

Journaling and Dialogue Prompts

Using Vetted KUSPs
Listed by Grade and Organising Idea (OI)

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Grade 7 Journaling and Dialogue Prompts

Physical Education and Wellness Curriculum

7A – Active Living

7A2 – Explore ways to increase Physical Activity and decrease sedentary behaviour

1. List all the times in a usual day when you sit for more than 30 minutes. Where do you sit the most?
2. Pick two of those times. What is one realistic movement break you could add to each?
3. Think about activities you do with screens. Which ones could you pair with movement (stretching, walking, dancing)?
4. Choose one screen habit and redesign it so you move a bit more.

7A3 – Explore guidelines and principles that support physical well-being

1. Look up or recall one guideline for youth (daily activity, sleep, screen time). How does your routine compare to those guidelines?
2. If you're below a guideline, what is one small change you could try this week?
3. Which guideline do you think would have the biggest impact on your current energy and health? What changes are you willing to try at this time?
4. How could you ask family, friends, or teachers to help you follow that guideline?

7A4 – Reflect on personal factors that influence commitment to regular Physical Activity

1. When do you feel motivated to be active? What's different about those times compared to when you avoid activity?
2. Which two factors matter most for your Physical Activity (confidence, mood, friends, feeling skilled, stress, time)?
3. Think of an activity you enjoy once you start, but struggle to begin. What usually stops you?
4. What is one strategy that could help you get started on days you don't feel like it?



7B – Movement Skills

7B2 – Examine feedback related to movement patterns/skills

1. Recall a time you received feedback on a skill (from a teacher, coach, peer, or yourself).
What exactly was said?
2. Did that feedback help you improve? Why or why not?
 - a. How would you ideally like others to give you feedback so you would be open to hearing what they are saying (verbal, written, structured)?
3. What is one specific piece of feedback you'd want on a skill you're trying to improve?
4. Who would you trust to give you that feedback, and how will you ask?

7B3 – Identify errors in technique and modifications to improve performance

1. Think of a skill where you make the same mistake every time. What do you think causes that error?
2. What simple change could you try next time to correct it?
3. If you watched a slow-motion video of yourself, what three things would you look for?
4. How could you remember one key correction during a fast-moving game? (open space, point-throw...)

7B4 – Identify movement skills that can be transferred between daily activities/routines

1. Pick a common daily task (carrying groceries, shovelling, climbing stairs, raking, walking).
What movement skills from Phys Ed help you do it?
 2. How might improving those skills in Phys Ed make daily life easier or safer?
 3. Think of a skill you feel confident in. Where outside Phys Ed do you use it?
 4. Does knowing this change how important that skill feels?
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7C – Movement Tactics / Strategy

7C1 – Examine the structure, tactics, and strategies of various categories of games/Physical Activity

1. Think of one invasion game, one net/wall game, and one striking/fielding game. What is similar about how teams try to win? Brainstorm games with similar and different strategies.
2. What is one tactic that appears in more than one category, and how is it used differently?
3. When learning a new game, what do you try to understand first (rules, scoring, positions, tactics, skill)? Please explain.
4. How does understanding the big idea of a game help you play more confidently?
 - a. Come up with 2 or 3 metaphors for specific game-related strategies.

7C2 – Compare the structure of games/Physical Activity across categories

1. Choose two games from different categories. How are the playing spaces, equipment, scoring, and tactics similar and different?
2. How could noticing these similarities help you learn a new game faster?
3. If you had to explain a new game to someone who'd never seen it, what key features would you describe?
4. How does knowing the category of a game help you guess what tactics might work?

7C4 – Integrate activity-specific terminology into games/Physical Activity

1. In one game you know well, list as many important terms as you can and what they mean.
2. How does using correct language change your understanding and communication with teammates?
3. Imagine teaching a game to someone new. Which three words would they need to learn first?
4. How could you help them remember this terminology without overwhelming them?

7C5 – Identify tactics and strategies that could be transferred from one game/Physical Activity to another

1. Think of a tactic like "create space," "defend space," "maintain possession," or "anticipate." Where have you used this in different games?



2. How does recognising that a tactic transfers from game to game change how you think about practice?
 3. Choose one game where you feel tactically confident. What tactic from that game would help you in another game? Can you come up with a modification of a game to make this tactic the key to winning?
 4. How could you practise that tactic deliberately in the new game or warm-up?
 - a. Create 2 warm-up activities that are designed to have a team practice and improve a specific tactic. (eg. boxtimate)
 - b. Is finding open space an important element of all games? Defend your answer with supporting evidence from specific sports.
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7D – Personal and Social Development (Inclusion)

7D1 – Relate inclusion to Physical Activity

1. Remember a time when you felt included in Physical Activity. What exactly did others do that helped you feel welcome?
2. How could you repeat those same actions for someone else in your class?
3. Think about someone who was left out or chose not to participate. What might they have been feeling?
4. What could you or your classmates have done differently to support inclusion?

7D3 – Discuss the relationship between participation and feeling safe and included in Physical Activity

1. How does feeling physically safe and emotionally safe affect your willingness to try new activities?
2. What specific conditions help you feel safe enough to take risks and make mistakes in Phys Ed?
3. Think of a time when you held back because you didn't feel completely safe or comfortable. What would have needed to change?
4. How might your participation change if those conditions improved?



