it. One student stands frozen, unsure. A fourth calmly steps in to support the classmate, while the fifth plays a trusted adult or guidance counsellor.
Disability-B… Exclu…	A student in a wheelchair wants to join a group project, but someone says, "It's just easier if we do it ou…selves." A second classmate agrees. Another s… One peer speaks up and offers to collaborate … The fifth plays a teacher who supports …
Teasing a Transgender Student	A … a new name and pronouns. Another … refu… …se them and says, "I'm not calling …ou that … …girl to me." A second student … A th… …quiet. The fourth speaks up and mo… …lays a peer ally or adult bystander…
Accent Shaming	A student reading aloud has a …otic … Afterward, one student mimics the … tone. Another laughs and repeats the im… A third peer is unsure what to do. One stude… responds assertively. The fifth plays a teacher or ally who addresses the class afterwards.
Group Chat Exclusion	A group of students chats about a birthday party. One says, "Don't invite them—they're weird and don't fit in." Another agrees. A third goes quiet. One peer challenges the exclusion. The fifth student plays the person being excluded, who finds out about the chat and reacts.

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Rubric – "Seeing and Stopping Bullying"

Criteria	1 – Needs Improvement	2 – Developing	3 – Good	4 – Excellent
Assertive Response	No respectful action shown or response is unclear.	Tries to show response but lacks clarity or confidence.	Shows a mostly clear and respectful way to speak up.	Clearly models assertive, respectful action to stop or respond to bullying.
Understa… the Is…	Does not reflect the bullying …imination … the	Shows limited understanding of the bullying issue.	Mostly shows understanding of the identity-based issue.	Fully shows clear understanding of the bullying discrimination in the scenario.
Empathy and Respect	…ks …hy or …udes dis… behav…	…me effort …clude …ful inter…	Demonstrates respectful treatment of characters and situation.	Shows strong empathy and respectful tone throughout the scene.
Group Collaboration	Little cooperation; some members don't participate.	U… par… collaboration	…members …te and …ntri…	All members participate equally and work well as a team.
Creativity & Effort	Scene is incomplete or rushed.	Scene is basic… with little originality.	…cen… cr…	Scene is well-…oped, creative, …thoughtfully …d.

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Teacher Comments

_____

_____

_____

_____

Mark

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

_____

_____

_____

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SCH8.2

Blog Post: Being an Upstander: What Does Advocacy Look Like?

By: Malik Thompson | June 6, 2025 *4-minute read*

Have you ever seen someone being bullied or excluded and didn't know what to do? Many students want to help but aren't sure how. That's where the idea of being an upstander comes in. An upstander is someone who doesn't just watch bullying or discrimination happen—they take safe steps to help.

According to PREVNet (Promoting Relationships and Eliminating Violence Network), 80% of bullying stops with an audience, and more than half the time, bullying stops within 10 seconds after someone speaks up. That means your voice has power.

Being an upstander doesn't always mean jumping into a situation directly. You should always talk about it. If someone is being hurt or things feel unsafe, find a trusted adult like a parent, counselor, or coach. Reporting is not "snitching"—it's protecting someone's dignity and safety.

There are other ways to be an advocate too. You could stand next to someone who's being left out or walk with them at lunch. You can say, "Hey, that's not okay," when someone makes a hurtful joke. Or you could report a mean comment or post online. Even a small act like sitting with someone who looks sad can change their whole day.

Advocacy isn't about being perfect—it's about showing others that they matter. When students speak up, it creates a school where people feel respected and valued. A community where no one has to wonder if someone will stand up for them.

Written By: Malik Thompson

Comments:



LilyReadsStuff | June 6, 2025

This was helpful! I once told a teacher when someone was being bullied, and it stopped. I was scared at first, but I'm glad I didn't stay quiet.

Like Reply 2h ago



BlueJay21 | June 6, 2025

I get the idea, but I think stepping in could make things worse sometimes. Not every student feels safe speaking up. Also, some studies say only 19% of students feel confident acting during bullying. Maybe more support or training would help.

Like Reply 1h ago

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Two Truths and a Lie

Put a check mark only on the truths.

	Upstanders speak up or take safe action.
	Bullying always stops on its own.
	Reporting harm is a way to be an upstander.

	Advocacy means standing up for others respectfully.
	Sitting with someone alone can show support.
	Only teachers and staff can stop bullying.

	Small actions can make a big difference.
	All jokes are harmless and should be ignored.
	Including others can help prevent exclusion.

	Being an upstander always means confronting the bully directly.
	Finding help from a trusted adult is a strategy.
	Safety should always come first when responding.

Questions

Answer the questions below.

1) Why do you think most bullying happens when the audi

2) What does advocacy look like in a school setting?

3) What is an upstander?

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Exit Cards

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

Name: _____ Mark

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

1) A community is stronger when everyone feels seen.	T / F
2) Advocacy means standing up for someone respectfully.	T / F
3) Hurtful jokes should always be ignored.	T / F
4) Every student feels confident being an upstander.	T / F

Name: _____ Mark

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

1) A community is stronger when everyone feels seen.	T / F
2) Advocacy means standing up for someone respectfully.	T / F
3) Hurtful jokes should always be ignored.	T / F
4) Every student feels confident being an upstander.	T / F

Name: _____ Mark

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

1) A community is stronger when everyone feels seen.	T / F
2) Advocacy means standing up for someone respectfully.	T / F
3) Hurtful jokes should always be ignored.	T / F
4) Every student feels confident being an upstander.	T / F

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5CH8.3

Consent 101: What It Really Means

Understanding What Consent Really Means

Consent means giving clear permission for something to happen. It should always be freely given, enthusiastic, and ongoing. In simple terms, consent means saying "yes" because you want to—not because you're scared, pressured, or unsure. It's not just about physical boundaries. Consent also applies to emotional space, sharing secrets, taking pictures, or giving hugs.



One of the important rules to understand is that "—and anything other than a cle ence, nervous laughter, or not g any is not consent. People must feel safe d e real permission. That's why con be on someone says yes to something t do v're saying yes to everything or ent ca aken back at any time.

This also means that changing your m tways you agree to something but later feel uncomfortable, you have ever right to do t to do this anymore." A respectful person will stop and listen—right

The Key Parts of Consent

To help students remember what real consent looks like, e fo klist:

- Clear: The person gives a direct "yes" without being aske mar
- Enthusiastic: The person seems excited, not confused or unco
- Ongoing: Consent must continue throughout, not just at the start.
- Freely Given: There is no pressure, threats, or guilt.
- Reversible: Anyone can change their mind at any time.

According to Kids Help Phone, 41% of Canadian youth say they've felt pressured to say yes to something they didn't want. That shows how important it is to understand and respect boundaries. Learning about consent helps build safe, kind relationships where everyone feels in control of their choices.

Consent also applies to digital situations. Before posting a friend's photo, sharing private messages, or tagging someone, it's respectful to ask. No one should be made to feel guilty or scared for saying "no."

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Name: _____ 73

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SCH8.3

True or False

Is the statement true or false?

1) Consent means staying silent or not saying no.	True	False
2) People can change their mind at any time.	True	False
3) Consent should be ongoing, not one-time only.	True	False
4) Clear body language can support giving consent.	True	False
5) Boundaries can be ignored if you know the person well.	True	False

Question

...r the questions below.

1) What ...es it ... ...e consent?

2) What is an example of non-...bal

PREVIEW

Word Search

Find the words in the wordsearch.

Consent	Uncomfortable
Permission	Enthusiastic
Pressured	Reversible
Boundaries	Scared
Emotional	Control
Silence	Situation

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

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Curriculum Connection
SCH8.3

Exit Cards

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

Name: _____ | Mark

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

1) Boundaries can be ignored if someone is your friend.	T / F
2) Consent applies to hugging and sharing secrets too.	T / F
3) You should always feel safe to say no.	T / F
4) Once you give consent, you can't take it back.	T / F

Name: _____ | Mark

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1) Boundaries can be ignored if someone is your friend.	T / F
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Name: _____ | Mark

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3) You should always feel safe to say no.	T / F
4) Once you give consent, you can't take it back.	T / F

PREVIEW

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Curriculum Connection
SCH8.3

Role Play: "Setting Boundaries in Everyday Situations"

Objective

What are we learning about?

To help students practise setting personal boundaries in everyday situations using assertive language, respectful tone, and confident body language. This activity reinforces the importance of consent, healthy communication, and standing up for personal space and comfort.

Materials

What will you need for the activity?

- Prompt cards with [illegible] boundary-testing scenarios
- Paper and pencils for students to write down ideas
- Space in the classroom for group presentations



Instructions

How will you implement this activity?

1) Begin with a brief class discussion about what boundaries are and why they matter in friendships, school, and online settings.
2) Divide students into small groups of 3–4.
3) Give each group a scenario card or let them pick from a pile.
4) In groups, students discuss the situation and brainstorm a respectful way to say "no" or set a boundary.
5) Each group writes a short role play scene showing how someone might set a clear boundary in that situation.
6) Remind students to practise using confident tone, eye contact, and calm body language.
7) After preparing, each group performs their role play for the class.
8) After each presentation, pause to discuss: Was the boundary clear? Respectful? Effective?
9) Once all scenes are presented, distribute the reflection worksheet.
10) Students' complete reflection questions and drawing prompts independently.

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SCH8.3

Scripts | Scenarios

Scenario	Description
A classmate asks for your phone password.	One student asks another to borrow their phone and password. A second peer pressures them more. A third peer supports the student's boundary. A fourth plays a teacher walking in.
Someone tries to take your picture without asking.	A student takes a sneaky photo of a classmate. Others join in laughing. The target sets a boundary. A bystander notices and calls it out. A fifth plays a teacher or friend.
A friend keeps sitting too close even after you've asked for space.	One student repeatedly ignores personal space. The student tries to speak. Two others nearby and react—one teases, one... A fifth plays a guidance counsel...
A peer pressures you to share a secret after they share theirs.	One student overshares and expects the same back. The second student is uncomfortable. Two others in the group react—one encourages sharing, one disagrees. A fifth plays a peer mediator.

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SCH8.3

Scripts | Scenarios

Someone keeps messaging you late at night.	One student complains about being ignored online. The second sets a boundary. A third is a friend giving advice. A fourth plays a bystander. A fifth is a parent or sibling checking in.
A cl[illegible]late te[illegible] and says [illegible] joke	One student makes a "joke" that's offensive. The target says they're uncomfortable. One bystander [illegible]hs. One supports the target. A fifth student is a [illegible]who follows up.
A friend posts your photo online without permission.	A stu[illegible]ares [illegible] in a group chat. The perso[illegible] the ph[illegible]n'[illegible]e permission. Two students disc[illegible]ether[illegible]. The fifth plays a peer who supp[illegible]del[illegible]t.
Someone touches you to get your attention, but you're not okay with it.	A student touches another stud[illegible] shoulder/back. The student sets a cl[illegible]ndary. Two others discuss whether it's "a big [illegible]eal." A fifth plays a teacher or ally who supports respect.
A group pressures you into skipping class.	One student suggests skipping class. Two others agree. One student wants to say no and does so. The fifth student plays a bystander who offers a better idea like talking to a teacher.

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SCH8.3

Two Stars And A Wish

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

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

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SCH8.3

Rubric – Setting Boundaries in Everyday Situations

Criteria	1 – Needs Improvement	2 – Developing	3 – Good	4 – Excellent
Assertive Communication	Doesn't show assertiveness or uses disrespectful tone.	Attempts assertive language but lacks clarity or tone.	Mostly uses respectful tone and "I" statements.	Uses confident tone, clear "I" statements, and respectful body language.
Relevan… Sc…	…oesn't relate to …rompt	Partially addresses the scenario or misses the issue.	Mostly stays on topic and responds to the situation.	Fully addresses the scenario with a strong boundary-setting response.
Respect & Empathy	…isresp… …ockin…	…ws minimal …thy or	Mostly respectful with some empathy.	Consistently respectful and models strong empathy.
Team Collaboration	Poor … collaboration … dominant/absent voices.	… par…	…ost members …ipate and …te.	All members participate equally and cooperatively.
Creativity & Effort	Scene appears rushed or incomplete.	Basic sce… with little creativity.	Sce… thou… …at	Scene is creative, …istic, and clearly …-prepared.

PREVIEW

Teacher Comments

Mark

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

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Curriculum Connection
SCH8.3

Managing Stress in Relationships

How Stress Can Affect Relationships
Stress is a normal part of life, but when it builds up, it can cause problems in relationships. Stress doesn't just affect how we feel inside—it can change how we act around others too. Whether it's a friendship, family connection, or romantic relationship, stress can lead to misunderstandings, arguments, or distance between people.

When someone is stressed, they might not act like thems[illegible]. They may snap at others, avoid spending t[illegible] people or seem extra sensitive. In relati[illegible] s[illegible] create confusion or hurt feelin[illegible] ther person doesn't know what s[illegible] going [illegible] nizing the signs of stress is an imp[illegible] ep[illegible] managing it.



Common Signs o[illegible] in Re[illegible]
Here are some signs [illegible] one you care about is feeling [illegible]

- Sudden mood swings or [illegible] e[illegible]
- Loss of appetite or changes [illegible] sleep
- Wanting to be alone more than usu[illegible] tion)
- Trouble focusing during conversation[illegible]
- Feeling overwhelmed or unable to relax

These signs don't mean someone is being rude or [illegible] be feeling overwhelmed and not sure how to talk about it.

