



A Health Literacy Resource

# Grade 5

Health and Career Education



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# A health literacy resource for BC schools

*iMinds* is a drug-related health literacy program designed for students in **Grades 4 through 10**. Each module of the program features easy-to-implement lessons that meet numerous *Prescribed Learning Outcomes* and help students develop the knowledge and skills they need to survive and thrive in our drug-using world.

**i**

= individual,  
interdependent, identity

**Minds**

= used to understand  
and navigate our world,  
influenced by social  
and environmental  
factors largely beyond  
our individual control

## our drug-using world?

People around the world have been using caffeine, alcohol and other drugs for various reasons for thousands of years. While often used for medicinal reasons, most drugs have also been used for social, recreational and spiritual reasons.

In Canada, many people think the word “drug” refers only to psychoactive (aka “mind-altering”) substances that are currently illegal, such as cannabis and cocaine. But all substances that change the way we think, feel and behave—including alcohol, caffeine and many prescription medications—are, in fact, drugs.

## What are iMinds’ objectives?

*iMinds* aims to give young people an opportunity to

- understand the long relationship between humans and drugs such as caffeine, tobacco and alcohol
- analyze social and environmental influences related to drug use and other lifestyle choices
- extend their thinking by personalizing and explaining relationships among ideas and information related to drug use
- use a variety of communication skills to gather, evaluate and explain information and ideas related to successfully navigating a drug-using world
- describe strategies for attaining and maintaining physical, emotional and social health during childhood, adolescence and young adulthood

## What makes iMinds stand out?

*iMinds* promotes mental health literacy by engaging students in honest, thoughtful discussions and projects that involve issues relevant to their daily lives and futures. Rather than overloading them with health information—or trying to scare them away from using drugs—the lessons encourage students to both express and think critically about their current beliefs, attitudes and behaviours related to drugs they know about from their home, culture and society.

Children need knowledge and skills to navigate their world of pressures, promises and panaceas. For this reason, the Centre for Addictions Research of BC at the University of Victoria has been working with schools and other partners to develop learning resources—including *iMinds*—that help teachers help their students survive and thrive in today’s world.



## *iMinds*: A health literacy resource for BC schools (Cont'd)

Students examine the factors that influence the way they think, feel and behave. They also learn about and discuss ways to address problems related to health and drug use that may arise in themselves, their families or their communities.

Drawing on a social ecological model, *iMinds* is based on the idea that awareness, actions, decisions and behaviours are influenced by multiple factors: personal factors requiring self-management skills, relationships requiring social skills, and the physical and cultural environment requiring navigational skills. By addressing all three areas, students develop healthy connectedness—a sense of both autonomy and social belonging.

### What do teachers like about *iMinds*?

*iMinds* does NOT require teachers to be “experts” on drugs or mental health. Instead, teachers serve as facilitators (versus drug prevention experts) who explore ideas and issues along with their students. *iMinds* is based on a constructivist approach to teaching and learning. This involves the belief that

learning occurs when students are actively involved in the process of carving out their own meaning of things they both experience and come to “know” from various sources.

Rather than passively receiving information, learners are motivated to think critically and become actively involved in the pursuit of knowledge. Together, the class identifies their current knowledge, explores other ideas and opinions, and acquires and demonstrates new knowledge related to drugs and mental health. (Note: Teachers who would like to learn more about mental health and drug-related issues can visit [heretohelp.bc.ca](http://heretohelp.bc.ca) or [carbc.ca](http://carbc.ca).)

Implementing *iMinds* requires only basic preparation and materials. Each module consists of easy-to-follow lesson plans that involve student interaction and activities for demonstrating knowledge and skills. Each individual lesson plan features

- a list of the supplies needed or suggested
- step-by-step instructions
- master copies of all the handouts and transparencies
- rubrics for evaluation purposes



*iMinds* students are taught to critically assess the various influences and choices that shape their personal and social lives, now and in the future.



### *iMinds* at-a-glance

**Grade 4** students become explorers who both seek and examine ideas about the benefits, risks and harms of using medications, caffeine and other drugs.

**Grade 5** students compare the role of sugar in our society with the role of medications and other drugs. By the end of the module, students know more about self-management techniques and how to find help with problems if needed.

**Grade 6** students become detectives and examine “clues”—influences and behaviours—to solve a case involving three fictional students who keep falling asleep in class. Students then learn how to apply new knowledge to their own lives.

**Grade 7** students learn about the role of substance use in ancient societies in order to gain a broader perspective. They also learn ways to navigate today’s world where drug use is also common.

**Grade 8** students become behavioural scientists who study media and its influence on teen behaviour. They learn how to gather, analyze and interpret data as they work in teams on a research project related to mental health or substance use.

**Grade 9** students strengthen their understanding of the literary forms of short story and parallel poem while exploring issues surrounding the use of alcohol and other drugs.

**Grade 10** students develop their critical thinking skills while learning about and performing formal debates related to using alcohol and other drugs.

Developed by:



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# A Constructivist Approach to Health Literacy

A constructivist approach to teaching and learning recognizes that learners need time to

- express their current thinking
- interact with objects in the world to develop a range of experiences on which to base their thinking
- reflect on their thinking by writing and expressing themselves, and comparing what they think with what others think
- make connections between their learning experiences and the real world

A constructivist approach is ideal for teaching health literacy because it avoids setting the teacher up as the “health expert.” Instead, it treats health literacy as a body of knowledge, skills and strategies that must be constructed by the learners out of experiences and interactions within their social contexts. Understanding the role of drugs, for example, becomes not a matter of regurgitating a pre-set list of “facts,” but about constructing and elaborating upon one’s own ideas and experiences. In this way, the role of a teacher is not to provide answers but to create a context of inquiry.

