



A Health Literacy Resource

Grade 6

English Language Arts
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 6 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 a wide variety of drugs—caffeine, tobacco, alcohol, cannabis and so on—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 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 tobacco, alcohol, cannabis and other substances
- 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 drug-related beliefs, attitudes and behaviours.

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 the 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 or carbc.ca.)

Implementing *iMinds* requires only basic preparation and materials. Each module consists of six easy-to-follow lesson plans that culminate in a project, presentation or some form of friendly competition between student teams. 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 not taught to be “super individuals” who are able to “resist the tide of peer pressure.” They are instead taught to critically assess the various influences and choices that shape their personal and social lives.

iMinds at-a-glance

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.

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A Constructivist Approach to Health Literacy

By their very nature, discussions that involve mental health, drug use and other factors that contribute to human health are bound to invoke controversy. Some teachers may view the potential for controversy as unattractive or overwhelming. They may worry about being asked questions for which they do not have answers.

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 within the constraints of the available evidence and the conventions of community discourse.

The role of a teacher is not to provide answers—it is to create a context of inquiry. Since all questions and comments can be heard, discussed and explored in light of evidence, even students who go for shock value will soon learn that their ideas are simply that—ideas. By validating all students’ inquiries and providing them with sources of information, facilitators encourage young people to become active thinking beings.

Here are a few basic guidelines:

- **Stay neutral** and acknowledge all contributions in an unbiased but questioning manner. By showing respect to all students regardless of their opinions, you encourage them to do the same.
- **Insist on a non-hostile environment** where students respond to ideas and not the individuals presenting those ideas. Make it clear from the start that everyone must be open to listening to and considering views that may be different from their own.
- **Encourage all students to take part** in discussions, but avoid forcing anyone to contribute if clearly reluctant. Ensure students know their feelings and opinions are important and will be respected.
- **Keep discussions moving in a positive direction** by questioning or posing hypothetical situations that encourage deeper thinking about the topic.
- **Understand that consensus is not necessary** on issues, and that a lack of consensus is in fact a better reflection of “real life.”
- **Get comfortable with silence** as sometimes discussions require reflection.

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

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

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

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 an illegal 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.

Role of behaviour on mental health

Mental health is the capacity of individuals to feel, think and act in ways that enhance their ability to enjoy life and deal with challenges.

Mental health has significant importance to overall health and extends beyond the absence of mental illness. Likewise, a person's physical health can have an impact on their mental health.

Unhealthy behaviours established during adolescence—smoking cigarettes, binge drinking and so on—can contribute to a variety of chronic diseases and have a negative effect on a young person's mental health status, now and in the future. At the same time, exercise, relaxation, realistic goals, time management and interpersonal relationships can enhance a teen's mental health and even mitigate the impact of physical or mental illness.

Most people, including teens, are aware of the potential harms associated with certain behaviours. Yet some choose to continue to engage in those behaviours anyway. (Think about people who smoke cigarettes despite the wealth of information linking tobacco and lung cancer.)

A variety of influences contribute to an individual's decision to either engage in a potentially unhealthy behaviour or avoid it. Among these is the degree of pleasure or value an individual obtains from the behaviour. This varies from individual to individual and is mediated or intensified by a range of personal, social and environmental influences. An individual's perception of short- or long-term health risks may also influence their decision. More immediate risks often have a bigger impact than long-term risks, particularly when it comes to youth. For example, for young people, bad breath may be a greater deterrent to smoking than the chance of developing lung cancer.

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 are influenced by 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).