How to Manage Stress and Support Each Other
Healthy relationships include respecting each other's mental health[illegible] tes stress differently, but there are ways to make it easier to manage while s[illegible] connected.

Some helpful strategies include:

- Talking it out: Sharing your feelings with someone you trust
- Taking space: Letting each other cool off before continuing a tough conversation
- Setting boundaries: Scheduling quiet time or breaks from group chats when needed
- Staying patient: Being understanding when someone needs extra support

According to the Canadian Mental Health Association, more than 50% of teens say that stress impacts their relationships and school life. Learning to manage stress and communicate clearly helps build stronger, healthier relationships where everyone feels safe and supported. When both people care about each other's mental health, it leads to more trust and less conflict.

PREVIEW

Name: _____ 81

Curriculum Connection
SCH8.3

Questions

Answer the questions below.

1) What are some ways stress can affect a relationship?

2) List tw[illegible] someone might be feeling stressed.

PREVIEW

Cloze Test

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

Stress can affect how we treat our fr[illegible] and f[illegible]. Some signs of stress include mood swings, _____ or wa[illegible] alone. It's important to talk things out or take _____ when needed. Setting clear _____ [illegible] feel safe. Respecting mental _____ is a key [illegible] of healthy _____ .

Word Bank
Boundaries
Isolation
Space
[illegible]hips
Health

True or False

Is the statement true or false?

1) Stress can cause problems in relationships.	True	False
2) Mood swings are never a sign of stress.	True	False
3) Isolation may be a sign someone is overwhelmed.	True	False
4) Healthy relationships include respect for mental health.	True	False
5) Setting boundaries helps support mental wellness.	True	False

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Curriculum Connection
SCH8.3

Story: Puberty, Emotions, and Relationship Changes

Draw Draw pictures that illustrate the story.

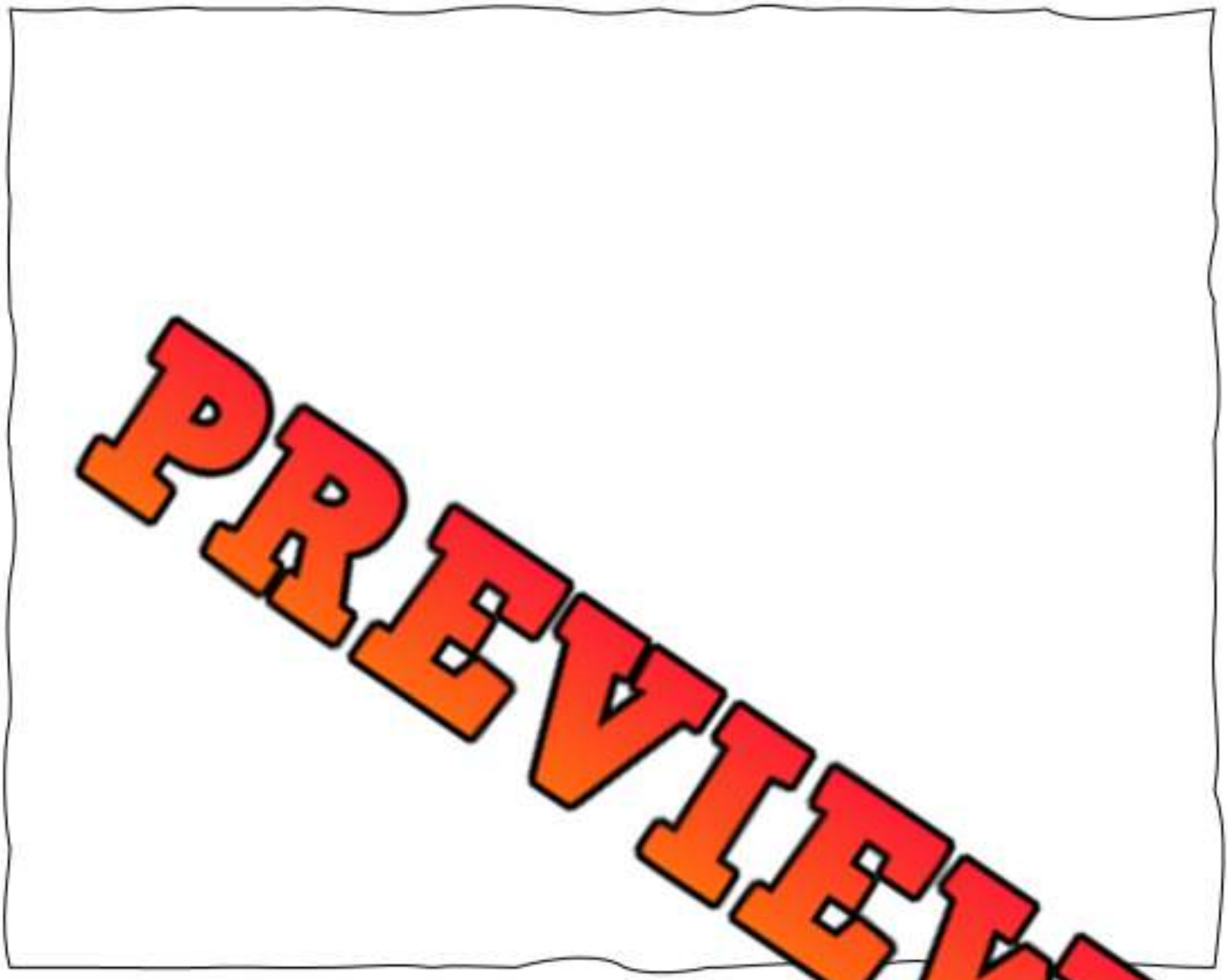
When Jonah turned 13, he started noticing a lot of changes. His voice cracked during conversations, his shoes barely fit by the end of the month, and his face had more pimples t[illegible]ual. These physical changes were happening quickly, and he wasn't always s[illegible]o feel about them.

Along w[illegible] the c[illegible]s body, Jonah also noticed changes in his emotions. He got irritated more [illegible]eciall[illegible]is younger brother borrowed his stuff or his best friend Liam didn't r[illegible]d t[illegible] enough. Sometimes he felt sad for no reason, and other times h[illegible]ited [illegible] without knowing why.

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These emotional ups and downs are common during puberty. Experts say the brain is still developing during these years, especially the parts that control emotions and decision-making. Hormones like testosterone and estrogen increase, which can lead to mood swings, stronger feelings, and impulsive reactions.

One day, Jonah got angry during a group project and snapped at his friend Mia. She looked shocked, and he immediately regretted it. After class, his teacher asked if he was okay. She reminded him that puberty is a time of big change and that talking about emotions can help people feel more in control.

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At home that night, Jonah decided to start journaling. Writing about his feelings helped him make sense of them. He also started noticing when his emotions were starting to build up and tried taking deep breaths or going for a walk instead of reacting right away.

Another change Jonah noticed was in his relationships. Some of his friends were starting t[illegible]about crushes or even dating. Jonah didn't feel ready for that, but it made hi[illegible]out boundaries. His health teacher explained that during puberty, it's imp[illegible]friends about comfort and consent—even with things like sharing ecrets[illegible]gs.

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Jonah began practicing this. When a friend looked upset, he asked if they wanted to talk. If he wanted to joke or give someone a high five, he'd say, "Is that okay?" This helped build trust and made him feel more confident in his friendships.

Even though puberty was confusing at times, Jonah realized that change wasn't something to fear. Learning to manage emotions, communicate openly, and respect others helped him grow—not just taller, but also into a better version of himself.

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SCH8.3

Exit Cards

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

Name: _____ Mark

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

1) Jonah felt embarrassed after snapping at Mia.	T / F
2) Puberty affects only physical changes, not relationships.	T / F
3) Hormones like estrogen and testosterone rise in puberty.	T / F
4) Consent is only needed in romantic relationships.	T / F

Name: _____ Mark

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PREVIEW

Name: _____ 87

Curriculum Connection
SCH8.3

Memory Game: "Healthy vs. Unhealthy Relationships"

Objective

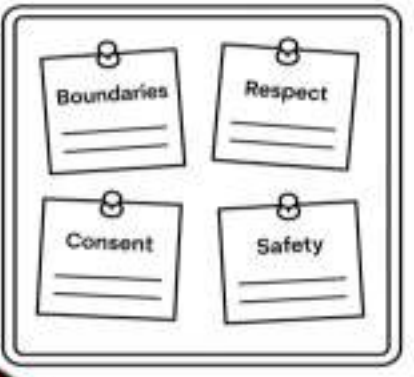
What are we learning about?

To help students build and reinforce their understanding of key relationship concepts by matching vocabulary terms with their definitions or examples. Students will reflect on which terms support healthy relationships and which reflect unhealthy behaviours.

Materials

What will you need for the activity?

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



Instructions

How will you complete the activity?

1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2) Have each group lay all the cards face down in a grid on a table or floor.
3) The students take turns flipping over two cards at a time, trying to find the term and its description.
4) If a student finds a match, they remove those cards from the grid and keep them.
5) If the cards do not match, they are turned back over, and the next student takes a turn.
6) The game continues until all the cards have been matched.
7) After the game, gather the students and discuss what they learned about healthy vs unhealthy relationships.

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Curriculum Connection
SCH8.3

Cards | Relationship Terms & Definitions – Index Card Set

Respect	Listening and valuing each other's feelings and opinions.
	Telling someone they can't have other friends.
Consent	fore giving a hug eone's photo.
Guilt-tripping	Saying, "If you re red, you'd do this for me."
Trust	Believing someone will keep your secrets and be honest.

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SCH8.3

Cards | Relationship Terms & Definitions – Index Card Set

Isolation	Encouraging someone to stop talking to their family or friends.
	Helping each other through hard times and celebrating successes.
Blame	Re[illegible] to take responsibility [illegible]nd [illegible]s saying it's so[illegible]e's fault.
Communication	Talking openly an[illegible]estly about feelings and needs.
Threats	Saying things like, "I'll hurt myself if you leave me."

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SCH8.3

Cards | Relationship Terms & Definitions – Index Card Set

Encouragement	Saying, "You can do it. I believe in you."
Control	Telling someone what to wear or who they can talk to.
Equality	Making decisions together and respecting each other's ideas.
Disrespect	Ignoring boundaries, talking over others, or using insults.
Emotional Safety	Feeling comfortable sharing thoughts without being judged.

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Curriculum Connection
SCH8.1, SCH8.3

Spelling Bee: "Words that Keep Us Safe"

Objective — What are we learning about?

To strengthen students' understanding of key health and safety vocabulary through a fun, spoken spelling activity. This spelling bee promotes accurate word use, builds confidence saying sensitive terms aloud, and supports learning about safety, consent, [illegible]ersonal boundaries.

PREVIEW

Mate[illegible] — W[illegible] you need for the activity?



- Pre-prepa[illegible] spell[illegible]s (Provided)
- Bell or buzzer f[illegible] [illegible]pellings
- Timer (optional)

Instructions — How will you compl[illegible]e acti[illegible]

1) Comprehensive list of spelling words relat[illegible] [illegible]Us Safe .(provided).
2) Divide participants into teams or have them compete [illegible]divi[illegible] class size and dynamics.
3) Clarify the rules, including turn-taking, scoring, and handling of [illegible]sspellings.
4) Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
5) Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
6) Progress through participants, allowing multiple attempts and cycling through the word list.
7) Tally correct spellings to determine scores for each participant or team.

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SCH8.1, SCH8.3

Spelling Terms | List of words for the Spelling Bee

Easy	Moderate	Hard	Very Hard
Trust	Bystander	Stereotype	Grooming
Respect	Inclusion	Harassment	Trafficking
S	Advocacy	Assertiveness	Discrimination
sent	Power	Coercion	Exploitation
Empathy	Bo	Upstander	Manipulation
Help	port	Identity	Vulnerability
Care	Values	t	Marginalization
Stop	Fairness	clud	Intersectionality
Listen	Communicate	Jud	tutional
Ask	Belonging	Challenge	ion
Friend	Equality	Protection	De anization
Kind	Safe Space	Assert	Objectification
Talk	Courage	Defensive	Psychological
Share	Choice	Pressure	Violation
Include	Leadership	Self-advocate	Disempowerment

PREVIEW

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Name: _____ 94

Curriculum Connection
SCH8.2 & SCH8.3

Four Corners : "What Would You Do?"

Objective What are we learning about?

To help students reflect on their values, choices, and feelings in real-world social situations related to boundaries, inclusion, and mental well-being. Students will explore how different responses affect relationships and learn how to listen to others' p ctives respectfully.

Materi you need for the activity?