## 5-i Model

**iMinds** uses the **5-i model** developed by the Centre for Addictions Research of BC at the University of Victoria to guide participants through these phases of constructivist learning.

### identify

Students come to a learning situation with prior knowledge. The *identify activities* provide students and teachers with a means of assessing what they already know. The activities serve to engage students and encourage them to share their current ideas.

### investigate

Learning requires students to observe, analyze and evaluate as they interact with materials and ideas introduced through the *investigate activities*. The new evidence may be provided through the ideas of their peers as well as by authoritative sources (e.g., reference books).

### interpret

Students are encouraged not only to reach conclusions but also to assess the strength of evidence for those conclusions within a range of possible interpretations. The *interpret activities* encourage students to understand evidence and use deductive reasoning.

### imagine

Students who know how to understand evidence and manage a range of conclusions are in a better position to imagine possible solutions to human problems. The *imagine activities* encourage students to open their minds to “what if?” scenarios and solutions.

### integrate

Knowledge involves the ability to incorporate new ideas into what is already known, and to use this new knowledge in further explorations. The *integrate activities* allow both students and teachers to make a summary assessment of what students know and can do.

## Using Constructivist Educational Techniques in the Classroom

### *should be happening*

### *should not be happening*

<b>identify</b>	<ul style="list-style-type: none"> <li>Students show curiosity about subject matter and are comfortable expressing their prior knowledge</li> <li>Teacher discerns students' prior knowledge of the subject by watching and listening to student-to-student interactions</li> <li>Students come up with their own questions (e.g., "What more do I need to know?" and "What can I do to get the information?")</li> <li>Teacher facilitates by asking probing questions, and students are encouraged to interact with each other</li> </ul>	<ul style="list-style-type: none"> <li>Teacher discourages students from presenting views and asking questions</li> <li>Students ask for "right answer" as if preparing for a formal test</li> <li>Teacher provides answers, gives step-by-step solutions to problems, or tells students that their answers are incorrect</li> <li>Teacher speeds through the process and gives students insufficient time to formulate thoughts and make real sense of their experiences</li> </ul>
<b>investigate</b>	<ul style="list-style-type: none"> <li>Students are given ample time to observe, describe and record data, as well as work through puzzles and problem-solve on their own</li> <li>Teacher asks students to provide more than one explanation and offer evidence for their explanations</li> <li>Emphasis is placed on students understanding conceptual connections between new and old experiences</li> <li>Students are encouraged to use their new understanding to explain a new event or idea</li> </ul>	<ul style="list-style-type: none"> <li>Students sit quietly and "learn" through passive means</li> <li>Students' contributions in previous lessons are ignored</li> <li>Both teacher and students accept answers that are not backed by evidence</li> <li>Students are not encouraged to share ideas or explanations and are allowed to stop investigating subject after finding only one solution</li> </ul>
<b>interpret</b>	<ul style="list-style-type: none"> <li>Teacher offers terminology and alternative explanations to supplement what students have already presented</li> <li>Teacher asks questions that help students draw logical conclusions from the evidence they have gathered</li> <li>Students have a chance to compare their ideas with those of others, and perhaps revise their thinking</li> </ul>	<ul style="list-style-type: none"> <li>Teacher offers unrelated concepts or skills, or provides explanations that lack evidence</li> <li>Teacher dismisses students' explanations and experiences</li> <li>Students are not given time to process new information and synthesize it with former experiences</li> </ul>
<b>imagine</b>	<ul style="list-style-type: none"> <li>Students and teacher come up with new questions that take them deeper into the subject matter</li> <li>Students are encouraged to "think outside the box" and consider "what if?" scenarios related to new ways of thinking, acting and solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Students are told to "be realistic" instead of encouraged to come up with "what if?" scenarios</li> <li>Teacher discourages discussion about controversial subject matter and seeks to make students see world in a traditional, "safe" way</li> </ul>
<b>integrate</b>	<ul style="list-style-type: none"> <li>Students communicate their understanding of new concepts and demonstrate their skill at drawing conclusions from evidence</li> <li>Teacher observes and records what students have learned and are able to communicate</li> <li>Teacher encourages students to monitor and evaluate their own progress by comparing their current understanding to their prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to memorize information and are formally "tested" on vocabulary, terms and facts</li> <li>Teacher introduces new ideas or concepts and allows open-ended discussion on ideas unrelated to the focus of the lessons</li> <li>Students fail to communicate ideas effectively or appear to have simply memorized information without truly understanding it</li> </ul>

# Drug Use

## A Human Behaviour

### Influences on behaviour

Human behaviour does not occur in a vacuum. A variety of influences—from genetic to social—shape our behaviours. Some groups of influences are listed below:

- basic needs (e.g., affection, food, shelter)
- biology/genetics (e.g., disabilities, health, hormones)
- community/environment (e.g., neighbourhood, policies/laws)
- family (e.g., culture, family support, values)
- media (e.g., advertisements, music, video games)
- personal goals (e.g., grades, image, morals)
- resources (e.g., money, time, transportation)
- social (e.g., friends, role models, teams/clubs)

Interactions between influences mediate or exacerbate the effect of individual influences. For example, a person may be first introduced to a particular lifestyle through the media and then later be encouraged by their peers to participate in behaviour associated with that lifestyle.

The level of personal control an individual exercises over an influence also mediates its impact. For example, while people cannot modify their genetics, a person who is genetically predisposed to developing heart disease might consciously engage in behaviours that will decrease (or increase) their risk of getting it.



The degree of control a person has over their social situation is also a factor. For example, an adult may decide to improve their diet as a result of influences such as advice from a doctor. However, children may have very little control over what their parents provide them to eat. Adolescents, by contrast, often have some control over many influences in their lives. But they may not always realize the extent to which they can modify their own behaviours and may need help to both recognize the influences on their behaviours and analyze which ones they have the ability to modify.