7D4 – Develop rules and protocols that support inclusion in games/Physical Activity

1. Imagine designing a class game where everyone—no matter skill level, speed, or confidence—can participate meaningfully. What rules or modifications would you include?
 2. How would you know if your rules were truly inclusive?
 3. Think about a game we've played that seemed to favour only certain students. What rule could you change to make it more inclusive?
 4. How might that change affect both enjoyment and learning?
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7E – Personal and Social Development (Communication)

7E1 – Identify ways of communicating during games/Physical Activity

1. List all the ways people communicate in games besides talking (hand signals, eye contact, body language, positioning, sounds).
2. Which nonverbal methods do you think you use most, and how effective are they?
3. Think of a time when poor communication caused a mistake in a game. What went wrong?
4. If you could replay that moment, what could you say or do differently?

7E3 – Discuss negative consequences associated with conflict in games/Physical Activity

1. Recall a conflict during a game. How did it affect the game, relationships, and people's desire to participate?
2. Looking back, what could have been done to reduce the negative impact?
3. Sometimes conflict starts small (misunderstanding, close call, rough play). How can small conflicts grow?
4. What early warning signs of conflict can you watch for, and what actions could you or a team take to intervene before things escalate (time-outs)?

7E4 – Identify ways to resolve conflict during games/Physical Activity

1. What strategies feel realistic to you for resolving conflict fairly during a game?
2. Which strategy would you be most willing to try next time a conflict arises?



3. Imagine a common Phys Ed conflict (disputed call, rough contact, not passing). Write out what each person might say to resolve it respectfully.
 4. How does word choice and tone change whether a conflict gets better or worse?
 - a. Give three examples of ACTIVATING phrases and three DE-ACTIVATING phrases.
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7F – Food Literacy

7F1 – Discuss food literacy and its impact on wellbeing

1. When you think about your relationship with food, what words come to mind?
2. How do these feelings influence your energy, mood, and health?
3. If you were food literate, what would that look like in your daily life?
 - a. *Food Literacy Definition: a comprehensive, lifelong set of knowledge, skills, and attitudes required to plan, manage, select, prepare, and eat food to meet needs and determine intake. It goes beyond nutrition knowledge, empowering individuals to understand the impact of their food choices on health, the environment, and the economy.*
4. Which of those things do you already have, and which would you like to develop?
5. How do different foods affect your energy, mood and sleep patterns (snacks, meals, liquids)
 - a. Track your intake for 3 days and look for trends both in what you consume and how you feel. (72hour principle).

7F3 – Explore ways diverse social and cultural practices influence food literacy

1. Describe a food tradition or meal that is important in your family or culture. What makes it special?
2. What have you learned about food, relationships, or values from that tradition?
3. When you see foods from other cultures, how do you usually react?
4. How could trying and learning about foods from other cultures increase your food literacy?



7F4 – Examine factors that influence food choices

1. List all the things that influence what you eat in a typical week (taste, time, cost, family, friends, advertising, culture, habits, availability).
 2. Which three factors influence you the most right now, and how?
 3. If you were to make one change to what foods you choose to improve your health, energy and sleep, what change would you make? Explain why you would make that change and how you think it would affect your overall health. How long do you think it would take for the change to take place?
 4. What support would you need from others to make that change?
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7G – Safety

7G1 – Discuss strategies to manage risk to personal health/safety

1. What strategies do you use to manage risks to your health and safety?
 - a. Physical Risks: Identifying dangers in activities like skateboarding, swimming, or rock climbing.
 - b. Situational Risks: Recognising dangers in social situations, such as peer pressure to vape, drink alcohol, or use drugs.
 - c. Assessing risk and taking action to control risks (WHAT IF strategy)
2. Can you think of a time when you used one of these strategies successfully?
3. When is it hard to use these strategies, and what gets in the way?
4. What would help you use them more consistently?

7G3 – Explore opportunities and situations for measured risk-taking

1. What does "measured risk-taking" mean to you?
2. Describe a time when you took a calculated risk in Physical Activity. What made it feel manageable?
3. How do you know the difference between a healthy challenge and something that's actually too dangerous?
4. When might you need to push your comfort zone, and when should you hold back?



5. Can you think of a YouTube clip of someone doing something unsafe? Describe the video. What are some of the risks that person took? If it did not go well, what could have happened? How many unsuccessful attempts do you think they made before the final video? Do you think the risk they took was justified?

7G4 – Reflect on ways that peer pressure influences decision-making

1. Describe a time when peer pressure helped you make a good choice.
2. Describe a time when it pushed you toward a choice you didn't really want.
3. How do you feel in your body when the pressure is positive vs. negative?
4. What could you say to handle negative peer pressure more confidently?

7G6 – Identify ways that substance use can negatively influence behaviour that supports safety

1. What are some ways substance use can affect decision-making and behaviour?
 2. How might substance use make it harder to stay safe?
 3. What is one thing you could do or say if a friend offered you something unsafe?
 4. Who could you talk to if you had concerns about substance use?
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7H – Growth / Development

7H1 – Describe the components of sexual health

1. What do you think sexual health means?
2. What are the main parts of sexual health (physical, emotional, social, values-based)?
3. How is sexual health about more than just the physical body?
4. What does it look like to have good sexual health at your age?

