

LIST OF CHARACTER TRAITS

active	funny	outgoing
adventurous	gentle	peaceful
affectionate	generous	pleasant
alert	good	polite
ambitious	graceful	popular
bold	grateful	powerful
bright	groovy	quick
brave	happy	quiet
calm	helpful	quirky
cheerful	honest	rational
clever	honorable	reliable
confident	hopeful	responsible
cool	humorous	sensational
cooperative	intelligent	sensible
courageous	interesting	serious
courteous	jolly	skillful
curious	joyful	smart
daring	joyous	thankful
dependable	kind	thoughtful
determined	lively	trustworthy
eager	loving	understanding
easygoing	loyal	useful
energetic	mature	victorious
excited	mysterious	virtuous
expert	nice	warm
faithful	noble	wordy
fair	nurturing	youthful
friendly	obedient	
fun	original	

Student Name: _____

Self-Esteem Questionnaire

I think...	I feel that way...			
	Never	Sometimes	Most of the time	Always
1. I am smart				
2. I am good at schoolwork				
3. I am good at not giving up				
4. I can do hard things				
5. I am good at sports				
6. I am a good friend				
7. I am friendly to others				
8. I am helpful				
9. I am funny				
10. I am happy and cheerful				
11. I am kind and considerate				
12. I am good at asking for help				
13. I am a good communicator				
14. I am good at standing up for myself				
15. I am good at standing up for others				
16. I am good at giving my best effort				
17. I am a good listener				
18. I make good choices				
19. I am trustworthy				
20. I am a good person				

Student Name: _____

Exploration: Making SMART Goals



Making SMART goals is an important part of building confidence. Making Specific, Measurable, Achievable, Relevant, and Time-bound goals can help you stay focused and feel more in control of your success. SMART goals make it easier to break big dreams into small, achievable steps!

Example: Turn a Past Goal into a SMART Goal!

Past Goal: “I want to speak up in class more often.”

Let’s turn it into a SMART goal!

Specific: I will speak up more in my science class.

Measurable: I will contribute two comments every week during my science classes.

Achievable: This is an achievable goal because I have science class every day and the teacher gives many opportunities in each class for students to participate.

Relevant: This goal will help improve my confidence in speaking up.

Time-bound: I will do this for one month, at which point I will reassess my goals for the next month.

SMART Goal: “I will contribute at least two comments or questions every week during science class discussion to improve my participation and confidence by the end of the month.”

This activity will help train your brain to be more confident. Now it’s your turn!

Student Name: _____

1. a) Think of a challenging goal that you worked towards in the past. This can be something that you may or may not have been able to achieve. For example, it can be related to school work, family, friends, sports, activities, or any aspect of your life.

- b) Specify all the aspects of your SMART goal (the SMART goal video link is available [here](#) if you need to rewatch it).

☐ **Specific:**

☐ **Measurable:**

☐ **Achievable:**

☐ **Relevant:**

☐ **Time-bound:**

- c) State your goal as a SMART goal

Student Name: _____

Next, considering your goal from Question 1 and the information from the [Confidence and Self-Esteem video](#), answer the following questions:

2. What did you do to help you work towards your goal? What did you do if you were not able to achieve your goal the first time?

3. What did you do when you doubted yourself? Give examples of positive thoughts you could tell yourself.

Student Name: _____

4. What kinds of feedback did you receive from others? State if this was constructive or destructive feedback.

5. How did your differences enable you to work towards your goal? What strengths do you have that make you unique?

Student Name: _____

Sharing and Reflection: Create a Personal Action Plan



Develop a **Personal Action Plan** to improve your **self-confidence**. The purpose of the Personal Action Plan is to reflect on your **positive qualities** and **create a goal** to help you take **actionable** steps toward building your **self-confidence**.

1. Identify three things you like about yourself.

1)

2)

3)

2. List one of your strengths you want to develop further.

Student Name: _____

Sharing and Reflection: Create a Personal Action Plan

3. Write down one goal you will set to improve your self-confidence. Consider the aspects of a SMART goal. Remember, a **SMART** goal **is Specific, Measurable, Achievable, Realistic, and Time-bound**. For example: I will practice kindness toward myself by writing down three positive things about myself every evening for the next two weeks.

Student Name: _____

Look and Listen: Social Wellness

Watch the [Social Wellness: Overall Health](#) video and respond to the following questions.

1. What is social wellness?

2. As humans, we have a basic need to _____ and _____.

3. Over the years, our society has changed in many ways. Have our social interactions increased or decreased?

**4. Select the appropriate answer.
When we have meaningful connections, we more likely to:**

- a) Eat healthier
- b) Exercise less
- c) Sleep less
- d) Vape more

5. True or False: People with strong social networks have a lower risk of developing cardiovascular disease, diabetes, and arthritis.