### Drugs and the brain

A drug is a substance that alters the way the body functions either physically or psychologically. Of particular concern are drugs that act on the central nervous system (CNS) to affect the way a person thinks, feels or behaves. Called “psychoactive substances,” these drugs include caffeine, alcohol, tobacco and cannabis, among many others.

Drugs are often grouped as legal versus illegal, or soft versus hard. These categories can be confusing and misleading. The legal status of drugs changes over time and location, and the concepts of “hard” or “soft” are impossible to define as their effects differ from person to person and based on context and dose.

A more useful classification relates to the impact drugs have on the CNS:

- **Depressants** decrease activity in the CNS (e.g., decrease heart rate and breathing). Alcohol and heroin are examples of depressants.
- **Stimulants** increase activity in the CNS and arouse the body (e.g., increase heart rate and breathing). Caffeine, tobacco, amphetamines and cocaine are stimulants.
- **Hallucinogens** affect the CNS by causing perceptual distortions. Magic mushrooms and LSD are examples of hallucinogens.

## Why people use drugs

There is no society on earth that does not in some way celebrate, depend on, profit from, enjoy and also suffer from the use of psychoactive substances. Like most developed countries, Canada has a long tradition with—and legally sanctions the use of—older drugs such as alcohol and nicotine. Multinational companies manufacture, advertise and sell these products for substantial profit to a large market of eager consumers while our governments and communities reap a rich harvest from tax revenues. They also reap another kind of harvest in terms of health, legal, economic and social problems which are mostly hidden from view.

The last century saw an upsurge in the cultivation, manufacture and trade of other psychoactive substances, some quite ancient and others new. Some have been developed from pharmaceutical products made initially for treating pain, or sleep or mental health problems (e.g., heroin, barbiturates and benzodiazepines). Others have been manufactured for recreational purposes (e.g., ecstasy), while still others, notably cannabis, are made from plants or seeds that have been cultivated and traded to new and much larger markets. As with most countries, Canada has implemented legal sanctions supported by international treaties in its attempts to control the manufacture, trade and consumption of these products, though their use continues in varying degrees.

Around these drugs, each with its own unique effect on human behaviour and emotion, have grown rituals and traditions which shape patterns of use for particular purposes. For almost every type of human activity, there are substances used to facilitate that activity in some way (e.g., religious ceremonies, sport, battle, eating, sex, study, work, dancing, public performances and socializing).

Some children might begin using drugs for some of the same reasons adults do. Many have learned to take drugs to deal with pain and other ailments. If they experience mental stress, depression or trauma, they may be tempted to turn to drugs as a solution to these problems. On the other hand, they may simply be curious about drugs or use them for their pleasurable effects.

It is important to acknowledge that the careful use of many psychoactive substances can be harm-free and even beneficial. Nonetheless, psychoactive substance use involves risk that ranges from mainly low-risk (and sometimes beneficial) use through potentially hazardous use to clearly harmful use.

## Resilience in the face of risk and protective factors

Resilience is the ability to rise above or bounce back from adversity. Resilience results from the presence of basic human protective systems, and builds in a person as they develop confidence in their skills and abilities, their families, their relationships and their communities.

Resilience is often included in discussions about risk and protective factors. The idea is that the more protective factors children have in their lives, the more resilient they will be in the face of obstacles or challenging circumstances. But the precise relationship between risk and protective factors and health outcomes is complex and messy, like everything else involving human beings. What we do know is that risk factors alone do not accurately predict outcome.

These factors may be individual (e.g., genes, personality), social (e.g., family, friends, culture), or environmental (e.g., economy, politics). And they may interact with each other in intricate ways to mediate or exacerbate the effect. But there is wide agreement that the protective factors with the most profound impact on a young person's development are family nurturance and connectedness to school.

# Quick Guide to Drug Use



## What are drugs?

Drugs are chemicals that change the way our bodies function. Psychoactive substances are drugs that affect our central nervous system (especially the brain) and make us see, think, feel and behave differently than we usually do. Some of the most commonly used drugs are caffeine (in cola, coffee, tea and chocolate), nicotine (in cigarettes, cigars and chewing tobacco), ethanol (in alcohol), and THC (in marijuana and other cannabis products).

## Why do people use drugs?

People use drugs to get some benefit. For example, many people drink coffee to wake up and feel alert. And many people use alcohol to relax and unwind. Other drugs are used to take away pain or to address other problems. Some drugs are used to have a good time or to induce a spiritual experience.

## How can using a drug be good and bad?

Many drugs, like certain medications, have greatly benefited human beings. In fact, most drugs are useful in some way. But all drug use also carries some risk. Even prescription medication from a doctor can cause harm, especially if not taken properly. It helps to think of drug use on a spectrum:



How much risk is involved in using a drug—and how much harm it may cause—depends on many factors.

- 1. More drug equals more risk.** Increased risk is associated with a greater amount and increased frequency of drug use, and with a higher concentration of the drug.
- 2. Younger age equals more risk.** The human brain begins to develop in the womb but is not fully formed until well into adulthood. Drugs influence not only our immediate experience but also the way our brains develop. Drugs have a greater impact on young brains than they do on older brains.
- 3. Places, times and activities influence risk.** Drinking a glass of wine at a family celebration and then playing chess with grandpa is less likely to result in harm than sneaking alcohol with a group of classmates and then riding bikes or skateboarding.

- 4. The reasons are important.** When a person uses a drug because they are curious, they are likely to use it only occasionally or for a short time. But when a person uses a drug to deal with long-term problems, they may use the drug too much or too often. When a person uses a drug in order to fit in with a particular group, they may not listen to their inner self and therefore may make poor choices.