7H2 – Examine how personal beliefs and decisions influence sexual health and activity

1. What are some of your personal beliefs about sexual health and activity?
2. Where do those beliefs come from (family, culture, religion, friends, media)?
3. How do your beliefs influence your choices and decisions?
4. Is there a gap between what you believe and what you sometimes do? Why?

7H3 – Consider possible impacts of sexually explicit material

1. Have you ever encountered sexually explicit material online, through friends, or elsewhere?
 2. What effects might viewing this material have on young people (attitudes, expectations, confidence)?
 3. How is the media version of sex different from real relationships?
 4. What sources of accurate information about sex and relationships could help you make informed choices?
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7I – Healthy Sexual Relationships

7I1 – Examine intimacy and its role in healthy sexual relationships

1. What does intimacy mean to you?
2. What are the different types of intimacy (emotional, physical, intellectual, spiritual)?
3. How does true intimacy involve trust and communication?
4. Why is intimacy important in healthy relationships?

7I2 – Describe healthy sexual relationships

1. What are the characteristics of healthy sexual relationships?
2. How is consent shown and communicated in healthy relationships?
3. What does trust, respect, and honesty look like in a sexual relationship?



4. How do you know if a relationship is healthy?

7I4 – Discuss verbal and non-verbal ways sexual consent can be provided or withdrawn

1. What are ways someone can say "yes" to sexual activity (verbally and non-verbally)?
2. What are ways someone can say "no" or withdraw consent?
3. Why is it important to ask for and respect consent every time?
4. What would you do if someone's consent changed during an activity?

7I6 – Discuss social and emotional maturity during adolescence

1. How does emotional maturity affect sexual relationships during adolescence?
 2. What are the signs of emotional maturity in a person your age?
 3. How might immaturity show up in relationships (jealousy, control, poor communication)?
 4. How can you support your own emotional growth related to relationships?
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7J – Healthy Social Relationships

7J1 – Examine how changes during adolescence affect relationships

1. What are the big changes happening to you during adolescence (physical, emotional, social)?
2. How do these changes affect your friendships and social relationships?
3. Which change has affected your relationships the most?
4. How are you learning to navigate these changes?

7J4 – Discuss the impacts of negative social behaviour on relationships

1. What are examples of negative social behaviour (gossip, exclusion, disrespect, dishonesty)?
 2. How does negative behaviour damage relationships?
 3. Have you ever been on either side of negative behaviour? What happened?
 4. What would it take to repair that relationship?
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Grade 8 Journaling and Dialogue Prompts

Physical Education and Wellness Curriculum

8A – Active Living

8A1 – Reflect on personal factors that influence commitment to regular Physical Activity

1. Are you currently building fitness, just maintaining, or struggling to get started?
2. Which personal factors help you most (enjoyment, support, achievement, stress relief, routine)?
3. Think of an activity that used to feel hard but is now easier. What changed?
4. How could you apply that same process to an activity that still feels hard or boring?

8A3 – Reflect on personal strengths, interests, challenges, and goals

1. List your strengths, interests, challenges, and one or two Physical Activity goals. Which of these four motivates you most?
 2. What is one activity at school, one with family, and one in the community that fits you well?
 3. Which of those three feels most realistic to commit to this term, and why?
 4. How might your life look different after two solid months of sticking with them?
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8B – Movement Skills

8B2 – Relate the pursuit of mastery to refinement of movement patterns/skills

1. Mastery means you can perform a skill smoothly, consistently, and confidently. Describe a movement where you feel close to mastery. What does that feel like?
2. What's a skill you're still refining? What would it take to reach mastery?



3. Which type of feedback helps you most—from inside (how your body feels) or from outside (coaches, video, apps)?
4. For a skill you're working on, how could you get better internal feedback and better external feedback?

8B3 – Apply feedback methods to improve movement patterns/skills

1. Have you ever used technology (video replay, apps, wearables, slow-motion) to analyse your performance? What did you learn?
2. Pick one skill you want to improve. How could you use technology or another person to get better feedback?
3. Watch an expert perform a skill you want to improve. What do you notice about their body position, timing, and flow that's different from yours?
4. If you recorded yourself performing that same skill, what one thing would you focus on changing first?

8B4 – Explore the transfer of movement patterns/skills between various Physical Activity or movement experiences

1. Think of a time when you were playing a game or activity for the first time, and you picked up on it quickly. What previous experiences did you have in another activity that may have helped you pick up the new skill or movement pattern?
 2. Describe a time when your transition broke down. What factors made it difficult?
 3. Pick two different sports or activities you do. What movement skills transfer between them (or what do they have in common)?
 4. How could practising shared skills in one activity improve your performance in the other? Brainstorm a list of 5 skills that can be used in a wide variety of activities (list the activities as well). Are there any skills outside of the shared skills that are specific to the listed activities?
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8C – Movement Tactics / Strategy

8C2 – Apply tactics and strategies for various games/Physical Activity

1. Choose one offensive tactic and one defensive tactic. Describe a specific moment (or a play) in a recent game when you used each effectively.
2. Which tactic (offensive or defensive) do you feel more confident using, and which challenges you more? Why?
3. Communication works as both an offensive and defensive tactic. What kinds of communication help your team in offence and defence?
4. What is one communication habit you could strengthen to improve your team's tactical effectiveness?