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

Instructions How will you mpl

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

PREVIEW

Name: _____ 95

Curriculum Connection
SCH8.2 & SCH8.3

Scenario	A	B	C	D
You see someone being excluded online.	Speak up in chat	Message them privately	Ignore it	Tell an adult
A friend won't stop texting after you ask for space.	Block them	Remind them calmly	Reply anyway	Complain to a friend
Someone makes a hurtful joke about identity.	Laugh along	Say it's not okay	Stay silent	Tell a teacher
A classm[illegible]s upset a[illegible]	Leave them alone	Check in at break	Tell a teacher	Send a message
A fri[illegible] secret i[illegible] starting [illegible] hurt [illegible]	Keep the secret	Talk to your friend again	Tell an adult	Spread the info
You're overwhe[illegible] with school and fri[illegible]	[illegible]	Set boundaries and take breaks	Avoid everyone	Talk to someone you trust
Someone keeps making fun of your friend.	[illegible]fun [illegible]k	[illegible]p for [illegible]	Walk away	Report it after
A peer asks for your help but you're busy.	Help anyw[illegible]	[illegible]er ar[illegible] ti[illegible]	Say no [illegible]rshly	Ignore them
Your friend posts your photo without asking.	Ask them to delete it	La[illegible] off	[illegible] of [illegible]	Tell a trusted adult
A group invites everyone but one person.	Join anyway	Ask why t[illegible] person was lef[illegible] out	[illegible]e t[illegible] your[illegible]	[illegible]thing
You're in an argument and feel angry.	Yell and walk away	Take deep breaths	Text [illegible]ean things	[illegible]y silent for days
A friend talks behind your back.	Talk to them directly	Talk behind their back	End the friendship	Wait and see
You made someone uncomfortable by accident.	Apologize sincerely	Pretend it didn't happen	Blame them	Laugh it off
You want to be left alone at lunch.	Sit by yourself	Tell your friends kindly	Snap at them	Skip lunch
A classmate shares they are feeling anxious.	Ignore it	Tell them they're overreacting	Offer support	Help them talk to someone

PREVIEW

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Name: _____ 96

Unit Test – Social and Community Health Unit

Mark	Total
/ 10	/ 35

Multiple Choice /10

1) Who can you talk to about unsafe situations? A. Trusted adult B. Online fr nd C. A young g D. A per	2) Which is a digital boundary? A. Private messages B. Blocking C. Posting on Instagram D. Saying no in person
3) W sign of relationship? A. Isolation B. Empathy C. Excitement D. Competitiveness	4) What is a red flag in a relationship? A. Respecting space B. Sharing feelings C. Controlling behaviour D. ning
5) What is a key part of consent? A. Forced B. Coercion C. Passive D. Ongoing	tfishing? A. Play ne B. ake id C. M g fri D. Watchi
7) What is an action of an upstander? A. Ignores bullying B. Keeps others' problems secret C. Stands up against bullying D. Can easily avoid discrimination	8) Which of the owi used by predators? A. Listening B. Flattery C. Secrets D. Guilt
9) Which body language shows confidence? A. Fidgeting B. Looking down C. Crossed arms D. Eye contact	10) Which is a sign of grooming? A. Giving gifts B. Sharing food C. Helping with homework D. Saying hello

PREVIEW

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True or False

Is the statement true or false?

Mark / 5

1) Saying "no" is a healthy boundary.	True	False
2) Standing tall shows confident body language.	True	False
3) Emotional abuse doesn't hurt as much as physical abuse.	True	False
4) Passiv nication means clearly stating your feelings.	True	False
5) Trust adults you to keep secrets.	True	False

PREVIEW

Matching

Mat with rect description.

Mark / 5

Power Imbalance	t to feel safe and pect
Passive Communication	Warn of or unhealth eha
Red Flag	Someone you can go for help or support
Boundaries	Letting others decide even when uncomfortable
Trusted Adult	Unequal control between people in a relationship

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Mark
/ 6

Define What do the terms below mean?

Term	Definition – What does it mean?
Consent	
Flattery	
Phi	

Short Answer An[illegible]he q[illegible]ow – Each question is worth 3 marks.

Mark
/ 9

1) What are three types of [illegible]ies [illegible] set?

2) What does it mean when a relationship has a power im[illegible]lan[illegible]

3) What should you do if you feel unsafe online or in person?

PREVIEW

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Google Slides Lessons Preview

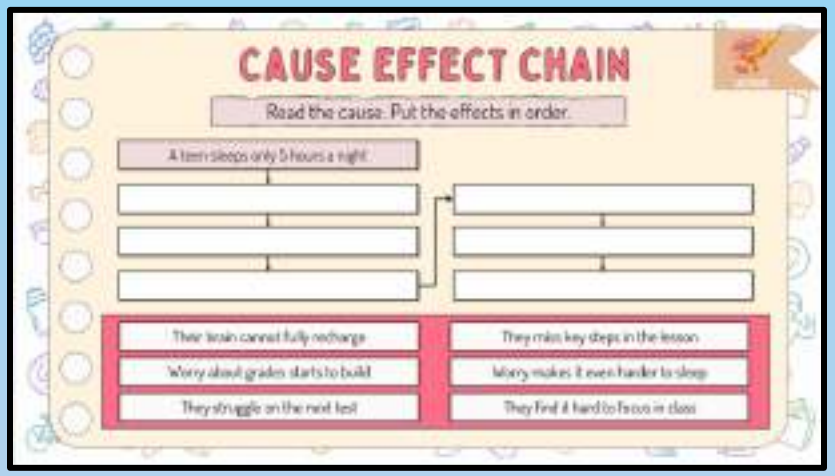
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BC Health Curriculum
Mental Well-Being – Grade 8

3-Part Lesson Format

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



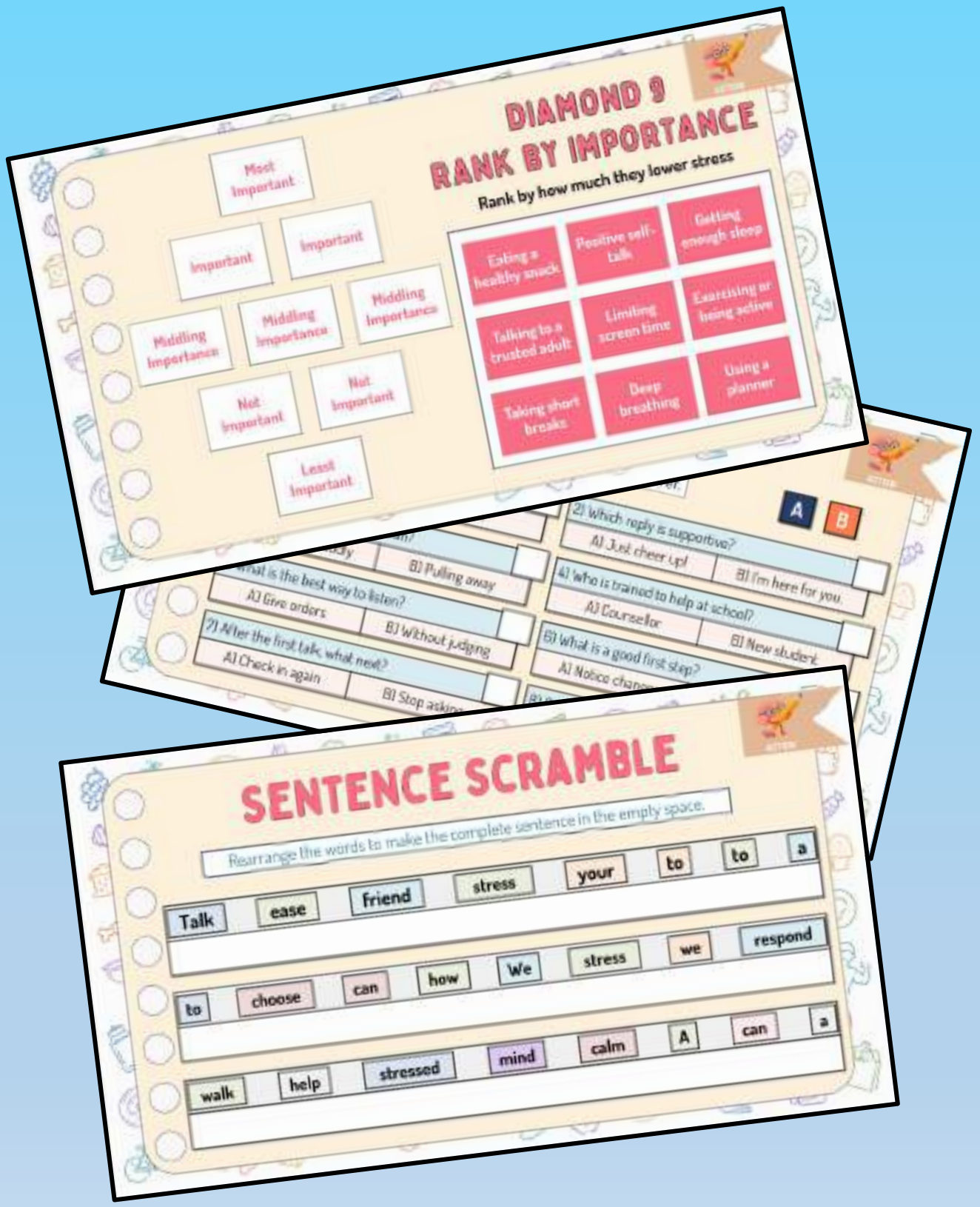


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

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



BC Health Curriculum
Mental Well-Being – Grade 8



BC Health Curriculum
Mental Well-Being – Grade 8



Workbook Preview

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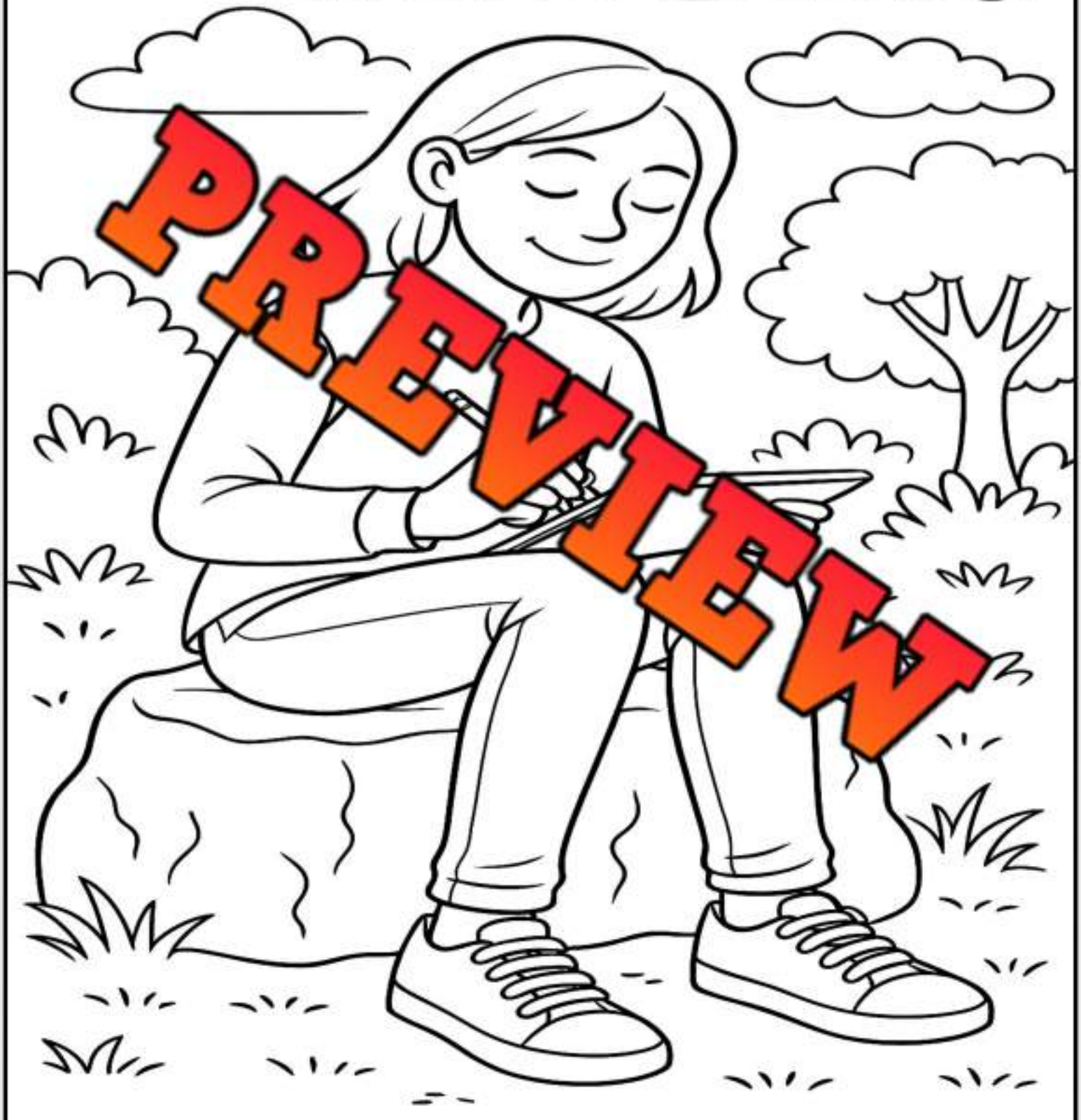
BC Grade 8 – Health Unit

Mental Well-Being

	Curricular Competencies - Elaborations	Pages
MWB8.1	Describe and assess strategies for managing problems related to mental well-being and substance use, for others ▪ What resources exist in your school and/or community to help students or others with problems related to mental well-being and/or substance use?	6-33, 81-82
MWB8.2	changing bodies during puberty ▪ identifying how thoughts and feelings might evolve or change during puberty (e.g., romantic feelings replacing friendship and changing dynamics and boundaries within relationships) ▪ considering how students interact with others and how their relationships might evolve or change during puberty and adolescence ▪ demonstrating an understanding that any intimate activities (including those involving intimate images) must be consensual	34-55, 78-82
MWB8.3	Explore and describe the impact of transition and change on identities ▪ How might the changing ways in which you think about yourself and others influence your identity?	56-82

Preview of 70 pages from this product that contains 116 pages total.