Making good decisions about substance use involves always looking at both the benefits and the risks, thinking about the reasons the drug is being used, and ensuring the context is safe for use. Generally, it is safest not to use any drug unless one can be sure the benefits clearly outweigh the risks, and that the context and reasons for use do not increase the potential for harm.

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# About

## the Grade 5 Module



During the lessons, Grade 5 students engage in tasks that encourage them to compare the role of sugar in our society with the role of medications and other drugs. They learn that

- Such substances are common in our society
- Our understandings of both sugar and drugs come from the people, things and events happening around us
- Everyone is different and has different preferences and experiences
- There are ways to manage how much and how often we use sugar or drugs
- There are people in their lives that they can talk to if they are having any type of problem

By the end of the module, students know more about self-management techniques and how to find help with problems.

Grade 5 is an ideal time for young people to explore influences and choices about sugar and other common “ingredients” of our culture. In the following years, they will be faced with

changing schools, going through puberty and becoming a “teenager.” Education related to the skills needed to navigate these transitions is most effective when provided just prior to and throughout the transition. As early as Grade 5, therefore, children need to be thinking about the kinds of things that may influence their choices, and how their choices impact their current and future well-being.

As a teacher, you are encouraged to modify lessons according to the needs of your class. Depending on available time and student ability, you may wish to adapt or supplement the suggested activities. Care should be taken, however, to ensure each student is exposed to all stages of the *5-i model*. The module should be delivered in a way that allows each student to complete projects that reflect their interests and benefit their academic and social abilities. The Prescribed Learning Outcomes for this module are outlined in the chart below.

### Module at a Glance

	Overview	Activities	5-i Flow	Minutes
Lesson 1	Introducing “Treat Island” theme and approach to understanding drug use	Opening Question Team/Class Activity Pair Activity Closing: Debrief	Identify/Imagine Identify Interpret Integrate	5 15-20 15-20 5
Lesson 2	Exploring influences	Opening Question Class Activity Small Group Activity  Closing: Debrief	Identify Imagine/Interpret Imagine/ Investigate/ Interpret Integrate	5 10 20  10
Lesson 3	Exploring differences and choices	Opening: Class Activity Role Play Closing: Debrief	Identify Imagine/Interpret Interpret/ Integrate	15 25 5



Lesson 4	Exploring Self-Management	Opening Question	Identify	5
		Individual Activity	Imagine/ Investigate/ Interpret	15
		Small Group Activity	Identify/Integrate	20
		Class Discussion	Integrate	5
Lesson 5	Feeling connected	Opening: Brainstorm	Identify	5
		Individual Activity	Imagine/Identify	20-25
		Closing: Reflecting on key messages of module	Integrate	15-20

## Links to BC Curriculum

This module addresses the following prescribed learning outcomes (PLOs)

Health and Career Education	
<p><b>Goals and Decisions</b></p> <ul style="list-style-type: none"> <li>Identify factors affecting decision making</li> <li>Identify benefits of personal support networks</li> </ul>	<p><b>Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>Identify ways to minimize risky behaviour</li> </ul>
<p><b>Health, Healthy Living</b></p> <ul style="list-style-type: none"> <li>Describe factors influencing health decisions</li> <li>Demonstrate healthy lifestyle planning</li> </ul>	<p><b>Health, Substance Misuse Prevention</b></p> <ul style="list-style-type: none"> <li>Describe factors contributing to the use of tobacco, alcohol and other drugs</li> </ul>

**Lesson #1:** By the end of this lesson the student will be able to:

- Describe and assess how different activities and substances can be both harmful and helpful
- Consider and identify what factors may account for these differences

**Lesson #2:** By the end of this lesson the student will be able to:

- Examine the role of influence in determining human behavior (within the relevant topic)
- Identify factors which may influence the choice to use substances

**Lesson #3:** By the end of this lesson the student will be able to:

- Recognize and evaluate the role individual differences may play in making health behavior decisions

- Examine and interpret the role of “people, times and places” and how these factors influence choices related to use of various substances

**Lesson #4:** By the end of this lesson the student will be able to:

- Identify and investigate options for managing difficult health behavior choices related to use of substances
- Apply these skills to a broader healthy lifestyle context
- Demonstrate healthy lifestyle planning

**Lesson #5:** By the end of this lesson the student will be able to:

- Identify the benefits of a personal support network
- Identify and integrate personal self-management choices as a way to minimize risky behavior

# Lesson 1: Examining the Relationship Between Helpful and Harmful



## Notes & Tips

*The lesson reflects a constructivist approach by drawing ideas from the students rather than providing initial content.*

*Alternatively, you could give each group a sheet of flipchart paper and have the group draw their own Treat Island. Team members could take turns filling in the island with names/ images of sweet items.*

### In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
  - **Treat Island sheet** – 1 per team of 3 or 4 students
3. You will need:
  - **Two Views sheet** – 1 per pair of students
  - **Wipeboard and markers**

## Lesson Plan

### Opening Brainstorm: Construct Treat Island (5 min)

- Write “Treat Island” on the board. (You may also want to draw an island shape around the words. If so, avoid adding any features.)
- Invite students to suggest things that would be on Treat Island. Jot several of their suggestions on the board, and then underline all those that involve sugar (or sweetener) or the marketing of sweet products.
- Ask students if they can suggest what all these items have in common (provide hints if necessary). Comment on how we so often associate “treat” with “sweet.”

### Small Group Activity: Brainstorming sugar products (15-20 min)

- Divide class into teams of 3 or 4 students and give each group a *Treat Island* handout and 10 minutes to brainstorm a list of products containing sugar. Suggest students take turns writing their sweet ideas on the island. (You may want to suggest they make a “wordle” of sweet products, encouraging them to be creative in where and how they express their ideas on the paper.)
- Encourage the students to think beyond the obvious sugar products to include anything that contains sugar.
- After 10-15 minutes, debrief with the class. Ask students, “Are these things ‘good’ for us?” After allowing some discussion, suggest that maybe we should be asking how these items might be “helpful,” and ways they might be “harmful,” rather than asking if they are “good.”