8C3 – Adapt tactics and strategies in response to changing constraints within a game/Physical Activity

1. Constraints (rules, space, equipment, team size) in games can change the score, your opponents' strategy, players on the field, space, or time remaining. Describe a game where a constraint changed and you had to adapt.
2. What made adapting hard for you, and what would help you become more flexible in your tactical thinking?
3. Describe a modified game or drill we've done that forced you to think or play differently than in the full game.
 - a. Create a modified game or drill to focus on a specific strategy.
4. What tactical lesson from that modified game could you apply to the full version of the sport?

8D – Personal and Social Development (Inclusion)

8D1 – Explore individual and group behaviour that promotes inclusion during games and Physical Activity

1. Describe one individual behaviour you've seen that made someone feel included (encouragement, celebration, empathy, advocacy). What was the impact?



2. Describe one group behaviour that increased inclusion (roles based on strengths, modified rules, true collaboration). How did it change participation?
3. Think about someone in your Phys Ed class who might feel on the outside. What specific, small action could you take to help them feel more included?
4. How does inclusion change your own experience of Phys Ed?
5. What specific actions from teachers or students make you feel included and a contributing member in an activity or team?

8D2 – Relate individual strengths, talents, and assets to roles and responsibilities in games and Physical Activity

1. What are your top two strengths in group activities, and how do they show up in Phys Ed?
2. How could your group or team assign roles based on each person's strengths so everyone contributes meaningfully? List qualities and their ideal roles?
3. Think of a time when you or someone else was given a role that didn't fit their strengths. What happened?
4. Is it important to have teammates challenge themselves to take on roles outside of their strengths? Explain your answer.
5. If you could redesign roles in a recent game to match people's talents better, what changes would you make? Do those roles allow students to try new roles to broaden their experience?

8E – Personal and Social Development (Communication)

8E1 – Explore a variety of roles within various games/Physical Activity

1. Make a list of all the roles in organized games you've played. Which have you tried? Which feels most or least comfortable?
2. Pick one role that challenges you and commit to trying it soon. What did you learn about yourself?
3. Both leadership and followership require effective communication. Describe a time when strong followership made a leader's job easier.



4. Why do you think followership is often undervalued even though it's just as important as leadership?

8E2 – Examine actions that can support the conflict-resolution process in games/Physical Activity

1. Which conflict-resolution action do you find easiest (confront the problem, listen, seek consent, appreciate perspectives, apologise, be assertive)? Which is the hardest?
2. Think of a recent conflict in Phys Ed or sports. Walk through each action step-by-step. What could have been done differently?
3. Imagine two teammates disagreeing about strategy. Walk through how you'd use conflict-resolution actions to address it.
4. What's the biggest barrier to resolving conflict in the moment, and how could you overcome it?

8E3 – Discuss how followership supports leadership in resolving conflict

1. Describe a time when you, as a follower, helped a leader resolve a conflict or manage a difficult situation. What did you do?
2. How does strong followership make conflict resolution easier for everyone?
3. Sometimes followers see or hear things leaders miss. How can a follower bring important information to a leader without escalating the conflict?
4. What's one way you could support your team's leaders when conflict or tension arises?
5. What are the consequences of remaining silent in a conflict when you have insights that can help resolve the situation?

8F – Food Literacy

8F1 – Identify credible sources for nutritional information

1. What makes a source of nutrition information credible, and which sources do you or your friends actually use?
2. Find three sources of food advice on the internet: evaluate who created them, their qualifications, whether they cite evidence, and whether they're trying to sell something.

3. Describe a nutrition claim you've seen online that sounded too good to be true. How could you fact-check that claim? (eg. 300 g of protein a day)
4. If a friend asked you for nutrition advice, where would you point them?
 - a. What would your top 3 pieces of advice you would recommend? How do you know those pieces of advice are valid?

8F2 – Examine nutritional requirements during adolescence

SEE PROJECT PORTION

1. Do you think you're meeting your nutritional requirements as a teenager? Why or why not?
2. Track your food and liquid intake, screen time, and activity levels for three days and analyse them.
 - a. What areas are you meeting, above or below, for your age?
 - b. How were your energy levels throughout the day?
 - c. How was your mood?
 - d. How was your sleep?
 - e. Do you think any of your results are due to your consumption and activity levels?
 - f. Do you think 3 days is enough time for an accurate assessment?
3. Why do you think adolescents specifically need more of certain nutrients like calcium and vitamin D?
4. What are three specific foods or meals you could add to your weekly routine to better meet your needs?

8F3 – Consider the role of social media and advertising in food choice

1. How much do you think social media and advertising affect your food choices?
2. Describe one food trend or eating plan you've seen promoted online. Is it backed by science, or is it a fad? How can you tell?
3. What kinds of food-related content do you see most often, and how does it make you feel about your own eating?
4. What would a healthier relationship with food-related social media look like for you?
5. How much money do you think major food companies spend on advertising compared to their revenue?



8F4 – Relate food safety practices to the reduction of food contamination and spoilage

1. What food safety practices reduce the risk of foodborne illness in your home?
2. Describe a time when someone got sick from food. What might have gone wrong?
3. Walk through how you'd safely prepare a meal that includes raw chicken and fresh vegetables.
4. Why is it important to chill perishable foods quickly and reheat leftovers thoroughly?