MENTAL WELL-BEING



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What Is Mental Well-Being, Really?

What Mental Well-Being Really Means

Mental well-being is about how we feel, think, and connect with the world around us. It's not just about avoiding mental illness. A person with good mental well-being can handle everyday stress, enjoy life, and build healthy relationships. Just like we all have a body that needs care, we all have a mind that needs care too.



Mental Well-Being for Everyone

Everyone has mental well-being. Some days we feel happy and calm, and other days we may feel sad or stressed or worried. Mental well-being means being able to deal with these feelings in healthy ways, stay focus at school, get along with friends and family, and make good choices.

Even if someone has a mental illness, they can still work toward better mental well-being. Mental well-being is something we can improve with the right habits and support.

What Helps Mental Well-Being

There are many ways to take care of our mental well-being. These are simple, everyday actions:

- Stay Connected: Spending time with friends and family helps us feel supported.
- Be Active: Physical activity helps lower stress and improves our mood.
- Talk About Feelings: Sharing how we feel helps us understand and manage emotions.
- Sleep Well: Kids aged 12–14 should get 8 to 10 hours of sleep each night.
- Eat Healthy: Nutritious food helps our brain work better and keeps our energy up.

Why It Matters

About 1 in 5 youth in Canada experience a mental health challenge each year. Stress from school, friends, or family problems can affect mental well-being. That's why it's important to know how to get help when you need it.

Many schools have guidance counsellors, and some communities have mental health clinics or youth helplines. Talking to a trusted adult is always a good first step.

Learning about mental well-being now helps students make smart choices and build strong habits that last a lifetime.

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True or False

Is the statement true or false?

1) Mental well-being means never feeling sad.	True	False
2) Everyone has mental health, like physical health.	True	False
3) Being active can improve your mental well-being.	True	False
4) Talking about feelings helps manage emotions.	True	False
5) Eating healthy food supports better mental focus.	True	False

Questio[illegible]

[illegible]swer the questions below.

1) What [illegible]es it [illegible]ve [illegible]ood mental well-being?

2) List two things that can hel[illegible]npro[illegible]being.

PREVIEW

Matching

Draw a line from the terms to their corresponding [illegible] benefit.

Sleep	Getting help from friends, family, or adults
Stress	Talking to someone you trust about feelings
Support	A feeling caused by pressure or problems
Mental Health	Helps your brain rest and recharge
Sharing Feelings	Having healthy emotions, thoughts, and connections

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Signs of Stress, Anxiety, and Depression

Noticing When Something Feels Off
Sometimes, people feel sad, nervous, or stressed—and that's normal. But if these feelings stick around for a long time or start to affect daily life, it could be a sign of something more serious, like anxiety or depression. These are common mental health struggles that can affect anyone, including kids and teens. Learning how to notice the signs early can help us take care of ourselves and support others.

What Stre iety, and Depression Can Look Like
Stress is r body and brain react to pressure. This can come from school, friends, family es. A little stress can help us get things done, but too much stre thy.

Anxiety is mo orry s when fear or nervous sn't go makes it hard to focus or ay. ore than feeling sad—it can one f empty or hopeless and lose n t they used to enjoy.



These signs can be hard to see. Mental th struggles are not always obvious, and they don' look the same in everyone.

Common Warning Signs to Watch For
Here are some signs that someone might be going through gh t
- Changes in sleep (sleeping too much or not enough)
- Loss of interest in friends, hobbies, or activities
- Low energy or always feeling tired
- Changes in eating (eating too much or not at all)
- Feeling angry, upset, or irritated often
- Trouble focusing or keeping up with school
- Crying often or feeling hopeless
- Saying things like "I don't matter" or "I give up"

Helping Yourself or Others
It's important to speak up if you notice these signs in yourself or someone else. Talking to a trusted adult like a teacher, parent, or school counsellor can help. Mental health challenges are treatable, and early support makes a big difference. In Canada, many young people face these challenges—about 1 in 7 youth have reported mental health concerns. You are never alone, and there is always help.

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True or False

Is the statement true or false?

1) Anxiety can make it hard to focus.	True	False
2) Stress is never helpful in any situation.	True	False
3) Depression means someone is always crying.	True	False
4) Losing interest in activities can be a sign.	True	False
5) People with mental health struggles always look sad.	True	False

Question

Answer the questions below.

1) What one e... stress or anxiety?

2) Why is it important to recognize th... ea...

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with the appro...

1) A person with _____ may feel nervous all the time and have trouble focusing.
2) Not eating, sleeping too much, and feeling tired are signs of _____ health struggles.
3) One in _____ youth in Canada report mental health concerns.
4) People who stop spending time with friends may be _____ from others.
5) Talking to a _____ adult is a good first step when you need support.

Trusted
Withdrawing
Seven
Mental
Anxiety

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Activity - "Stress Sorting – Out Of My Control?"

Objective

What are we learning about?

Students will identify common sources of stress in their lives and practice separating them into controllable and uncontrollable categories. They will develop personal strategies to manage the controllable stressors, promoting emotional regulation, resilience, and mental well-being.

Materials

What will you need for the activity?

- Slips of paper with different stress scenarios written on them
- Two large paper chart labels: "Controllable" and "Out of My Control"
- Tape or magnets to post the slips



Instructions

How will you complete the activity?

1) Prepare slips of paper in advance with realistic stressors Grade 8 students might experience.
2) Set up two areas in the classroom with the headings "Controllable" and "Out of My Control."
3) Divide the students into small groups or pairs.
4) Give each group a set of stressor slips and ask them to read through each one carefully.
5) Ask the groups to sort the slips into the category where they think each stressor belongs.
6) Once sorted, have them post their slips under the correct heading on the wall or board.
7) Review the results as a class, discussing any disagreements or surprises in where items were placed.
8) Ask students to choose three stressors from the "Controllable" category and brainstorm one healthy strategy for each.
9) Invite a few students to share their strategies with the class and explain why they might help.

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Reference Stress Sorting Category Signs

Taking breaks and resting	How long a teacher takes to mark something
Practising deep breathing or mindfulness	Being put in a group you didn't choose
Test schedules	Studying for a test
a hy snack	Asking for help
Usi lf-	Talking to a friend
Setting boun	Someone not liking your style or interests
Staying organized with er checklist	hat others post online
Choosing how to respond to conflict	Wh ther or say about you
Limiting screen time	k dne edly
When classmates are noisy or distracting	Choosin d w disagre
A sibling borrowing your things without asking	Changes in your fami dation
How much homework is assigned	Going to bed on time
A friend's decision to ignore you	Trying again after a mistake
Deciding to talk to a counsellor	Weather changes
Parents arguing at home	School rules

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Reference | Stress Sorting Category Signs template

✅ Controllable	🚫 Out of My Control

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Reflection Answer the questions below.

1) Which stressors did you find hardest to sort and why?

2) Were t… …y you thought could fit in both categories? Mention them.

3) What's one thing y… …tly the next time you feel stressed?

PREVIEW

Word Scramble Unscramble the words from … ba…

WORD BANK			
PUBERTY	IDENTITY	RESILIENCE	B…UNDARIES
EMPATHY	CONSENT	PRESSURE	COMMUNICATION
EMOTIONS	HORMONES	WITHDRAWAL	PERSONAL

OENSCNT		ERIECSLENI	
CMNAUITOICMON		NUSAODIERB	
YHAPTEM		YBTUPER	

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Psychoactive Substances: What You Need to Know

What Are Psychoactive Substances?

Psychoactive substances are chemicals that change the way the brain works. They affect how a person thinks, feels, and acts. Some common examples are alcohol, tobacco, cannabis (marijuana), and inhalants (like glue or spray cans). These substances can slow down or speed up brain activity and change someone's mood, behaviour, and thinking.



Even small amounts can affect the brain. For example, alcohol slows down the body and can make it hard to think clearly. Tobacco contains nicotine, which is very addictive. Cannabis can make you feel strange things and affect memory. Inhalants can cause headaches, dizziness, and even brain damage.

How These Substances Affect Health

Using these substances—especially at a young age—can be harmful. The brain continues to grow until about age 25, and substances can interfere with that development. That's why the younger someone starts using, the more damage they can cause.

Here are some of the effects these substances can cause:

- Alcohol: can affect memory, decision-making, and coordination
- Tobacco: can cause lung disease and increase cancer risk
- Cannabis: can affect mental health, memory, and learning
- Inhalants: can damage the brain, heart, and liver

Why Some People Use Substances

People might try substances for many reasons. Some feel pressure from friends. Others are curious or want to feel better when they're stressed, anxious, or sad. Some may not know the risks or think using just a little is safe.

In fact, studies show that teens who start using substances early are more likely to develop mental health issues or addiction later in life. About 60% of people with substance use problems also have a mental health disorder.

Making Healthy Choices

Understanding the risks helps you make good choices for your well-being. If you're feeling overwhelmed, there are healthy coping tools like talking to a trusted adult, exercising, journaling, or using breathing techniques. You don't need substances to manage stress—there are safer ways that support your mind and body.

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True or False

Is the statement true or false?

1) Psychoactive substances affect the way we think.	True	False
2) Alcohol helps the brain grow faster.	True	False
3) Cannabis can affect memory and mood.	True	False
4) All substances affect the brain in the same way.	True	False
5) Stress can make someone more likely to use substances.	True	False

Question

Answer the questions below.

1) What are psychoactive substances?

2) What does "peer pressure" mean in

PREVIEW

Word Scramble

Unscramble the words from the word

WORD BANK			
PSYCHOACTIVE	CANNABIS	COORDINATION	HEALTHY
ALCOHOL	INHALANTS	NICOTINE	DAMAGE
TOBACCO	PRESSURE	DIZZINESS	OVERWHELMED

RSPUEESR		NTSLIANAH	
RVEWLEHOMED		ICNOETIN	
TAONRIONIDCO		CLHOAOL	

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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: _____

Answer the following questions.

1) What does nicotine do to the body?

2) What are healthier ways to cope with stress?

Name: _____

Answer the following questions.

1) What does nicotine do to the body?

2) What are healthier ways to cope with stress?

Name: _____

Answer the following questions.

1) What does nicotine do to the body?

2) What are healthier ways to cope with stress?

Name: _____

Answer the following questions.

1) What does nicotine do to the body?

2) What are healthier ways to cope with stress?

PREVIEW

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MWB8.1

Fact or Fiction - "Substance Use and Mental Health"

Objective

What are we learning about?

Students will explore common myths and truths about substance use and mental health. They will develop critical thinking skills by sorting statements and justifying their reasoning. The activity will also help students learn to recognize harmful misinformation and understand how substance use can affect mental well-being.

Materials

What will you need for the activity?

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



PREVIEW

Instructions

How will you complete the activity?

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

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Fact or Fiction | Read the statements to the class.

#	Statement	Fact/ Fiction
1	Vaping can cause lung damage.	Fact
2	Everyone tries drugs in high school.	Fiction
3	Alc[illegible] depressant, not a stimulant.	Fact
4	[illegible]cted unless you use daily.	Fiction
5	[illegible] subs[illegible]ct how the brain grows.	Fact
6	Cannabi[illegible]ess b[illegible]t's natural.	Fiction
7	Mental health [illegible]tance use.	Fact
8	Teens are too young t[illegible]gle[illegible]on.	Fiction
9	Using substances can increase[illegible] over[illegible]	Fact
10	Drinking coffee balances out alcohol.	Fiction
11	Addiction can change brain chemistry.	Fact
12	Trying something once means you're addicted.	[illegible]iction
13	Talking to someone helps with stress.	[illegible]ct
14	Only illegal drugs are dangerous.	Fiction
15	Peer pressure can influence risky choices.	Fact
16	You should never talk about mental health.	Fiction
17	Prescription drugs can be misused too.	Fact
18	If you're strong, you don't get addicted.	Fiction
19	Healthy coping skills reduce the risk of misuse.	Fact
20	Substance use can affect school performance.	Fact

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Supporting a Friend Who's Struggling

Noticing When a Friend Needs Help

Sometimes friends seem different—quieter, more tired, or not interested in things they used to like. These can be signs of stress, anxiety, or other mental health struggles. It's important to know that you don't need to be an expert to help a friend. Just being kind, supportive, and willing to listen can make a big difference.



How to Help a Friend

If you think a friend is struggling, here are some things you can do:

- Notice changes: Look for signs like skipping activities, mood swings, or being withdrawn.
- Start a conversation: Ask, "I've noticed you haven't been yourself lately. Want to talk?"
- Listen without judging: Hearing them out and listening helps a lot.
- Encourage them to talk to someone: A parent, or school counsellor can help.
- Check in again: Keep showing that you're there after the first talk.