### Pair/Share Activity: Examining helpful/harmful (15-20 min)

- Have students work in pairs. Give each pair a *Two Views* handout and allow them 10 minutes to complete the sheet.
- Have each pair compare their ideas with one other pair and ask each group to consider, “What makes the difference?” in each case.

### Closing: Debriefing session (5 min)

- Ask students to share some of their insights about what makes the various activities helpful or harmful. Draw attention to any common themes that may emerge, particularly themes of “how much” or “how often.”



## Notes & Tips

What is influence?

*"Influence n. the effect a person or thing has on another" ~Oxford Canadian Dictionary*

*Behaviour is influenced by a wide variety of opportunities and constraints related to personal, social and environmental factors. The goal here is to be suggestive of the variety of possible issues involved rather than to be comprehensive or "right."*

### In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
  - **Influences sheet** – 1 per team of 3 or 4 students
3. You will need:
  - *Sticky Notes (1 package per team)*
  - *Wipeboard and markers*

## Lesson Plan

### Opening Brainstorm: What does “influence” mean? (5 min)

- Write the word “influence” on the board and ask students to share what it means. Accept various responses by writing them on the board.
- Ask students to look up the word in the *Oxford Canadian Dictionary* and read the first definition. Allow students to comment on this definition.

### Class Activity: Exploring our influences (10 min)

- Draw a chart on the board similar to the one on the *Influences* handout. In the “Behaviour” box, write “eating candy.”
- Encourage students to suggest people, times and places that might influence them to eat candy or to eat more candy. Write some of these on the left side of the chart.
- Then encourage students to suggest people, times and places that might influence them to not eat candy or to eat less candy. Write some of these on the right side of the chart.
- Allow students a little time to reflect on the completed chart and share any observations.

### Small Group Activity: What influences drug use? (20 min)

- Break class up into groups of 3 or 4 students, and give each group an *Influences* handout and time to explore one of the behaviours (different groups could be assigned [or choose] different behaviours).
- Encourage each group to try to think of items for each of the areas on the chart.

### Closing: Debriefing session (10 min)

- Invite students to share some of their ideas about what might influence us to engage, or not engage, in the drug use behaviours.
- Draw attention to any common themes that emerge.

# Lesson 3: Exploring Differences and Choices



## In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
  - **Candy Counter** – 1 per student
3. You will need:
  - *Wipeboard and markers*

## Lesson Plan

### Opening Activity: We are all different (15 min)

- Give each student a *Candy Counter* handout and ask them to quickly choose their candies and draw them in the cup.
- Create a table on the board with columns labeled for the different types of candy and several blank rows.
- When students have made their choices, ask several students to identify what they chose and record each student's choices on a row in the table.
- Once you have recorded several different choice selections, ask students to suggest why there are so many different choice patterns. Why doesn't everyone choose the same candies?



### Notes & Tips

### Role Play: People and their choices (25 min)

- Break class up into groups of 4 or 5 students, and ask each group to develop a scenario involving one of the four behaviours listed on the *Influences* handout from Lesson 2. Each scenario should involve two or more people being influenced by a context or person to engage in the behaviour and at least one influence that leads at least one of the people to not engage in the behaviour.  
*e.g., Three friends. Billy tries to get Tom and Alex to smoke a cigarette. Tom agrees but Alex refuses, saying, "No way. My granny smokes and, when she tries to kiss you, it's gross."*
- After each group presents their role play, engage the class in discussing "what made the difference" for the person(s) choosing not to engage in the behaviour.

*Students can be encouraged to imagine factors beyond those presented. They need to understand that many factors, including many that may not be presented in the role play, may in fact be in play.*

### Closing: Debriefing session (5 min)

- Briefly discuss with the class about influence and choice. Are people influenced by other people and things? Or do they choose certain behaviours?

*Students need to grasp that, while they are influenced by many people and things, they also have the ability to manage their own lives.*

# Lesson 4: Exploring Self-Management

## In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
  - **Candy Sack sheet** – 1 per student
  - **Self-Management Tips sheet** – 1 per student
3. You will need:
  - *Wipeboard and markers*

## Lesson Plan

### Opening: Brainstorm about management (5 min)

- Write the word “manage” on the board. Ask students to suggest ideas about what it means to manage something. Jot several of these on the board. If concepts like organize, control, and be in charge do not get mentioned, you might add those as your contribution.
- Pose the question, “What does ‘self-management’ involve?”



### Notes & Tips

*This exercise helps students see that drug use needs to be managed like other behaviours. Similar skills can be used.*

### Individual Activity: How can we manage ourselves? (15 min)

- Give each student a *Candy Sack* handout and a few minutes to complete it.
- When students are ready, have each student share one or more of their candy-management techniques with the class. Write representative tips on the board using very generic wording (e.g., “Set daily or weekly limits.”)

### Small Group Activity: Self-management in daily life (20 min)

- Suggest that similar techniques could be used to manage other things besides candy. Break class up into groups of 3 or 4 students, and give each group a *Self-Management Tips* handout.
- Debrief the activity by having each group share their “best” self-management tip.

### Closing Discussion (5 min)

- Pose the question, “What is the most important characteristic of self-management?” Accept a few answers and suggest students continue to reflect on that question.