8F6 – Discuss the effect that inadequate nutrition can have on the body

1. What chronic health conditions can result from poor nutrition over time?
2. How might that affect your ability to live the life you want?
3. How does inadequate nutrition affect your ability to participate in Physical Activity, focus in school, and feel good mentally?
4. What is one nutrition choice you could improve this month that would help you feel better and your brain function more efficiently?

8F8 – Discuss cultural influences on food choices

1. How does your culture or family background influence your food choices?
2. Describe one culturally significant food or meal in your life. Why is it important?
3. How do immigration, globalisation, or living in a multicultural society affect food choices and traditions?
4. If you could share one food tradition from your culture with the class, what would it be and why?

8G – Safety

8G1 – Discuss adolescent susceptibility to health and safety risks

1. What health and safety risks do adolescents face that are unique to their age?
2. Why might teens be more susceptible to some risks than younger kids?
3. Are there times when you take risks before thinking through the potential consequences? What usually motivates those situations?



4. What would help you make safer choices in risky situations?
5. Can you think of a YouTube clip of someone doing something unsafe? Describe the video. What are some of the risks that person took? If it did not go well, what could have happened? How many unsuccessful attempts do you think they made before the final video? Do you think the risk they took was justified?

8G2 – Reflect on unsafe situations that adolescents face online, at home, at school, and in the community

1. What unsafe situations have you encountered or heard about (online, at home, at school, in the community)?
2. How did you respond, and what would you do differently now?
3. What would help you recognise unsafe situations earlier?
4. Who could you turn to for help if you encountered something unsafe?

8G4 – Relate social and emotional skills to health and safety in various situations

1. How do social and emotional skills (managing anger, communicating, making decisions) affect health and safety choices?
2. Which skill do you think matters most for staying safe?
3. Describe a time when a social or emotional skill helped you handle a risky situation well.
4. Which skill would you like to strengthen to make safer choices?

8G5 – Identify supports within the community that contribute to responsible decision-making regarding health and safety

1. What supports exist in your community for health and safety (counsellors, hotlines, programs, trusted adults, coaches)?
 2. Which supports do you know how to access?
 3. If you or a friend needed help with a health or safety concern, where would you go?
 4. What would make it easier to access help?
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8H – Growth / Development

8H1 – Discuss influences on personal decisions about sexual activity

1. What factors influence teens' sexual choices (values, culture, pressure, media, religion, emotions, information)?
2. Which influences do you think are most powerful for people your age, and why?
3. How can someone make sure their decisions match their own values, not just pressure?
4. Who could someone talk to if they needed help sorting out sexual decisions?

8H2 – Describe effective methods of contraception

1. What are some effective methods of contraception, and how do they work?
2. Why is it important to know about multiple options?
3. How do you access accurate information about contraception?
4. What questions would you ask a trusted adult or healthcare provider?

8H5 – Describe harmful effects associated with exposure to sexually explicit material

1. What are some harmful effects of exposure to sexually explicit material on young people?
 2. How might viewing explicit material affect attitudes, expectations, confidence, or body image?
 3. How is the media version of sex different from real relationships?
 4. What sources of accurate information about sex and relationships could help you make informed choices?
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8I – Healthy Sexual Relationships

8I1 – Examine various factors that impact sexual relationships

1. What factors impact sexual relationships (communication, trust, values, maturity, culture, legal age)?
2. How do these factors influence the health and quality of a relationship?
3. Which factor do you think is most important for your age, and why?
4. How can someone make sure a sexual relationship is healthy?

8I2 – Relate social and emotional maturity to decision-making about sexual activity

1. How does emotional maturity affect sexual decisions during adolescence?
2. What are the signs of emotional maturity in a person your age?
3. How might immaturity show up in sexual relationships (pressure, poor communication, lack of respect)?
4. How can you support your own emotional growth related to relationships?

8I3 – Discuss the role of communication in sexual relationships

1. Why is communication so important in sexual relationships?
2. What does healthy communication look like (honesty, clarity, respect, boundaries)?
3. What makes communication about sex difficult for teens your age?
4. What could help you communicate more openly in intimate relationships?

8J – Healthy Social Relationships

8J1 – Explore social awareness in various contexts

Social Awareness: the ability to understand, empathise with, and respect the perspectives, emotions, and backgrounds of others



1. How strong is your social awareness? How can you tell when someone feels uncomfortable, left out, or disrespected, sad, frustrated, angry...? What are some things you can do when you recognise these feelings?
2. Describe a situation where you noticed something was off, and you took action. What did you do?
3. What cultural differences do you notice in your Phys Ed class or team, and how do those differences enrich the group? How do different groups of people handle their emotions? Why do you think this is true?
4. How could stronger social awareness improve relationships and sense of belonging?

8J2 – Reflect on the influence of motivators on personal relationships

1. Your behaviour in relationships is influenced by personal, social, and cultural motivators. Which type affects you most?
2. Describe a recent choice you made in a friendship or group, and which motivator influenced that choice.
3. Social norms can pressure you to act in ways that don't match your personal values. Have you ever gone along with a norm even though it didn't feel right?
4. How can you stay true to your personal values while respecting social and cultural influences? Explain your thinking and what challenges may occur.
5. Think of a time you said or did something you instantly regretted. What caused the misunderstanding or conflict? Was how it was received a match for your intended outcome? How long did it take to clear up? Why do you think some people react so strongly to words and actions when taken out of context?