6. List one way social wellness affects mental health.

7. Social engagement lowers our risk of which disease as we age?

Student Name: _____

Exploration: Self-Concept Scenarios

Scenario 1

Alex: Will I Lose Weight? - Smoking Cigarettes

Alex is in Grade 8 and attends dance class every evening after school. They love dancing and consistently receive positive feedback at competitions. Lately, Alex has been feeling insecure about their body. They often compare what they look like to the other students at dance and the dancers they follow on social media. Alex thinks they would feel more confident and even become a better dancer if they lost weight. Alex decides to start smoking cigarettes because they heard online that the nicotine in cigarettes can help with weight loss by reducing appetite. At first, Alex experiences a change in their eating habits and notices they're losing weight, which boosts their confidence. However, after a while, they notice that they get tired easily and have trouble keeping up in practice. Alex has been hiding their smoking from friends, family, and dance teachers because they are concerned about getting in trouble. Alex wants to quit smoking but is worried about gaining weight back. They feel stuck and don't know what to do.

1. What influenced Alex to make the decision to start smoking cigarettes?
(Consider factors from the Factors Influencing Decision Making Infographic)

--

Student Name: _____

2. How might Alex's view of who they are shape their decisions? What are some strategies Alex could use to build confidence?

3. What are the harms of nicotine use that Alex should be aware of?

4. How has smoking cigarettes affected Alex? Do you think this was the effect Alex expected?

Student Name: _____

5. What are some other things Alex could do to improve their health and wellness? (Consider all relevant components of self-care).

6. As a friend, what could you say or do to help Alex?

Student Name: _____

Exploration: Self-Concept Scenarios**Scenario 2****Taylor: A New School - Smoking and Cannabis**

Before Taylor transferred schools, she had a lot of friends and felt like she belonged. Since changing schools this year, Taylor has been having trouble making friends. One day, some girls in her class invited her to spend lunch with them. Taylor is excited to hang out with the girls, but when she joins them outside, she notices that most of them are vaping cannabis. One of the girls passes her vape to Taylor, and Taylor tries it because she doesn't want to feel out of place in the group. The vape makes Taylor cough, but she begins to feel more relaxed. The girls realize they have a lot in common and they start hanging out regularly at lunch. Taylor feels relieved to have people to hang out with, but she notices that vaping cannabis makes it harder for her to concentrate in class and she struggles to complete her homework in the evenings. She wonders if she should stop vaping cannabis but really enjoys spending time with her new friends and is worried that if she stops, things with her friend group will change. What should Taylor do?

1. What may have influenced Taylor to decide to start smoking cannabis?
(Consider factors from the Factors Influencing Decision Making Infographic)

Student Name: _____

2. How might Taylor's view of who they are shape their decisions? What are some strategies Taylor could use to build her confidence?

3. What are the harms of smoking cannabis that Taylor should be aware of?

4. How did smoking cannabis affect Taylor? Do you think this was the effect Taylor expected?

Student Name: _____

5. What are some other things Taylor and her new friends could do to improve their health and wellness? (Consider all relevant components of self-care).

6. As a friend, what could you say or do to help Taylor?

Student Name: _____

Exploration: Self-Concept Scenarios**Scenario 3****Hunter: Mixing Substances Won't Hurt, Will It?**

Hunter and his friends are in Grade 8. They are going to a party at a high school student's house. Hunter had a busy afternoon at band practice and didn't have a chance to eat dinner. His older brother bought him some beer to take to the party because he figured the high school students would all be drinking. Later in the evening, after drinking a few beers, Hunter goes outside and sees his older high school friend vaping cannabis. His friend passes him the vape to try. Soon after vaping, Hunter starts to feel sick and dizzy. He goes into the bathroom and throws up, and then calls his brother to pick him up. The next day, Hunter wakes up with a really bad headache and anxiety about the night before. He's embarrassed he got sick at the party and wonders if anyone at the party noticed and if they were talking about it after he went home.

1. What may have influenced Hunter to make the decision to consume beer and cannabis? (Consider factors from the Factors Influencing Decision Making Infographic)

Student Name: _____

2. How might Hunter's view of who they are shape their decisions? What are some strategies Hunter could use to build his confidence?

3. What are some potential harms of mixing alcohol and cannabis that Hunter should be aware of?

4. How did consuming these substances affect Hunter? Do you think this was the effect Hunter expected?

Student Name: _____

5. What could Hunter do to protect his health and wellness in future situations?
(Consider all relevant components of self-care)

6. As a friend, what could you say or do to help Hunter?

Student Name: _____

Exploration: Self-Concept Scenarios

Scenario 4

Parker: Vaping Nicotine to Stay Focused

Parker is a grade 8 student. Parker is autistic and sometimes feels uncomfortable and overwhelmed in class, making it hard to focus. He finds this frustrating and dislikes feeling different from his classmates. One day during lunch, Parker sees his classmate Sam vaping. Sam tells Parker how vaping nicotine really helps him stay alert and focused and offers it to him to try. After trying the vape, Parker notices that he can focus a little better in class that afternoon. He decides to buy a vape from another student and starts vaping with Sam and his friends before class.