# Lesson 5: Feeling Connected



## In preparation ...

1. Familiarize yourself with each of the learning activities for this lesson.
  - **Lessons from Treat Island sheet** – 1 per student
2. Make copies of:
  - **My Connections sheet** – 1 per student
3. You will need:
  - **Wipeboard and markers**

## Lesson Plan

### Opening: Brainstorm about management (5 min)

- On the board, write “When you can’t help yourself, who can help?”
- Ask students to reflect on the question. If they find themselves unable to manage their own behaviour (e.g., eating too much candy), who could they turn to for help? Accept a few suggestions and jot them on the board.



Notes & Tips

### Individual Activity: What if I need help? (15 min)

- Give each student a *My Connections* handout and ask them to fill it in with names or titles of people they could go to if they needed help in managing any behaviour.

### Closing Reflection: The lessons of Treat Island (25 min)

- Give each student a *Lessons from Treat Island* handout and write the headings of the three columns on the board. As a class brainstorm ideas for each of the three issues and jot some of these on the board.
- After you have brainstormed ideas, ask students to each complete the handout and hand it in at the end of the class. Tell them that they should complete it with things that are particularly meaningful to them individually, e.g., they should list rules that they themselves could use.
- Collect the handouts at the end of the period or the following day. You can use the suggested *Evaluation Rubric* to assess student learning.

For more information about managing drug use, visit [carbc.ca](http://carbc.ca) or [heretohelp.bc.ca](http://heretohelp.bc.ca).



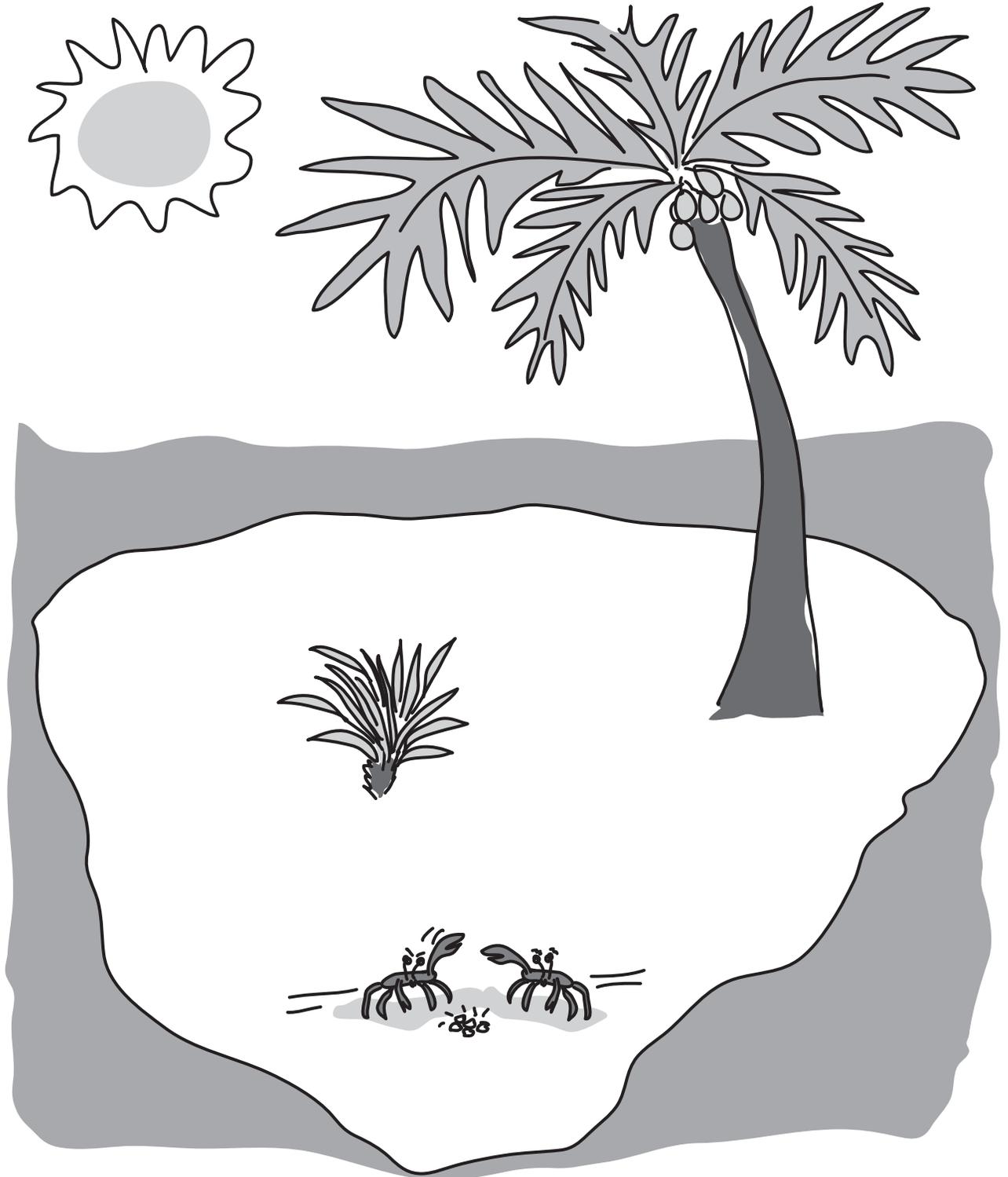
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Grade 5

# Photocopying Masters

# Treat Island

Fill in the island with the names of items that contain some form of sugar.