What *Not* to Say (and What to Say Instead)

Words matter. When someone is struggling, the wrong things can make them feel worse. Here's a helpful list:

What Not to Say	Say Instead
"You're overreacting."	"That sounds really tough. I'm here for you."
"Just cheer up!"	"Do you want to talk about what's going on?"
"Everyone feels like that."	"You're not alone. Let's find someone to help."
"You're being dramatic."	"I'm sorry you're feeling this way."
"Get over it."	"It's okay to feel this way."

Why Peer Support Matters Research shows that over 50% of youth with mental health needs don't get help—often because they're afraid to speak up. But if even one friend listens and supports them, that can lead to getting the help they need. Peer support builds trust, confidence, and connection. It reminds us that no one has to struggle alone.

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True or False

Is the statement true or false?

1) You must be an expert to help a friend.	True	False
2) Telling someone to "cheer up" is supportive.	True	False
3) Noticing small changes in a friend can matter.	True	False
4) A teacher or guidance counsellor can offer support.	True	False
5) Mental health struggles are usually easy to spot.	True	False

Questions

Answer the questions below.

1) What are some signs a friend might be struggling?

2) What should you do if you notice changes in someone?

PREVIEW

Word Search

Find the words in the wordsearch.

Supportive	Withdrawn
Anxiety	Research
Stress	Confidence
Struggles	Connection
Conversation	Judging
Encourage	Counsellor

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

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Role Play: "Helping a Friend in Crisis"

Objective

What are we learning about?

Students will learn how to recognize signs of mental health or substance use issues in a peer and practise how to respond with empathy, support, and appropriate help-seeking strategies.

Materials

What will you need for the activity?

- Sc[illegible]o card[illegible]tten or student-created)
- Optional p[illegible]cks[illegible]one props, school items)
- Access to trus[illegible]dult[illegible]r[illegible]ters



Instructions

How will yo[illegible]ple[illegible]e[illegible]y?

1) Divide the class into small groups[illegible] 3 to 5[illegible]ents.
2) Give each group a scenario card or ask[illegible]o cr[illegible]stic scenario where a peer is showing signs of stress, w[illegible]s[illegible]use.
3) Ask the group to read the scenario and discuss[illegible]s i[illegible]e the person is in crisis.
4) Have the group brainstorm how someone might respond i[illegible] respectful way.
5) Tell each group to create a skit that shows one peer noticing the problem, offering kind support, and suggesting a safe adult or resource to turn to.
6) Instruct groups to write a short script including dialogue and actions.
7) Allow groups time to rehearse their skits together.
8) Invite each group to perform their skit in front of the class.
9) After each performance, lead a short discussion highlighting what was done well and how the student showed care.
10) End the activity by reviewing where students can go in real life if they or someone they know needs help.

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MWB8.1

Scripts | Scenarios

Scenario	Description
The Silent Te[illegible]te	A once-outgoing student on the volleyball team has stopped showing up to practice, barely speaks in class, and always looks exhausted. One friend notices the shift and tells another teammate. A third friend isn't sure it's their place to interfere, while the coach pulls a student aside and expresses concern. Together, the group must figure out how to talk to their friend and what support to [illegible]uggest.
"I Can't Sleep"	Dur[illegible]h, one student shares they're not sleeping, ca[illegible] feel like their mind won't stop racing. [illegible]nd reassures them it's okay to talk. [illegible]bout it, not realizing it's serious. A fo[illegible] su[illegible]he school counsellor. A fifth friend step[illegible]explai[illegible]anxiety feels like and helps the gr[illegible]p take t[illegible]sue[illegible] seriously.
The Hidden Bottle	At school, a student h[illegible]g typ[illegible]d stumbling, and someone s[illegible]drin[illegible]rom a water bottle that smells odd. [illegible]ien[illegible]t their business, another wants to confi[illegible] suggests telling a teacher, and a four[illegible]eak calmly to the student involved. The group [illegible]es what to do while staying supportive and safe.
Trouble at Home	A student opens up quietly during group work about feeling unsafe at home because of a sibling's drug use. One friend immediately offers support, another is unsure how to respond, one wants to keep it secret out of loyalty, and a fourth quietly tells a trusted teacher. A final character plays the teacher, who listens and gives the student information about where they can get help.

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Scripts | Scenarios

Covered in Secrets	A student who used to enjoy gym class now skips it and always wears long sleeves, even on hot days. During a group project, one friend gently asks if everything is okay. Another classmate avoids the subject, one thinks the student is just being dramatic, and one suggests talking to the guidance counsellor. The group practices responding with empathy and deciding when to bring in a trusted adult.
After the B	A student is heartbroken after a breakup and begins kipping class, crying in the bathroom, and avoiding their ends. One friend tries to cheer them up, another ec frustrated, a third suggests they write down thei and a fourth offers to walk with them to ta ounsellor. The friend in crisis shares ey're and how hard it is to move on.
Troubling Posts	A po ge online that says, "What's the point ymo see it and each react differently. nts to it, one says they should talk to the st ent imm tely her thinks it's a joke, and the last sugges orti to a teacher. In the skit, they speak t st the post, who opens up about wha eally
Always Tired, Always Absent	A student is missing classes, g u rely eats. One friend thinks the stude is b notices how quiet they've become, on everything is okay, and another insists on w them to the school office for support. The student re als they've been struggling with stress at home and haven't had time to eat or sleep properly.
New Friends, New Risks	A student who was once part of a close friend group now skips lunch, talks back to teachers, and is seen with older students outside of school. Their old friends are concerned. One wants to confront them, another thinks they should give space, a third wants to report the older students, and a fourth suggests talking to a teacher. The student in question defends their choices but slowly realizes their old friend's care.

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



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Rubric – "Helping a Friend in Crisis"

Criteria	1 – Needs Improvement	2 – Developing	3 – Good	4 – Excellent
Understanding the Issue	Struggles to identify the problem or signs of crisis.	Recognizes one or two signs but lacks clarity.	Clearly identifies relevant signs of stress or substance use.	Thoroughly explains and understands multiple warning signs and underlying issues.
Support Strategi	Offers no clear strategy or suggests ful	Offers a basic or vague supportive response.	Uses appropriate and supportive strategies	Demonstrates a variety of effective and realistic strategies, including involving trusted adults.
Empathy and Communication	ion r or ive.	Shows some athy but may use iate e.	Communicates with care and uses respectful, kind language.	Shows strong empathy, excellent listening, and highly respectful communication.
Team Participation	Rarely participates or cooperates with group members.	arti ome not co ty.	rticipates fully, ideas, and es with	Leads or supports others actively, contributes meaningfully, and helps group success.
Creativity and Realism	Skit lacks realism or does not relate to the scenario.	Skit is somewhat realistic but lacks detail or depth.	is re h cle the sce	Skit is highly creative, realistic, and gful; strongly ts th scenario

PREVIEW

Teacher Comments

Mark

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

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Memory Game: Mental Health Vocabulary

Objective

What are we learning about?

Students will build and reinforce their understanding of mental health vocabulary by matching terms with their definitions or real-life examples. This activity supports mental health literacy and helps students confidently use the language needed to discuss mental well-being and support systems.

Materials

What will you need for the activity?

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



Instructions

How will you complete the activity?

1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2) Have each group lay all the cards face down in a grid on a table or floor.
3) The students take turns flipping over two cards at a time, trying to find the Mental Health term and its benefit.
4) If a student finds a match, they remove those cards from the grid and keep them.
5) If the cards do not match, they are turned back over, and the next student takes a turn.
6) The game continues until all the cards have been matched.
7) After the game, gather the students and discuss what they learned about each Mental Health term.

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Cards | Mental Health Terms & Definitions – Index Card Set

Anxiety	Feeling nervous, worried, or fearful about something, even if there's no clear reason.
D	A lasting feeling of deep sadness or loss of interest in things once enjoyed.
Coping	A gy or activity used to wi ess or difficult ns.
Stigma	Negative attitu efs about people wit ental health or substance use issues.
Substance Use	When someone consumes alcohol, drugs, or other substances, sometimes to manage emotions.

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Cards | Mental Health Terms & Definitions – Index Card Set

Well-being	A state of feeling healthy, safe, and balanced in body and mind.
Tr[illegible]lt	A teacher, parent, counsellor, or other adult who can help when you're struggling.
Stress	[illegible]eling of pressure or [illegible]ensi[illegible] response to cha[illegible] change.
Peer Support	Help and under[illegible]tan[illegible]given by someone your[illegible]n age or group.
Mindfulness	Paying attention to the present moment with care and without judgment.

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MWB8.1

Cards | Mental Health Terms & Definitions – Index Card Set

Resilience	The ability to bounce back after a tough experience or setback.
	Activities that help you feel relaxed, healthy, and cared for.
Helpline	ne number or chat rvic u can contact r m lth support.
Isolation	Feeling alon d from others, som s by choice or because of a situation.
Boundaries	Limits you set to protect your emotional or physical space and comfort.

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MWB8.2

What Happens During Puberty?

Understanding the Changes of Puberty



Puberty is the time in life when your body starts to change from a child into an adult. It usually begins between ages 8 and 14, and it can happen earlier or later for some people. These changes are caused by hormones, which are special chemicals your body makes. Everyone goes through puberty, but the changes can happen at different times and in different ways.

What Happens to the Body

During puberty, the body goes through many changes—some you can see and some you can't. These changes are all normal and part of growing up.

Here are some common changes that happen during puberty:

- Growth spurts: You may grow taller and heavier, especially in your arms and legs.
- Body hair: Hair starts to grow under the arms, around the genitals, and sometimes on the chest and face.
- Voice changes: For people with testes, the voice often gets deeper.
- Skin changes: You may get oily skin or acne.
- Sweat and body odour: Sweat glands become more active, so bathing becomes more important.
- Menstruation: For people with ovaries, periods usually start during puberty, often between ages 10 and 15.
- Breast development: People with ovaries may notice breast growth between ages 8 and 13.

PREVIEW

Everyone Develops at Their Own Pace

It's important to know that not everyone starts puberty at the same time. Some people begin earlier, and some later. Some grow quickly while others grow slowly. All of it is normal. Puberty can last 2 to 5 years, and it's different for each person.

Talking About It Is Healthy

Many students feel nervous or embarrassed talking about puberty. But learning about your body helps you feel more confident and in control. If you have questions, you can talk to a trusted adult, teacher, or school nurse. Understanding puberty helps you take care of your health and feel proud of your growing body.

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MWBB.2

True or False

Is the statement true or false?

1) Puberty usually starts between ages 8 and 14.	True	False
2) Everyone goes through puberty at the same time.	True	False
3) Growth spurts can add 10 cm in one year.	True	False
4) All people get their period at the same age.	True	False
5) Deodorant may be needed more often during puberty.	True	False

Questions

nswer the questions below.

1) W s pube t different times?

2) Name two common physical chan g p

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with the appro e

1) A _____ spurt is when your height increases quickly during puberty.
2) _____ is a hormone that helps start puberty changes.
3) People may start to use _____ during puberty to manage body odour.
4) Skin can become oily and develop _____ during puberty.
5) The _____ system begins to change and develop during puberty.

Testosterone
Acne
Growth
Reproductive
Deodorant

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MWB8.2

Fact or Fiction - "Puberty Myths Busted"

Objective — What are we learning about?

To help students identify and challenge common myths about puberty through discussion and critical thinking. This activity supports understanding of physical and emotional changes during adolescence and promotes self-confidence and respect for others.

Materials — What will you need for the activity?

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



PREVIEW

Instructions — How will you complete the activity?

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

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Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Puberty can cause mood swings and strong feelings.	Fact
2	Everyone starts puberty at the same age.	Fiction
3	Girls can start puberty as early as age 8.	Fact
4	Only boys grow body hair during puberty.	Fiction
5	Hormones play a role in puberty changes.	Fact
6	Girls are the only ones who get acne.	Fiction
7	Boys' voices usually change during puberty.	Fact
8	It's weird not to be interested in anything during puberty.	Fiction
9	Menstruation is something most people experience during puberty.	Fact
10	All people finish puberty by the age of 13.	Fiction
11	It's normal to feel awkward about body changes.	Fact
12	Puberty is only about physical changes.	Fiction
13	Puberty affects everyone a little differently.	Fact
14	You can control when puberty starts by eating healthy.	Fiction
15	It's important to ask questions when you're confused about puberty.	Fact
16	Everyone grows at the same speed during puberty.	Fiction
17	Sweat glands become more active during puberty.	Fact
18	Only girls experience emotional changes during puberty.	Fiction
19	It's normal for puberty to feel confusing or overwhelming sometimes.	Fact
20	Boys don't need to learn about periods or emotional health.	Fiction

PREVIEW

Name: _____ 38

Curriculum Connection
MWBB.2

Emotions on High: Navigating Intense Feelings

Why Emotions Feel Bigger During Puberty

During puberty, your body goes through many changes—and so does your brain. One big change is the increase of hormones like estrogen and testosterone. These hormones are important because they help the body grow and develop, but they also affect the brain. This can lead to intense feelings, mood swings, or acting without thinking, which is called impulsive behaviour. These changes are a normal part of growing up and do not mean something is wrong with you.



Understanding Strong Emotions

When emotions feel strong or unpredictable, it can be confusing or frustrating. One moment you may feel excited, and the next you may feel sad or angry. These ups and downs are common during puberty. In fact, researchers say that the part of the brain that controls emotions (the amygdala) develops faster than the part that helps with decision-making (the prefrontal cortex). This means it can be harder to stay calm or think things through when feelings are strong.