Parker enjoys vaping with Sam and his friends as it makes him feel like he fits in more with the kids at school. After a few weeks, Parker is not sure if the vape is still helping him focus, but now notices that he feels anxious and irritable when he doesn't vape. While he really enjoys spending time with Sam, he is now spending all his allowance on vape cartridges. He is curious if there are other things he could try apart from vaping that would help him focus in class, since vaping is expensive and he is worried that he relies on it too much. He is also worried that if he stops vaping Sam won't want to hang out with him anymore.

1. What may have influenced Parker to decide to start vaping nicotine? (Consider factors from the Factors Influencing Decision Making Infographic)

Student Name: _____

2. How might Parker's view of who they are shape their decisions? What are some strategies Parker could use to build his confidence?

3. What are some of the potential effects of vaping nicotine?

4. How did vaping nicotine affect Parker? Do you think this was the effect Parker expected?

Student Name: _____

5. What are some other things Parker could do to improve his health and wellness? (Consider all relevant components of self-care).

6. As a friend, what could you say or do to help Parker?

Student Name: _____

Sharing and Reflection: Who Am I?



Part A: Pick one substance, and explain how it may affect how a person may feel about themselves (self-concept).

What can a person do to feel better if they think the substance is negatively affecting how they feel about themselves (self-concept?)

Part B:

Create a “Who am I” self-collage. Compile text and images representing your hobbies, interests, goals, and important people. Include the following elements in the collage:

- The person I think I am.
- The person others think I am.
- How self-care can help improve my self-concept.

Student Name: _____

Student Name: _____

Exploration: FACE Scenarios

Scenario 1

Riley: Hitting the Pen - Will I Feel Better?

Riley is a Grade 8 student who loves watching movies and playing sports with their close friends. Riley's friends have recently started hanging out with a new, larger group. This has made socializing feel more stressful and overwhelming instead of enjoyable. Riley has been feeling pressure to fit in with the bigger group and went looking for ways to help with stress. While exploring social media, Riley hears an influencer explain that cannabis can help with stress, so they decide to give it a try.



They managed to get a cannabis vape pen and found that helped reduce their feelings of anxiety in social settings. Now they are using cannabis regularly and have started to lose interest in hanging out with friends at all. Riley's friends are wondering what is going on and why Riley rarely wants to hang out anymore. Riley worries their friends are disappointed and feels guilty about vaping, but they're afraid to talk about it. What should Riley do?

How should Riley FACE this situation?

Student Name: _____

Feel

1. How do you think Riley was feeling before they started vaping cannabis?
How are they feeling now?
2. Who else might have feelings about Riley's situation?

Assess

3. What are Riley's choices?
4. How could Riley's choices affect them or others?

Student Name: _____

5. What are some ways that cannabis may be impacting Riley's health and wellbeing? What are some possible long-term effects if they continue to vape?

Choose

6. What are some possible next steps Riley could make?

7. What are some suggestions you could make to help Riley reduce their stress and anxiety in a healthier way?

Evaluate

8. What do you think Riley could learn from the choices they made?

Student Name: _____

Exploration: FACE Scenarios

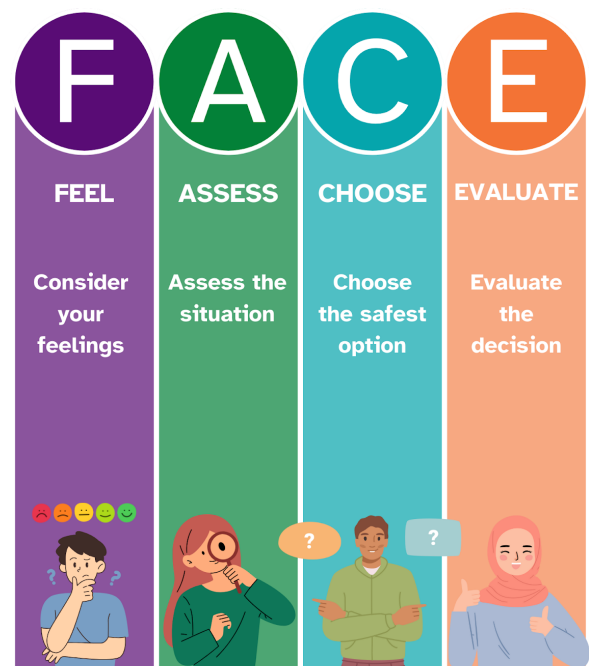
Scenario 2

Brady: Is Alcohol the Answer?