8J3 – Discuss potential impacts of negative social behaviour on relationships

1. Think of a relationship or group where negative behaviour caused harm. What happened, and what were the long-term impacts?
2. Not all conflict is bad. When has conflict strengthened a relationship for you or cleared up a misunderstanding?
3. If you're experiencing or witnessing negative social behaviour, you can mitigate risk, communicate effectively, clarify perspectives, or practise self-regulation. Which strategy do you find easiest, and which is hardest?



4. Write out or role-play how you'd respond to a specific negative behaviour using one of these strategies.
 5. Are you willing to initiate Hard Conversations in order to clear up a misunderstanding? Explain why or why not.
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Grade 9 Journaling and Dialogue Prompts

Physical Education and Wellness Curriculum

9A – Active Living

9A1 – Develop a personal fitness or Physical Activity plan

1. Where are you now with your fitness (cardio, strength, flexibility, skills)? What are your main strengths and areas for improvement?
2. Write one SMART fitness goal for the next 8–12 weeks. What Physical Activity will you do, how often, how hard, and for how long?
3. How will you challenge yourself, match training to your goal, stay consistent, and adjust when progress slows?
4. Plan a 4-week FITT schedule (frequency, intensity, time, type). How will you make it harder over time?

9A2 – Discuss ways to improve physical fitness at home, school, and in the community

1. List 5 ways to be active at home, 5 at school, and 5 in your community. Which setting fits your life best right now, and why?
2. Create a 1-week Physical Activity plan using only options from that setting.
3. What technology (apps, watches, videos, websites) could help you stay active or track progress?



4. If you had zero tech, how would you still plan and track your Physical Activity (paper log, calendar, check-ins with a friend, etc.)?
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9B – Movement Skills

9B2 – Explore innovative techniques and improvisation through movement patterns/skills

1. Describe a time you had to “make it up” or adapt on the spot in a game or activity. What did you do? How did it feel?
2. How could you practise improvising on purpose (e.g., games with changing rules, freestyle movement, creative challenges)?
3. For a complex skill you’re learning, which practice style would help most: whole, part, whole-part-whole, or progressive part? Why?
4. Design a short 20-minute practice using at least two methods to target a skill or movement pattern. What would it look like?

9B3 – Discuss how feedback and self-assessment can enhance the acquisition and refinement of specialised movement patterns/skills

1. Write an example of feedback you received (or gave) that was clear, helpful, and on time. What made it effective?
2. Give an example of feedback that was not helpful. How could you rewrite it to be more useful?
3. After your next activity, answer: What went well? What did not? What will I change next time? What did you notice?
4. How could you build a habit of self-assessment for a specific task (video, quick journal, checklist, comparing to a model, etc.)?
5. What do you know about how coaches of high-level teams use feedback to improve professional athletes and teams?



9B4 – Practise giving and receiving feedback in a variety of games/Physical Activity

1. Choose a partner, watch them perform a skill, and give them feedback that is specific and respectful. How did they respond?
 2. What makes giving feedback hard for you, and what would make it easier?
 3. Describe a time when feedback hurt at first but helped later. What changed your mind?
 4. What needs to be in place for you to accept feedback well (tone, trust, privacy, timing)?
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9C – Movement Tactics / Strategy

9C1 – Modify tactics and strategies across games/Physical Activity categories

1. Take one tactic (e.g., spreading out, faking, quick passing) and show how it could work in a different type of game or games. Be specific in your answer.
2. Think of a recent game and describe one tactic for offence and defence (even if it was not planned) that your group used. Did it work? How do you know? How would you adjust it to work better in that specific game?
3. Before, during, and after a game, how can you quickly check whether your tactic is helping?
4. What makes it hard to think about tactics while playing, and how can planning or debriefing help?

9C2 – Assess tactical awareness behaviour in games/Physical Activity

1. Rate yourself from 1–5 on three behaviours (e.g., getting back to position, supporting teammates, marking opponents). Which is your strongest? Which is your lowest?
 2. What is one simple way you could improve one behaviour in practice or games?
 3. Create or use a short checklist (e.g., “Was I in position?” “Did I support my teammates?”). What patterns do you see after a game?
 4. How is using actual observations or numbers different from just saying “I played good/bad”?
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9D – Personal and Social Development (Inclusion)

9D4 – Demonstrate individual actions that support collective well-being in Physical Activity

1. Which actions feel natural for you: encouraging others, including people, taking responsibility, or dealing with conflict calmly? Which feels hard?
2. Choose one action to focus on for two weeks in Phys Ed. Where did you use it, and what happened?
3. Describe a time you did something uncomfortable (like speaking up or apologising) to help the group. What was the result?
4. What usually stops people from doing the right thing for the group, and how could you push past that?

9D5 – Reflect on personal responsibility for creating inclusive environments

1. How do your words and actions help people feel welcome in Phys Ed? How might you accidentally make someone feel left out?
2. What assumptions do you notice in yourself about who is “good” at Phys Ed or who “belongs” in certain activities?
3. Choose one small behaviour to change so more people feel included (e.g., pass to everyone, invite others in, avoid eye-rolling). What will you do? What do you anticipate changing in your team? What might happen if a team sets out key actions to support each other during a game?
4. How will you remind yourself to follow through (quick reflection, note in planner, check-in with a friend)?