You may also notice changes in how you react to things. Something small might feel like a big deal. Or you might say something and regret it later. This doesn't mean you're "bad" at handling emotions—it means your brain and body are still learning to work together.

Tools to Help You Stay Calm

It's okay to feel all kinds of emotions. They're not "bad"—they're signs from your body that something matters to you. The key is learning what to do with those feelings. Here are some healthy ways to manage strong emotions:

- Deep breathing – Helps your body slow down and relax
- Going for a walk or moving your body – Releases stress
- Journaling – A safe way to write out your feelings
- Talking to a trusted adult or friend – Helps you feel heard
- Creating a routine – Gives your day more balance and control

Learning how to understand and respond to emotions builds mental resilience—the ability to bounce back from challenges and stay strong through tough moments.

PREVIEW

Name: _____ 39

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True or False

Is the statement true or false?

1) Hormones during puberty can affect your emotions.	True	False
2) Feeling emotional means something is wrong with you.	True	False
3) Impulsive behaviour is a normal part of puberty.	True	False
4) The prefrontal cortex helps with decisions and planning.	True	False
5) Strong feelings during puberty are never normal.	True	False

Questions

...swer the questions below.

1) Wha... horm... ...how do they affect emotions?

2) Why might someone feel moody d... ...tive d... ...uberty?

PREVIEW

Matching

Draw a line from the terms to their corresponding ...ption.

Amygdala	A tool like deep breathing or journaling
Prefrontal Cortex	Acting quickly without thinking
Hormones	Part of the brain that controls emotions
Coping Strategy	Chemicals that cause body changes and mood shifts
Impulsive Behaviour	Helps with decision-making and self-control

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Exit Cards

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

Name: _____ Mark

Is the statement true or false?

1) Recognizing your feelings is part of growing up.	T / F
2) Puberty only causes physical changes, not emotional ones.	T / F
3) Your brain finishes developing during puberty.	T / F
4) Everyone experiences emotions the same way.	T / F

Name: _____ Mark

Is the statement true or false?

1) Recognizing your feelings is part of growing up.	T / F
2) Puberty only causes physical changes, not emotional ones.	T / F
3) Your brain finishes developing during puberty.	T / F
4) Everyone experiences emotions the same way.	T / F

Name: _____ Mark

Is the statement true or false?

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2) Puberty only causes physical changes, not emotional ones.	T / F
3) Your brain finishes developing during puberty.	T / F
4) Everyone experiences emotions the same way.	T / F

Name: _____ Mark

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2) Puberty only causes physical changes, not emotional ones.	T / F
3) Your brain finishes developing during puberty.	T / F
4) Everyone experiences emotions the same way.	T / F

PREVIEW

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Friendship, Romance, and Changing Boundaries

Understanding Friendship and Relationship Changes

As you grow and go through puberty, it's normal for your friendships and relationships to change. These changes happen because your interests, feelings, and even the way you see yourself and others start to shift. One big part of this is the start of romantic feelings. It's common to start liking someone in a different way, and this can change how you act around your friends or how they act around you.



Some frie may grow stronger, while others m . You may feel closer to people who w re going through or have me va e same time, you might grow apart fr o n nger make you feel safe, resp comfo That's okay—it's a normal part wing

New Boundaries and Expe

As friendships and romantic re onsh ndaries become more important. A boundary is a line that sh at ma u feel safe and respected. These can be physical, like not wanting be hug or e nal, like not sharing personal information.

Here are some examples of changing boundaries an tions:

- Wanting more privacy in friendships
- Needing time alone or with different people
- Not being okay with teasing or pressure
- Deciding what kind of touch is comfortable
- Talking about how much time you want to spend together

Clear communication is the key to managing these changes. Saying how you feel and listening to others helps avoid hurt feelings and confusion. For example, if a friend starts dating someone, you might feel left out. Instead of getting angry, you could talk to them and share how you're feeling. This helps the friendship stay strong.

Research shows that good communication builds healthy relationships and helps with emotional well-being. Being honest, kind, and respectful makes it easier to handle social changes. Learning how to set boundaries and talk openly helps now and in the future—at school, with friends, and in all kinds of relationships.

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True or False

Is the statement true or false?

1) Romantic feelings can change your friendships.	True	False
2) Friendships always stay the same during puberty.	True	False
3) It's normal to grow apart from some friends.	True	False
4) Clear communication can help friendships stay strong.	True	False
5) Boundaries help people feel safe and respected.	True	False

Question

Answer the questions below.

1) Why do friendships sometimes change during puberty?

2) What does it mean to have a healthy relationship?

Visualizing

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

PREVIEW

Story – Managing New Boundaries in Relationships

Jada and Mia had been best friends since grade 3. They did everything together—joined the same clubs, sat beside each other in class, and had a Friday tradition of grabbing bubble tea after school. But lately, things felt... different.



Mia had st ed hanging out with a new group during lu a noticed they talked about things she wasn able with—like crushes, personal secrets r classmates. Jada didn't say change made her feel left ou uncom

One Friday, whil her p ble tea, Jada finally spoke up. "Mia, I've been feeling weird lately. t li ings your new group says. I kind of need more space right now."

Mia looked surprised. "Why didn ou s ?"

"I didn't want to upset you," Jada said. "But I read i s th ormal for friendships to change in middle school. It's called setting b es."

Mia nodded slowly. "Yeah, I get that. I guess I've been oo."

Jada had recently learned that boundaries are personal rule se respected. Boundaries can be physical—like not wanting hugs—or t wanting to share certain feelings. It's also normal to change your bounda you grow up. In fact, experts say most kids start learning to set boundaries betwee es 11 and 14.

Jada remembered her teacher saying that clear communication is one of the best ways to keep relationships healthy. Saying "I need some space" or "I'm not ready to talk about that" is not rude—it's respectful.

Later that week, Mia texted Jada: Thanks for talking to me. I want us to still hang out. I'll make sure we talk about stuff we're both cool with.

Jada smiled. She had worried about speaking up, but it felt good to be honest. Learning to set boundaries didn't end their friendship—it helped it grow in a new and healthier way.

PREVIEW

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MWB8.2

Questions Answer the questions below.

1) What made Jada feel uncomfortable in the friendship?

2) How di[illegible]espond when Jada shared her feelings?

PREVIEW

Draw Design a [illegible] that [illegible]y Boundaries Matter" with examples.

True or False Is the statement true or false?

1) Boundaries are rules that help you feel respected.	True	False
2) It's rude to tell a friend you need space.	True	False
3) Boundaries can be both physical and emotional.	True	False
4) All friendships stay the same through middle school.	True	False
5) Experts say boundary-setting begins between ages 11 and 14.	True	False

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Conflict and Resolution During Adolescence

Why Conflict Happens More During Adolescence



As you go through puberty, your emotions, opinions, and relationships begin to change. You may start to care more about fairness, freedom, and being treated with respect. At the same time, your brain is still learning how to handle strong feelings and make calm decisions. This can lead to more conflict, especially with friends, roommates, or even family.

Conflict happens when people disagree or feel upset with each other. It doesn't mean something is wrong with you. In fact, conflict is a normal part of growing up and can be a chance to learn more about yourself and others.

Tools for Handling Conflict

How you deal with conflict can make a big difference. Yelling, ignoring, or blaming often make things worse. Learning respectful communication can help solve the problem and make relationships stronger. Here are some skills that help during conflict:

- Use a calm tone – Speak clearly and don't shout
- Choose the right time – Wait until both people are ready to talk
- Listen actively – Let the other person finish before you speak
- Use "I" statements – Say how you feel without blaming others
- Try to find common ground – Look for a solution that works for you

Why Empathy and Timing Matter

Empathy means trying to understand how someone else feels. When you show empathy, people are more likely to listen to you too. Saying "I get that you're upset" or "I see where you're coming from" can calm a tense situation.

Timing is also important. Trying to solve a problem when someone is very upset usually doesn't work. Experts say it's best to cool off first, then talk when both people are calm.

Studies show that teens who practise healthy communication have fewer lasting arguments and stronger friendships. Learning to handle conflict with respect helps you feel more confident, build trust, and grow better relationships during your teen years.

PREVIEW

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True or False

Is the statement true or false?

1) Conflict is a normal part of growing up.	True	False
2) Puberty has no effect on emotions.	True	False
3) Empathy means trying to understand someone else's feelings.	True	False
4) Using "I" statements helps avoid blaming others.	True	False
5) Conflict can teach us about ourselves and others.	True	False

Questions

swer the questions below.

1) W s confl n more during adolescence?

2) What are some strategi dl

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Draw

Sketch 2 people resolving a conflict. Explain ho ha best way.

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Four Corners: "How Would You Handle It?"

Objective What are we learning about?

Students will reflect on real-life social and emotional situations related to puberty, friendships, and identity. They will practice making decisions, respectfully listening to others' perspectives, and building emotional intelligence by exploring how people ha difficult moments differently.

Materi you need for the activity?

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



Instructions How will you mpl

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

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#	Scenario Question	A	B	C	D
1	A friend makes fun of your body.	Laugh it off	Tell them it hurt	Avoid them	Tell an adult
2	You feel left out by friends.	Ask them	Make new friends	Stay quiet	Talk to someone
3	Someone starts a rumour about you.	Ignore it	Confront them	Post online	Tell a teacher
4	A cl asks for a	Say no	Send it	Tell a friend	Block them
5	nd tau you mess	Laugh too	Tell them later	Make fun back	Cut them off
6	You feel about your b		Talk to someone	Stay silent	Ask a friend
7	You see a classmat sitting alone.	wit	sk a	Leave them	Invite them
8	You're overwhelmed with stress.	Talk someone	Han a	Avoid thing	Make a list
9	Someone shares your secret.	Don't trust them	A		Tell an adult
10	Friends pressure you to vape.	Say no	Try it	lk a	ge
11	You're feeling sad for no reason.	Hide it	Tell a friend	Cry it out	rite it down
12	You fail a test.	Blame teacher	Study more	Give up	Ask for help
13	Someone posts a mean comment.	Reply back	Report it	Ignore it	Tell a teacher
14	You argue with a close friend.	Yell at them	Walk away	Apologize	Talk it out
15	Your friend is acting differently.	Ignore it	Ask them	Tell someone	Give space

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Story - Who Am I Becoming?

Tyrese stared at the drama club poster on the wall. A year ago, he wouldn't have even looked at it. He was always the quiet kid who stuck to drawing comics and playing video games. But now, something felt different.



Since the start of grade 8, Tyrese had noticed a lot was ch ing—not just on the outside, like his deeper vo growing taller—but also on the inside. H caring more about things like f d trying new things. At first, nfuse it okay to be interested in art and actin fr ds thought it was weird?

Tyrese wasn't alone. Exp at pu a time when identity starts to develop more deeply. That means h ee ur interests, values, and even your friendships—can begin to shift. mi ourself questions like "What do I enjoy?" or "What matters most to me ormal have all the answers.

In fact, according to Kids Help Phone, over 7 eens uestioned who they are or where they fit in during adolescence. come more aware of your thoughts, feelings, and how others se also many people start exploring new roles, like being a leader in school, j ew tting personal goals.

Tyrese decided to go to the first drama club meeting. He didn't know if be good at it, but he knew he wanted to try. He was learning that identity isn't just about picking one label—it's about growing and trying new things without needing all the answers right away.

Later that week, he wrote in his journal:
"I'm not just a comic artist or a quiet kid. I'm becoming someone who's learning, exploring, and figuring stuff out—and that's okay."

The journey to finding out who you are doesn't happen in one day. It's a path you take by being curious, honest, and open to change.

PREVIEW

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MWBB.3

True or False

Is the statement true or false?

1) Tyrese used to spend time drawing comics.	True	False
2) Tyrese had never heard of the drama club before.	True	False
3) He was nervous about trying something new.	True	False
4) Tyrese felt pressure to pick just one identity.	True	False
5) Puberty made Tyrese grow taller and deeper-voiced.	True	False

Question

Answer the questions below.

1) How did Tyrese change throughout the story?

2) Making Connections – How has your identity changed in your life?

PREVIEW

Order the Events

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

	Tyrese felt nervous but went to a drama club meeting.
	Tyrese noticed a poster for the drama club at school.
	He realized that trying something new could help him grow.
	Tyrese wrote in his journal about not needing to have it all figured out.
	He thought about how his voice and body were changing.
	He remembered how much he loved drawing superhero comics.

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What Shapes My Identity?

How the World Around Us Shapes Who We Are



Our identity is who we believe we are. It includes how we think, feel, act, and how we see ourselves in the world. Identity is not something we are born with fully formed—it grows over time. Many things around us affect our identity, including people, places, and messages we hear every day.

The Influ[illegible] Shape Identity

Our id[illegible] both personal and outside influ[illegible] help us feel proud and confident. Others might make us question who we [illegible]ortant to learn how to notice these influences and think about how the[illegible]

Here are some of t[illegible]ges[illegible] identity:

- Family – Families hel[illegible] our [illegible]s, beliefs, and traditions.
- Friends and Peers – Friends can sh[illegible] we [illegible] speak, and act.
- Media and Social Media – Shows, ads, games, [illegible]onli[illegible]s can create ideas about what is "cool" or "normal."
- School Culture – Schools shape us through rules, [illegible]assroo[illegible]ussions, and teacher expectations.
- Religion or Culture – These can give us a strong sense of belo[illegible]ow we see the world.