Lately, Brady finds it hard to focus during class. He thinks a lot about things that are happening at home. Brady's father drinks a lot of alcohol, and lately has been drinking in the shed every evening while Brady's mother works night shifts. When Brady's father comes in after drinking, he is usually in a bad mood, so Brady avoids him by spending most of his time alone in his room. He wonders if he started drinking, would it help him forget about the stress at home? He sneaks a bottle of his dad's vodka into his room and starts drinking it before bed to help him fall asleep.

Drinking the vodka helps Brady forget about things for a while and calms his mind down enough for him to fall asleep. However, the mornings after Brady drinks, he feels sad and sick to his stomach, and often ends up skipping school, which only adds to his stress. After a couple of weeks and several missed classes, Brady's homeroom teacher mentions his absence and asks him if everything is okay. What should Brady do?

How should Brady FACE this situation?



Student Name: _____

Feel

1. How do you think Brady was feeling before deciding to drink the vodka? How might Brady feel since he started drinking alcohol?
2. Who else might have feelings about this situation?

Assess

3. What are Brady's choices?
4. What are the harms of alcohol that Brady should be aware of? Consider both immediate and long-term effects.

Student Name: _____

5. How could Brady's decision affect him or his family?

Choose

6. What are some possible next steps Brady could make?
7. What are some healthier ways that Brady could cope with the stress he is experiencing?

Evaluate

8. What are some potential consequences of Brady's choice?

Student Name: _____

Exploration: FACE Scenarios

Scenario 3

Casey: Perfecting the Latest Video Game - Non-prescription Methylphenidate

Casey is excited because a new video game came out today, which she has been looking forward to for months. It is Friday and Casey's friends plan to get together online to break in the new game. Casey is exhausted from a long week at school and is worried she won't be able to stay awake late into the night and that her friends will continue to play without her. She does not want to miss out on gaming with her friends. Casey's sister has ADHD and takes a prescription medication (methylphenidate, also known as Concerta) to help her focus and stay alert. Casey decides to try some of the medication to see if it might help her stay focused so she can stay up all night gaming.



Casey takes a methylphenidate pill before signing on to join the game. About an hour later, her stomach hurts, she is dizzy, and she feels nervous and jittery. Casey can no longer focus on the video game and is worried about what her friends might think if she stops playing. Casey starts to feel more and more anxious and wants to tell someone but does not want to get in trouble for taking her sister's medication.

What should Casey do?

Student Name: _____

How should Casey FACE this situation?**Feel**

1. What do you think led Casey to make the decision to take methylphenidate?

2. How do you think Casey was feeling before she took the methylphenidate?
How might she be feeling now?

Assess

3. What are Casey's choices?

4. Why did taking methylphenidate make Casey feel anxious when it helps her sister?

Student Name: _____

Choose

5. What are some possible next steps Casey could make?

6. What are some healthier choices Casey can make next time?

Evaluate

7. What do you think Casey could learn from the choices she made?

Student Name: _____

Sharing and Reflection: Self-Care Wheel Mapping



In this wheel mapping activity, you will reflect on the different areas of health and wellness and identify which areas you are strongest in and which areas need improvement.

Part A: As a class, brainstorm a list of different self-care habits. The [Self-Care Infographic](#) can be used to help brainstorm.

Part B: Answer Questions 1-4. Use the [Health and Wellness Infographic](#) to help with this part of the activity. By doing this worksheet, you will develop actionable steps toward supporting your overall health and wellness.

1. Rate your engagement in each category from #1 to #5, with #1 being the lowest engagement and #5 being the highest engagement.

The diagram is a semi-circular wheel divided into five colored segments, each representing a different aspect of health and wellness. Each segment contains a title, an icon, and a rating line starting with a hash symbol (#).

- Emotional** (Light blue segment, top): Icon of two faces, one sad and one happy. Rating line: #: _____
- Spiritual** (Green segment, top right): Icon of a person meditating. Rating line: #: _____
- Social** (Light green segment, bottom right): Icon of a group of people. Rating line: #: _____
- Mental** (Purple segment, bottom left): Icon of a head with a brain. Rating line: #: _____
- Physical** (Light purple segment, top left): Icon of an apple. Rating line: #: _____

Student Name: _____

2. Pick your highest-rated category and list 3 self-care habits you already do to support this part of your life. (You may pick from the list created by the class in Part A or come up with your own).

-
-
-

3. Pick your lowest-rated category and list 3 self-care habits from Part A you can start doing to improve this part of your life. (You may pick from the list created by the class in Part A or come up with your own).

-
-
-

4. Explain why strong self-care practices can help you make healthier choices.