

Personal Choices and Well-Being

This worksheet supports the Career and Life Management outcome requiring students to analyze the dimensions of health, their interrelatedness, and the determinants of health that shape lifestyle choices ([Outcome](#)). It also addresses the outcome asking students to evaluate choices that create barriers to health and to plan improvements to well-being ([Outcome](#)).

Exercises

1. Multiple Choice

Which statement best describes the holistic nature of well-being as outlined in the curriculum?

- A) Physical health is the only dimension that affects overall well-being.
- B) The emotional/psychological, intellectual, social, spiritual and physical dimensions of health operate independently of one another.
- C) The dimensions of health are interrelated and interdependent, and balance between them shifts over time.
- D) Well-being is fixed once a person reaches adulthood and does not require ongoing balance.

Circle your answer: A) B) C) D)

2. Matching

Match each determinant or influence on the left with the effect on lifestyle choices it best represents on the right ([Outcome](#), [Outcome](#)).

Determinant or Influence	Effect on Lifestyle Choices
1. Peer pressure	A. Increases risk of harm to physical and emotional health
2. Substance use and abuse	B. Can push an individual toward choices that do not reflect personal values
3. Positive attitude about self	C. Combines with other risks to multiply potential harm
4. Risk situations occurring together	D. Supports confident, healthier decision-making

Write your matches here:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

3. Short Answer

Describe two poor choices or barriers (other than substance use) that can prevent a person from achieving or maintaining good health. For each barrier, explain one action a student could take to overcome it ([Outcome](#)).

Barrier 1: _____

Action to overcome it: _____

Barrier 2: _____

Action to overcome it: _____

4. Personal Plan

Choose one aspect of your own well-being (physical, emotional/spiritual, social, intellectual, or spiritual) that you would like to improve. Outline a short personal plan below ([Outcome](#), [Outcome](#)).

Aspect of well-being I want to improve: _____

One specific goal: _____

Two steps I will take to reach this goal:

1. _____
2. _____

How I will know I have succeeded: _____

5. Short Response

Explain how feelings can affect a person's mood and behaviour, and describe one constructive way to express a strong emotion such as anger or frustration ([Outcome](#)).

6. Scenario Analysis

Read the scenario and answer the questions that follow.

Jordan has been friends with a group of classmates for two years. Lately, the group has started pressuring Jordan to skip class and try vaping, saying "everyone does it." Jordan feels uncomfortable but does not want to lose the friendship.

a) Identify one positive element (such as trust, respect, or integrity) that appears to be missing from this relationship right now ([Outcome](#)).

b) Describe one strategy Jordan could use to resist the peer pressure while maintaining the friendship, if possible ([Outcome](#), [Outcome](#)).

c) Name one support system or resource Jordan could contact if the pressure continues or escalates ([Outcome](#)).

Answer Key

1. C) The dimensions of health are interrelated and interdependent, and balance between them shifts over time.
2. 1-B, 2-A, 3-D, 4-C
3. Answers will vary; accept any two reasonable barriers (e.g., lack of sleep, poor nutrition, isolation, inactivity) each paired with a specific corrective action.
4. Answers will vary; look for a clearly named aspect of well-being, a specific and measurable goal, two concrete steps, and a way to judge success.
5. Answers will vary; look for an explanation that feelings shape mood and behaviour and a constructive expression strategy such as talking to someone trusted, journaling, or physical activity, rather than suppression or harmful outlets.
6. a) Trust or respect is missing, since the group is pressuring Jordan to act against personal comfort and values. b) Answers will vary; accept strategies such as stating a clear boundary, suggesting an alternative activity, or spending time with other friends who respect the choice. c) Answers will vary; accept a school counsellor, teacher, parent/guardian, or a community health resource.