9E – Personal and Social Development (Communication)

9E1 – Practise communication when leading or following in various games/Physical Activity

1. In your next activity, notice how you speak when you are leading and when you are following. What changes?



2. Which role feels more comfortable to you, and why?
3. Think of a leader you liked playing with. What exactly did they say or do that helped the group?
4. If you were suddenly made captain tomorrow, what communication skill would you need to improve, or what kind of leader would you like to show up as? What key traits and actions would you lead by?

9E2 – Reflect on personal strengths as they relate to leadership and followership

1. List three personal strengths. How do they show up when you lead? How do they show up when you follow?
2. Do you think you are better suited (right now) to leading, following, or both? Does that match how others see you?
3. Describe one group or team experience that taught you something important about working with people. What was the lesson?
4. What is one new strength you would like to build for group work, and how could you practise it? Think about times when you wanted to act a certain way but did not out of fear or worry of being judged. Be specific.

9E3 – Reflect upon skills to resolve conflict in various Physical Activity contexts

1. In conflict, which skill is your strongest: knowing your own emotions, reading others, staying calm, thinking ahead, or keeping relationships strong?
2. Which is your weakest, and how does that show up during disagreements?
3. In a real or pretend conflict, walk through: name the problem, listen, respect consent, see other views, apologise if needed, be clear but respectful. Which step is hardest?
4. How could you practise these steps in small, everyday situations so you're ready for bigger conflicts?

9E4 – Recognise ways to impact the Physical Activity experiences of others positively

1. Describe one time this year when you made Phys Ed better for someone else, even in a small way. What did you do?
2. What is one new way you'd like to make Phys Ed more positive for others? When will you try it?



3. Think of a time your mood, words, or effort directly affected someone else's experience. What happened? Be specific. Was it positive or negative?
 4. How can you notice your impact in the moment (watching reactions, asking, or reflecting right after class)?
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9F – Food Literacy

9F1 – Assess food sources within local food environments

1. List the food places near where you live (stores, markets, fast food, food bank, gardens, etc.). Which gives the options to best support a healthy body and mind?
2. How easy is it to get to these places (time, transport, cost)?
3. Compare a grocery store, a farmers' market, and a corner store. What differences do you see in price and nutrition?
4. If someone only used the cheapest and closest options, what might their usual diet look like? Do you think that diet would sustain high levels of nutrition and hydration?

9F2 – Investigate ways to increase access to nutritious foods

- **Food desert:** A local food environment where access to affordable, nutrient-rich foods is limited. This focuses on poor access to healthy options due to factors like distance, cost, or lack of suitable stores.
 - **Food swamp:** A local food environment where highly processed foods are more readily available than fresh or minimally processed options. This focuses on an overabundance of cheap, convenient, less-nutritious foods crowding out healthier choices.
1. Does your area feel more like a "food desert" (few whole food options) or a "food swamp" (lots of junk, few whole food choices)? Why?
 2. What are the biggest barriers to eating nutritious food where you live (money, distance, time, etc.)?
 3. Which ideas would help most in your community: gardens, mobile markets, cheaper healthy food, better transport, or something else?
 4. What is one small way you could support better access to healthy food (volunteer, raise awareness, support a project)?



9F5 – Prepare a meal plan

1. Plan simple breakfasts, lunches, dinners, and snacks for one week that are realistic and balanced for you, that you feel would support your energy, physical and mental well-being, sleep and learning in school.
2. How does your plan compare to the recommendations for Teen Nutrition (see guide)?
3. How much do you think this plan would cost? How long would it take to prep each day?
4. After trying it (even for a few days), what worked well and what did not?
5. Would you change anything to make it easier, cheaper, or less wasteful?

9F6 – Analyse the relationship between food literacy and long-term health outcomes

1. How can knowing how to shop, cook, budget, and plan meals affect your well-being as an adult? Not knowing these things can have a different impact; explain the differences.
 2. Rate yourself on: basic nutrition knowledge, cooking skills, budgeting for food, and planning. Which area is strongest? Weakest? What are the top things you would like to improve your knowledge on for your future?
 3. Picture two people: one with strong food skills and one without. How might their lives look different in 20 years?
 4. What one food skill do you most want to learn this year, and how could you start?
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9G – Safety

9G1 – Examine personal and social factors that influence decisions, actions, and behaviour

1. What personal factors (mood, confidence, stress) influence your choices about safety? Be specific with the factor and the choice you made.
2. What social factors (friends, family, social media, group norms) influence your choices? Be specific with the factor and the choice you made.
3. When have these factors pushed you toward a safer choice? A riskier one?
4. How could you pause and think more carefully before making a risky choice? If you used the WHAT IF? Framework, would you have made different choices?



9G2 – Compare personal experiences of positive and negative peer pressure

1. Describe a time peer pressure helped you make a good choice. What happened?
2. Describe one time it pushed you toward a choice you didn't really want.
3. How do you feel in your body when the pressure is positive vs. negative?
4. What could you say or do to handle negative peer pressure more confidently?