# Two Views



Things people use	How/why it can be helpful	How/why it can be harmful
TV		
Internet		
Cough Syrup		
Beer/Wine		

# Influences



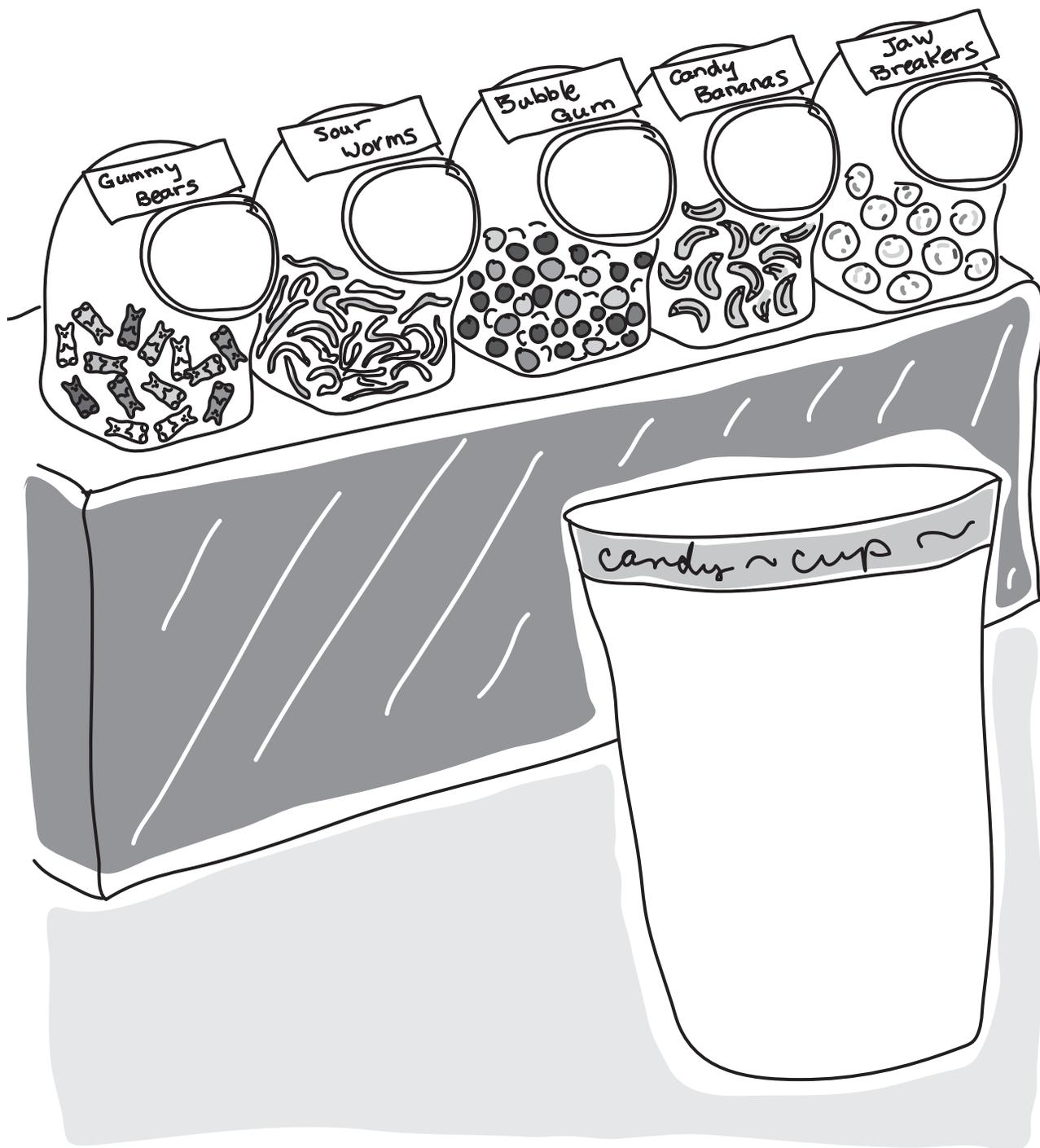
Different people, times and places can influence us to do—or not do—a behaviour.  
Complete the chart below for one of the following behaviours:

- Smoking a cigarette
- Drinking an energy drink
- Taking cough medicine
- Using someone else's prescription medicine

Influence to		Behaviour	Influence not to	
Who			Who	
When			When	
Where			Where	

# Candy Counter

You have enough money to buy 10 candies. Inside your candy cup, draw the 10 items you are going to buy.



# Candy Sack

Your cousin needs your help. He has collected a HUGE amount of candy from Halloween but doesn't have any self-management skills. Can you give him some tips? Write some tips on his candy bag so he can manage his sack of candy without getting sick or having other problems. Be as detailed as possible. Use examples.



# Self-Management Tips



Review the self-management tips suggested in the last activity. Then discuss the themes in the boxes below and come up with two or three self-management tips for each.

<p><b>Ways to manage money</b></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Ways to manage medications</b></p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Ways to manage screen time (TV, computer)</b></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Ways to manage caffeine (in colas, coffee and energy drinks)</b></p> <p>1.</p> <p>2.</p> <p>3.</p>