PREVIEW

Learning to Think for Yourself

Sometimes, these influences give us mixed messages. For example, your family might have one view, while social media shows another. That doesn't mean one is wrong, but it's important to think about which values feel right for *you*.

In one survey, 62% of Canadian teens said they feel pressure to look or act a certain way because of social media. But when students take time to reflect and talk with trusted people, they feel more confident in their choices.

As we grow, our identity will change. What matters is learning to understand what's shaping you and deciding what kind of person you want to become.

Name: _____ 59

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True or False

Is the statement true or false?

1) Family is the only thing that shapes identity.	True	False
2) Media can influence how we see ourselves.	True	False
3) Everyone grows up with the same cultural values.	True	False
4) School culture can impact student identity.	True	False
5) Peer pressure can affect how we act.	True	False

Question

Answer the questions below.

1) Name three things that influence your identity.

2) How can religion shape values or beliefs?

PREVIEW

Word Search

Find the words in the wordsearch.

Identity	Religion
Message	Culture
Confident	Pressure
Proud	Believe
Tradition	Influence
Belief	Value

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

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Exit Cards

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

Name: _____ Mark

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

1) Identity only includes your name and favorite color.	T / F
2) School can be a space of both support and stress.	T / F
3) Families help pass down beliefs and traditions.	T / F
4) Conflict between influences can cause confusion.	T / F

Name: _____ Mark

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

1) Identity only includes your name and favorite color.	T / F
2) School can be a space of both support and stress.	T / F
3) Families help pass down beliefs and traditions.	T / F
4) Conflict between influences can cause confusion.	T / F

Name: _____ Mark

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

1) Identity only includes your name and favorite color.	T / F
2) School can be a space of both support and stress.	T / F
3) Families help pass down beliefs and traditions.	T / F
4) Conflict between influences can cause confusion.	T / F

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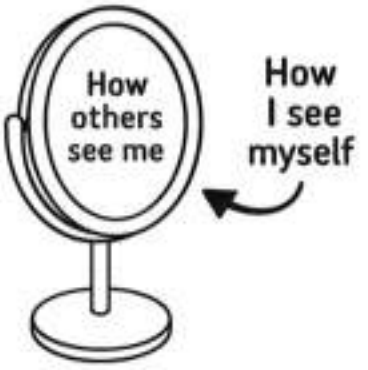
Activity – "What I See, What Others See" Mirror

Objective What are we learning about?

Students will explore the differences between how they see themselves and how they believe others see them. This activity supports identity awareness and encourages critical thinking about self-perception, peer influence, and social relationships.

Material What will you need for the activity?

- Printable mirror template (a large oval or handheld mirror shape divided down the middle)
- Optional: coloured pencils, markers for decorating



Instructions How will you complete the activity?

1) Begin with a class discussion about how our identities are shaped by our own views and the feedback we get from others.
2) Distribute the mirror template to each student. Explain that one side represents how they think others see them, and the other side how they see themselves.
3) Instruct students to write words or short phrases on the left side for describing how others might describe them (e.g., funny, quiet, caring).
4) On the right side, have them write how they view themselves (e.g., creative, shy, kind, unsure).
5) Give students time to decorate the mirror with colours, symbols, or drawings that reflect who they are.
6) Encourage students to be honest—there are no right or wrong answers.
7) Ask for volunteers to share their reflections, and whether the two sides of their mirror matched or differed.
8) Facilitate a brief discussion about what can influence how others perceive us (e.g., appearance, behaviour, social media, reputation).
9) Emphasize that identity is complex and changes over time.
10) Give students the option to display their mirror on a class bulletin board titled "Who We Are – Inside and Out."

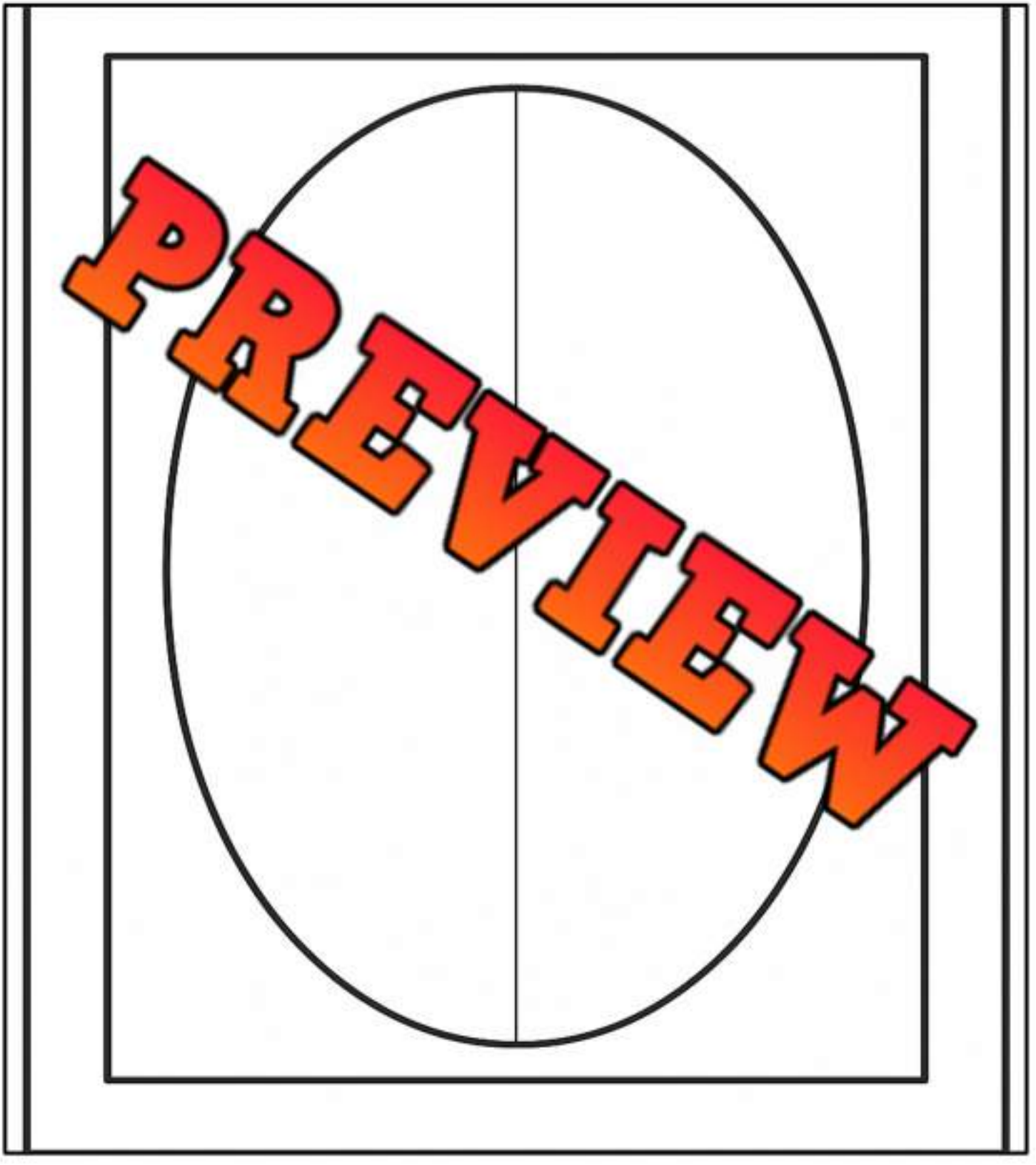
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Reference | Mirror Template



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Reference | Identity word bank

Personality Traits	Emotions or Feelings	Roles or Interests
Kind	Confident	Leader
[illegible]	Nervous	Artist
Qu[illegible]	Anxious	Athlete
Outgoing	[illegible]	Gamer
Creative	Hopeful	Music lover
Shy	Unsure	[illegible]der
Helpful	Embarrassed	D[illegible]
Brave	Motivated	Older sibling
Honest	Lonely	Volunteer
Hardworking	Joyful	Animal lover

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Labels and Boxes: Breaking Out

The Problem with Labels

In middle school, students often hear or use labels like "popular," "shy," "smart," "weird," or "athletic." While these words may seem small, they can shape how people see themselves and others. Labels can be based on how someone looks, acts, even who they hang out with. When som called a label over and over, they ma ve it—even if it's not true or on re.



Labels can ma l s For example, if someone is kn e qui y may feel nervous speaking up, even if they have something im nt t one is always called "smart," they may feel pressure to get perfec the t se boxes don't show the full picture of who someone is.

Why Identity Is More Than One Word

Identity means how you see yourself an who yo you Everyone has many parts to their identity. You might be a student ng, a athlete, a gamer, and more—all at the same time. People are co ly ning, so their identity can change over time. You don't have to fit i bel or forever.

Quick Facts About Labels and Identity

Here are some things to remember:

- Over 70% of Canadian teens say they feel pressure to fit in at scho
- Most people say they've been labeled by others by age 12.
- Identity includes your personality, values, culture, interests, and experiences.
- Labels are often based on what others *think* they know—not what's actually true.
- It's okay to change how you express yourself or what you like over time.

What You Can Do

Break out of boxes by learning to:

- Question labels that don't feel right.
- Notice when you label others and stop to think.
- Try new activities that don't "match" your label.
- Talk about your full identity—not just one part.

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Questions

Answer the questions below.

1) What is a label someone might hear in school?

2) How can labels affect how we see ourselves?

PREVIEW

Cloze Test

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

Labels like "shy" or "popular" can sha[illegible] oth[illegible] you. Sometimes, these _____ feel h[illegible]all to[illegible] you really are. You might feel _____ [illegible] certain way. But your personality is _____ [illegible]ays changing. It's okay to _____ labels and e[illegible]lore your full _____.

Challenge
Boxes
Pressure
[illegible]
[illegible]owing

True or False

Is the statement true or false?

1) You can only be one thing at a time.	True	False
2) Identity includes your culture, values, and interests.	True	False
3) Labels always describe the full truth about someone.	True	False
4) Most teens have never felt labeled by others.	True	False
5) It's okay to enjoy things outside your label.	True	False

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Blog Post: Online Identity vs. Real-Life Identity

By Jamie Patel | March 8, 2025 *4-minute read*

Have you ever looked at someone's online profile and thought, "Wow, their life is perfect"? You're not alone. Many students your age feel pressure to look or act a certain way online—even if it doesn't match who they are in real life.

When we post on social media, we often show our best moments: vacations, achievem[illegible]r photos with filters. These posts are curated, meaning we choose what to show and [illegible]hide. A 2023 study found that over 80% of teens use filters or editing tools on [illegible]efore sharing them. That doesn't mean it's wrong—it just shows how [illegible]hat others think.

But the [illegible] prob[illegible] when we start to believe our value depends on likes or followers. Fee[illegible]ut y[illegible]lf should come from inside—not from the number of comments on a [illegible]cordi[illegible]Smarts, a Canadian non-profit that teaches media literacy, 37% [illegible]den[illegible]11 said they feel worse about their bodies after looking at social [illegible]

Your real identity is made up [illegible]val[illegible] friendships, and feelings—not your screen presence. Online, people might f[illegible]nny. Offline, they might feel anxious or shy. That's okay. It's importa[illegible]tice th[illegible]nce and not let your online image take over how you see yourself.

Here's the truth: it's normal to feel different on[illegible]n in [illegible] don't let your digital identity become more important than who y[illegible] [illegible]ndships, conversations, and experiences help shape who you a[illegible]an an[illegible]ever will.

Written By Jamie Patel

Comments:



JennaLovesBooks – March 9, 2025

I totally agree with this blog! I used to stress about not getting enough likes. Now, I post less and spend more time doing things I enjoy, like art and biking. It's made me feel more confident!

Like Reply 2h ago



AlexGamer07 – March 9, 2025

I think it's okay to care about your online profile. It's a way to express yourself. Plus, 70% of teens say social media helps them feel more connected to friends. It's about balance, not ignoring it completely.

Like Reply 1h ago

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Two Truths and a Lie

Put a check mark only on the truths.

	Many teens edit their photos before posting.
	Every photo online tells the full truth.
	Filters can change how someone looks.

	Likes are not the same as real support.
	Your profile shows your entire personality.
	[illegible] online and offline.

	Social [illegible] not [illegible] show the full story.
	Self-worth [illegible] online feedback.
	Talking with real [illegible] identity.

	Being popular online doesn't [illegible] being [illegible]
	People often compare themselves to [illegible] on [illegible]
	Identity is the same for everyone.

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Questions

Answer the questions below.

1) What does the word "curated" mean when talking about social me

2) How can real-life experiences help shape identity?

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Exit Cards

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

Name: _____ Mark

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

1) Self-worth should come from the inside.	T / F
2) Real friendships are more meaningful than likes.	T / F
3) A selfie says everything about your character.	T / F
4) Teens never edit their pictures before posting.	T / F

Name: _____ Mark

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

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4) Teens never edit their pictures before posting.	T / F

Name: _____ Mark

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3) A selfie says everything about your character.	T / F
4) Teens never edit their pictures before posting.	T / F

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Building a Balanced Sense of Self

What Makes Up the "Whole You"

Every person is made up of different parts: physical, emotional, social, and mental. When all these parts are cared for it helps build a strong and balanced identity. Physical health means getting enough sleep, staying active, and eating well. Emotional health includes knowing h manage feelings like anger, sadness, Social health means having healthy family relationships. Men thoughts, how you le nd ho e problems.