9G4 – Assess personal and social factors that can influence addiction and their effects

1. What personal factors can make someone more at risk for addiction (stress, trauma, curiosity, genetics, etc.)?
 2. What social factors (friends, family use, community norms, advertising) add to that risk?
 3. How can addiction affect school, health, money, and relationships?
 4. What supportive people or places could someone turn to for help?
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30 Day Parental Consent Required

9H – Growth / Development

9H1 – Discuss factors that influence sexual decision-making

1. What are some key things that influence teens' sexual choices (values, culture, pressure, media, religion, emotions, information)?
2. Which influences do you think are most powerful for people your age, and why?
3. How can someone make sure their decisions match their own values, not just pressure?
4. Who could someone talk to if they needed help sorting out sexual decisions?



30 Day Parental Consent Required

9I – Healthy Sexual Relationships

9I1 – Discuss the impact of personal changes on sexual relationships

1. How can changes in body, emotions, identity, or beliefs during adolescence affect close or romantic relationships?
2. Have you seen (or heard of) a relationship changing when one person changed a lot? What happened?
3. What can help people talk honestly about changes so relationships stay healthy?
4. When might it be healthier to end or pause a relationship?

9I2 – Differentiate between healthy and unhealthy emotional attachment

1. List signs of healthy emotional attachment (e.g., trust, space, respect).
2. List signs of unhealthy attachment (e.g., control, fear of being alone, jealousy).
3. Looking at these lists, what do you want more of and less of in your own relationships?
4. If you noticed unhealthy attachment, what could you do or who could you talk to?

9I4 – Reflect on personal experiences in relationships related to emotional attachment

1. Think about a close friendship or relationship you've had. Did it feel mostly secure, anxious, or avoidant? Why?
 2. How did the way you felt attached affect your behaviour (clingy, distant, trusting, etc.)?
 3. What did you learn from that experience about what you need in relationships?
 4. What kind of attachment pattern do you want to build going forward?
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9J – Healthy Social Relationships

9J1 – Discuss life transitions during adolescence

1. Name two or three big changes you've gone through recently. How did each one affect you? What has changed in how you approach daily life?
2. Which change was hardest and why?
3. When life changes, what coping strategies have actually helped you (not just what people say should help)? What do you think it is about that strategy that helped you cope?
4. Who or what do you lean on most during big transitions?

9J4 – Explore self-advocacy in a variety of contexts

1. In which situations is it easiest for you to speak up for yourself? Where is it hardest? Give specific examples.
2. Describe a time you clearly asked for what you needed. What did you say, and what happened? Have you ever been very clear and others just ignored your request? How did that make you feel, and what did you do about it?
3. Where in your life right now do you need to set a boundary or ask for support?
4. Write the words you could use. How can you make it clear but respectful? "I don't know if it's possible, but.... "

9J5 – Discuss how social and emotional maturity during adolescence influences behaviour in relationships

1. In relationships, which do you do well: staying calm, seeing others' views, taking responsibility, communicating clearly, or something else?
2. Which area do you struggle with most, and what does that look like in real situations?
3. Think of one moment where you handled a relationship situation maturely. What did you do? Be specific and explore how the situation could have turned out if you acted immaturely and from your ego.
4. Choose one behaviour you want to improve this year. What is one small step you can take toward that?
5. Have you ever been in a conversation and you don't agree with what the other person says, so you interrupt them before they finish? How would you like to be treated if the situation were reversed? Do you always have to agree with someone to still be friends or



respectful? How can you have a different opinion from someone and still have a meaningful conversation or relationship?

9K – Mental Well-Being

9K1 – Brainstorm how self-concept can influence thoughts, feelings, and behaviour

1. How do you currently see yourself in these areas: physical, school, social, emotional, and values? Take your time and work through your self-concept in these key areas.
2. Which area feels strongest, and which feels most insecure?
3. How has your self-view affected what you try—or avoid—in Phys Ed or other areas of your life?
4. What is one belief about yourself you'd like to change or strengthen?
5. How much of what you avoid is because of either comparison to others or judgment of what others might think?
6. WHAT IF to WHAT IS...

9K3 – Reflect on the impact that role models can have on the mental well-being of others

1. Who are two people you see as role models? What do you admire about them? How do they show up differently from other people you know?
2. How have they affected how you think about yourself or your future?
3. Who might quietly see you as a role model? How do you want them to feel after being around you?
4. Think about some behaviours you would like to model more?
5. What are some behaviours that you would like to be more consistent with, and how will you track your progress in using those traits? (Give 2 compliments a day, gratitude)

9K4 – Describe possible effects of stigma on mental illness

1. What hurtful ideas about mental illness have you heard (even as “jokes”)? Be specific, they can be big advertisements, comments or things you hear others say about themselves.
2. How might those ideas or beliefs make it harder for someone to ask for help?



3. Have you seen a comment or a belief affect a real person's situation? What happened?
4. What is one small thing you can change in your own words or actions to reduce how we talk about mental wellness and illness?

9K5 – Differentiate between mental health and mental illness

1. In your own words, what is the difference between mental health and mental illness?
2. Where would you put your current mental health on a line from "doing really well" to "having a hard time"? Why?
3. Why do many people still treat mental illness differently from physical illness?
4. If someone you care about were diagnosed with a mental illness, what would you want to do or say to support them?