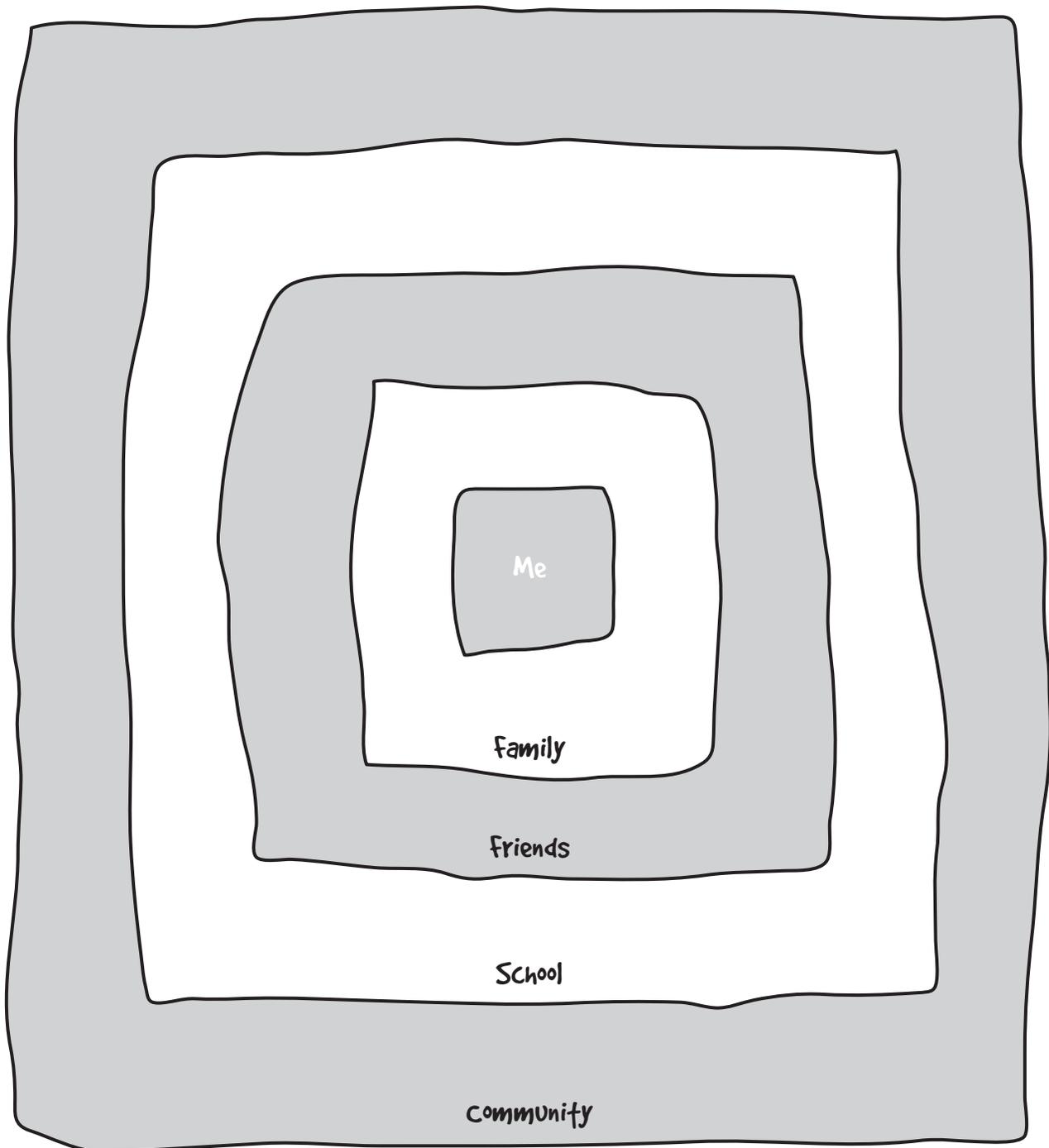
# My connections



Write your name in the middle.

Add the names or titles of people from your family, friends, school or community that you could turn to for help in managing different behaviours.

Under each name add a comment about what the person would be able to help you with.



# Evaluation Rubric



Each column on the Lessons from **Treat Island** worksheet can be assessed using the following rubric. 4-Star and 2-Star scores can be assigned for entries that fall somewhere between the expectations listed below. A total score out of 15 for the module can be obtained by assigning 1 point for each star across the three activities.

**\*\*\*\*\* 5-Star** response includes multiple entries that demonstrate a good grasp of the concepts addressed in the module and reflect personal engagement in a significant way.

**\*\*\* 3-Star** response includes multiple entries that demonstrate awareness of a range of ideas and options addressed in the module.

**\* 1-Star** response includes at least one relevant entry.

# Lessons from Treat Island



	<p><b>Helpful or Harmful</b></p> <p>Drugs like medicines or caffeine can be helpful or harmful. List some of the things <b>you</b> think are most important in making the difference.</p>	<p><b>Managing Your Use</b></p> <p>List some rules <b>you</b> can use to manage your use of drugs such as medications or caffeine.</p>	<p><b>Who Can Help You?</b></p> <p>List some of the qualities of the people who can help <b>you</b> make good choices about drug use.</p>
1			
2			
3			
4			

# Feedback Form



School \_\_\_\_\_ District \_\_\_\_\_

Grade \_\_\_\_\_ No. of students \_\_\_\_\_

Please complete this form after teaching the unit and email, fax or mail the form to the address below. Copies of students' Assessment Rubrics (with names blacked out) would be helpful but are optional. For each question below, circle a score (5 is highest and 1 is lowest) and provide a comment where appropriate.

## Does the guide provide ...

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| ... enough information on the theory behind the <i>iMinds</i> resource?            | 5 | 4 | 3 | 2 | 1 |
| ... sufficient guidance in using constructivist educational techniques?            | 5 | 4 | 3 | 2 | 1 |
| ... adequate background information on behaviour, substance use and mental health? | 5 | 4 | 3 | 2 | 1 |

**Comment:**

## Do the lesson plans and learning activities provide ...

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| ... assessment tools necessary to meet BC Curriculum requirements? | 5 | 4 | 3 | 2 | 1 |
| ... pacing that is appropriate and adaptable?                      | 5 | 4 | 3 | 2 | 1 |
| ... opportunities for students to think critically?                | 5 | 4 | 3 | 2 | 1 |

**Comment:**

## Do students ...

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| ... find lesson content and activities relevant and engaging? | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|

**Comment:**

## Are resources ...

- |                  |   |   |   |   |   |
|------------------|---|---|---|---|---|
| ... sufficient?  | 5 | 4 | 3 | 2 | 1 |
| ... engaging?    | 5 | 4 | 3 | 2 | 1 |
| ... easy to use? | 5 | 4 | 3 | 2 | 1 |

**Comment:**