Why Self-Respe ounda

Self-respect is abou ti and knowing you deserve to be treated well by others. This can be ha here's to fit in. That's why setting personal boundaries is important. Bo are ke to protect your time, feelings, and space. For example, saying to akes you uncomfortable is a way of using a boundary. People with stron aries likely to feel safe and respected.

What Shapes Your Values and Confidence

Your values are the things you believe are important, ty, kin or fairness. These can be shaped by family, school, media, and your ien nfi nce is not something you're born with—it grows over time. When y y s ork hard on a goal, it builds confidence. Surrounding yourself with sup helps.

Key Ideas to Remember:

Here are some things to keep in mind when thinking about your sense of self:

- Your identity is made up of many parts.
- Boundaries protect your health and well-being.
- Confidence comes from practice, not perfection.
- You can change and grow at any time.
- Self-respect is the base of strong identity.

Building a balanced sense of self takes time. It's normal to change as you learn more about who you are. What matters most is staying true to your values and treating yourself with respect.

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True or False

Is the statement true or false?

1) Identity includes physical, emotional, social, and mental parts.	True	False
2) Self-respect means treating others better than yourself.	True	False
3) Boundaries help protect your time, space, and feelings.	True	False
4) Confidence is something people are born with.	True	False
5) Your values can change with new experiences.	True	False

Questions

swer the questions below.

1) Wh the f arts of a balanced self?

2) Why are boundaries important in f ps?

PREVIEW

Matching

Draw a line from the terms to their corresp g tion.

Self-respect	Personal rules that protect your feelings and space
Confidence	Taking care of body through rest, movement, and food
Physical health	Believing in yourself and your abilities
Boundaries	A mix of your interests, values, and identity
Whole self	Knowing your worth and treating yourself with kindness

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Activity - "Playlist of Me" Identity Builder

Objective What are we learning about?

Students will reflect on their personal growth, values, and emotions by creating a 5-song playlist that represents different aspects of their identity. This activity helps students explore self-expression and understand how identity evolves over time.

Materials What will you need for the activity?

- [illegible] playlist (optional: digital template or
- Optional: [illegible] decorating
- Devices with [illegible] onal reference only, not require[illegible]



Instructions How will you [illegible]

1) Begin with a brief class discussion on how [illegible] ct to emotions, experiences, and identity.
2) Ask students to think of five songs that ref[illegible] emselves—who they are now, who they used to be, or who [illegible] bec[illegible]
3) Hand out a blank playlist template or a blank shee[illegible] ape[illegible] rite on.
4) On their paper, students should list each song title and art[illegible]
5) Next to each song, they must write a short explanation (2–3 sen[illegible]es) about how the song connects to their identity or a personal experience.
6) Encourage students to include a mix of songs if they can—fun, serious, past, present, and future.
7) Give students time to decorate their playlists with colour, symbols, or artwork that matches the mood or message of the songs.
8) Invite volunteers to share one or two songs and why they chose them (sharing is optional).
9) Emphasize that identity is always changing, and this playlist is just one snapshot of who they are.
10) Collect the playlists (or have students keep them in their portfolios) as a reflection of their self-awareness journey.

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Playlist | Playlist of Me – Blank Template

Name: _____

Date: _____

Title of Your Playlist: _____

#	Title & Artist	Why This Song Reflects Me (1–3 sentences)
1		
2		
3		
4		
5		

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Reference | Reference Music List for Identity Playlists

Theme	Song Title	Artist
Empowerment	"Fight Song"	Rachel Platten
	"Roar"	Katy Perry
	"Brave"	Sara Bareilles
	"Stronger"	Kelly Clarkson
	"Confident"	Demi Lovato
Friendship & Su	"Count on Me"	Bruno Mars
	on Me"	Bill Withers
	All In ether"	High School Musical Cast
Self-Expression	"Th	The Greatest Showman Cast
	"Born This W	ady Gaga
	"Who Says"	Sel mez
Reflection & Growth	"A Million Dreams"	e G n
	"Unwritten"	Natasha ngfield
	"Try"	Colbie Caillat
Joy & Positivity	"Happy"	Pharrell Williams
	"Good Time"	Owl City & Carly Rae Jepsen
	"Can't Stop the Feeling"	Justin Timberlake
	"Best Day of My Life"	American Authors

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Reference | 🎵 Playlist of Me – Ms. Thompson's Sample

#	Song Title & Artist	Why This Song Reflects Me
1	"Brave" – Sara Bareilles	This song reminds me to speak up even when I'm nervous. It reflects how I've grown more confident.
2	– Bruno	I value friendship deeply, and this song reminds me of my best friend who always supports me.
3	"Shake – Tay	used to worry a lot about what people ght, and this song helped me let go of
4	"Rise Up" – Andra Day	times, this song ages going and reminds me of my
5	"Good Old Days" – Macklemore ft. Kesha	It reminds me the p and not just look back or
6	"Sunroof" – Nicky Youre	It's light, fun, and reminds me t small moments, like driving with the windows down.
7	"Scars to Your Beautiful" – Alessia Cara	This one reflects how I've learned to appreciate myself and stop comparing.
8	"Unwritten" – Natasha Bedingfield	It inspires me to keep learning and writing my own story—my identity is still growing.

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Reference | Classroom Discussion Prompts

#	Discussion Prompt
1	What makes a song feel personal to someone?
2	Ha[illegible]er listened to a song that described exactly how you felt? What w[illegible]
3	How ca[illegible] us[illegible]ss who we are?
4	Do you think your [illegible]would [illegible]n different a year ago? Why?
5	How does the music you like re[illegible]ct your [illegible]onal [illegible]s values?
6	Are there any songs that remind you of a frie[illegible] f[illegible]ily m[illegible]er?
7	What kind of music do you listen to when you're happy? Sad? M[illegible]ed?
8	Can a song change the way you feel about yourself or your situation?
9	Why might someone have a different playlist than you—even if you're friends?
10	How does your culture or background influence the music you connect with?

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MWB8.3

Reflection

Answer the questions below.

1) Which song on your playlist means the most to you?

2) Did yo[illegible] anything new about yourself while choosing your songs?

3) What would you [illegible] laylist one year from now?

PREVIEW

Word Search

Find the words in the wordsearch.

Identity	Reflection
Emotion	Personality
Growth	Belonging
Confidence	Journey
Expression	Voice
Values	Feeling

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

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MWB8.2 & MWB8.3

Spelling Bee: "Words That Shape Us"

Objective — What are we learning about?

Students will learn to spell and confidently use vocabulary related to puberty, mental health, identity, and personal development. This activity helps students strengthen language skills while exploring the emotional and physical changes that occur dur olescence.

Mate — W you need for the activity?

- Pre-prepa spell ts (Provided)
- Bell or buzzer f pellings
- Timer (optional)



Instructions — How will you compl e acti

1) Comprehensive list of spelling words rela o W e Us (provided).
2) Divide participants into teams or have them compete divi class size and dynamics.
3) Clarify the rules, including turn-taking, scoring, and handling of spellings.
4) Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
5) Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
6) Progress through participants, allowing multiple attempts and cycling through the word list.
7) Tally correct spellings to determine scores for each participant or team.

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Curriculum Connection
MWB8.2 & MWB8.3

Spelling Terms | List of words for the Spelling Bee

Easy	Moderate	Hard	Very Hard
Puberty	Consent	Resilience	Transitioning
Emotions	Hormones	Vulnerable	Confidential
Res	Boundaries	Identity	Adolescence
	Empathy	Anxiety	Responsibility
Sadnes	Pr	Selfish	Expression
Help	gs	Confused	Independence
Talk	Listen	n	Reflection
Friend	Honest	actio	Understanding
Safe	Caring	Pe	eptance
Trust	Balance	Rejection	d
Kindness	Mood	Forgiveness	Disappointment
Happy	Focus	Reaction	Encouragement
Care	Honest	Conflict	Communication
Cry	Choice	Strength	Expectations
Alone	Change	Judgement	Insecurity

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Curriculum Connection
MWB8.1–MWB8.3

Jeopardy – "Brain, Body, Boundaries"

Objective What are we learning about?

Students will consolidate their learning by reviewing key concepts related to puberty, mental health, relationships, and personal identity. This game will help students reinforce their vocabulary, apply knowledge to real-life scenarios, and collabora fun and competitive format.

Mat you need for the activity?

- Jeopardy the ne
- Buzzer or bell



Instructions How will you compl activi

1) Print the Jeopardy board on the next p
2) Divide the class into two teams.
3) Ask one team to go first by selecting a point value.
4) Read the question aloud from the point value.
5) The first team to ring the bell or buzzer gets to answer.
6) If they answer correctly, award them the points. If not, another team can answer.
7) Continue the game until all questions have been answered.
8) Tally the points to determine the winning team.
9) Conclude by discussing what they learned about the topic in the questions.

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Name: _____ 82

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MWB8.1–MWB8.3

Jeopardy Question | Ask students the questions below.

100 Points	200 Points	300 Points	400 Points	500 Points
Q: What hormone causes most male puberty chang **A**: Testos	**Q**: What is a common sign of puberty in girls? **A**: Breast development	**Q**: At what age does puberty typically start? **A**: 8–14 years old	**Q**: Name two emotional changes during puberty. **A**: Mood swings, sensitivity	**Q**: Why is puberty different for everyone? **A**: Everyone grows at their own pace
Q: or false: Mental illness is ra in teens? **A**: False	**Q**: e or can tel neone go **A**:	**Q**: True or false: Talking about mental th makes it se? **A**:	**Q**: What's one myth about anxiety? **A**: That it's not real or just overreacting	**Q**: Name one reason stigma exists around mental health. **A**: Fear or misinformation
Q: Name one trusted adult you can talk to. **A**: Parent, teacher, coach	**Q**: What is 24/7 youth helpline in Canada? **A**: Kids Help Phone	**Q**: onal wh support mental h **A**: Counsel or therapist	**Q**: What should u do if a says the dult	**Q**: Name two ways to support your mental well-being. **A**: Sleep, talk o someone
Q: Why might friendships change in middle school? **A**: New interests or groups	**Q**: What could you say to a friend who's been distant? **A**: "Hey, are you okay?"	**Q**: How do you know when a friendship is unhealthy? **A**: It feels unsafe or one-sided	**Q**: What's respectful to end a friendship? **A**: Be honest and kind	uld f eone is being excluded? **A**: Include them or speak up
Q: What word means how you see yourself? **A**: Identity	**Q**: What word means how you feel about yourself? **A**: Self-esteem	**Q**: What word means bouncing back from challenges? **A**: Resilience	**Q**: What word means understanding your own feelings? **A**: Self-awareness	**Q**: What word means recognizing and sharing others' feelings? **A**: Empathy

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Name: _____ 83

Unit Test – Mental Well-Being Unit

Mark	Total
/ 10	/ 35

Multiple Choice /10

1) How much sleep do kids need? A. 8–10 hours B. 4–5 hours C. 12–13 hours D. 6–7 hours	2) Which is a healthy coping strategy? A. Blaming B. Yelling C. Avoiding D. Deep Breathing
3) What [illegible] A. Fix [illegible] problem B. Making rules C. Understanding [illegible]s D. Giving to charity	4) Why are labels harmful? A. Limit identity B. Sound funny C. Help friends mature faster D. Make jokes
5) What is one effect of inha[illegible] A. Tall growth B. Brain damage C. Good mood D. Long sleep	[illegible] one sign of depression? A. Losi[illegible]rest B. R[illegible]g fas[illegible]t away C. [illegible]m[illegible] D. Watch[illegible]ot
7) What is the best time to resolve conflict? A. When calm B. During class C. Before bed D. In a rush	8) Why is peer s[illegible]ppo[illegible] A. To fit in B. Makes stress worse C. Stops bullying D. Helps find help
9) What is a boundary? A. A wall B. School rule C. Personal limit D. Game rule	10) What is a good coping strategy? A. Yelling B. Crying C. Fighting D. Drawing

PREVIEW

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True or False Is the statement true or false?

Mark
/ 5

1) Mental well-being means never feeling sad or worried.	True	False
2) Talking to friends and adults can help your mental health.	True	False
3) Using substances like alcohol can affect brain development.	True	False
4) Stress is bad and should be avoided.	True	False
5) Helping a friend is listening and showing you care.	True	False

PREVIEW

Matching Match the word with its description.

Mark
/ 5

Puberty	A feeling of worry that doesn't go away
Boundary	How you see yourself and
Coping Strategy	A way to handle stress or strong emotions
Anxiety	A time when your body and emotions change
Identity	A line you set to feel safe and respected

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Mark
/ 6

Define What do the terms below mean?

Term	Definition – What does it mean?
Depression	
Puberty	
Prof	

PREVIEW

Mark
/ 9

Short Answer An[illegible]e qu[illegible]ow – Each question is worth 3 marks.

1) Name two ways you can [illegible]re [illegible]tal well-being.

2) What are some warning signs that someone may b[illegible]lin[illegible]the[illegible]mental health?

3) What should you do if you feel unsafe online or in person?