Why teens use drugs

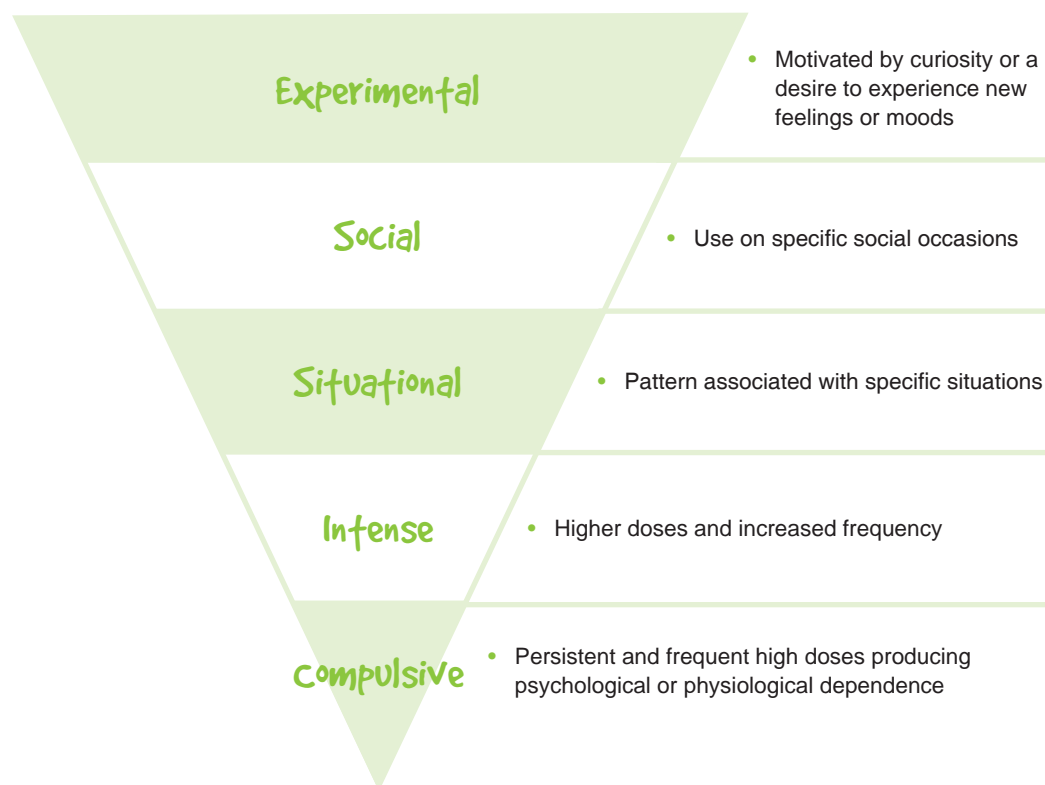
Research suggests teens use drugs for many of the same reasons adults do: curiosity, fun, self-discovery, to fit in, to cope with stress or pain, to alleviate boredom or depression, to stay awake to study or work, out of habit or rebelliousness, for weight loss and to aid sleep.

These different motives for use powerfully influence a young person's pattern of use and the potential for benefit or the risk of harm. If the motive for use is fleeting (e.g., curiosity), then only occasional or experimental use may follow. If the motive is a strong and enduring one (e.g., a chronic sleep or mental health problem), then more long-lasting and intense substance use (with greater risk of harm) may follow. A shorter-term but intense motive (e.g., to fit in, to have fun, to alleviate temporary stress) may also result in risky behaviour and harm such as injury or acute illness.

Difference between drug use, risk and harm

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.

As illustrated in the diagram below, most alcohol or other drug use by young people is experimental or social. However, it cannot be emphasized enough that even occasional use can be hazardous and, at the wrong time and in the wrong dose and wrong place, even fatal. The short-term effects from occasional heavy use are the most frequent causes of serious harm from substance use among young people.



Repeated use of a drug, especially on a daily basis, may pave the way for a strong habit or dependence which can be hard to break. Such intense patterns of use tend to require significant funds to support the habit, and compete with other social demands and expectations from family, school and the wider community. There is also evidence that patterns of intense use temporarily blunt the capability of an individual to experience pleasure in other ways. The reward centres of the brain have become “hijacked” by the need to be repeatedly provided with rewards from the drug of choice, whether it be alcohol, tobacco, cannabis or some other psychoactive substance.

Some signs that substance use has become particularly risky or harmful include some or all of the following:

- early age of onset (especially before age 13 or 14)
- use to cope with negative mood states
- habitual daily use
- use before or during school or work
- use while driving or during vigorous physical activities
- use of more than one substance at the same time
- use as a major form of recreation

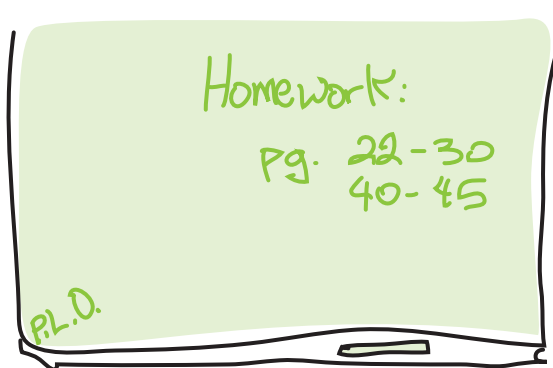
Signs that patterns of use are less likely to be harmful include: taking precautions when using, being careful to use only in small or moderate amounts, less frequent use in only particular contexts, and being able to stop using at any time.

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 6 Module

Grade 6 students learn how to be detectives. They examine “clues” about the potential influences on a young person’s behaviour in

order to solve a case involving three students who keep falling asleep in class.

Module at a Glance

	Overview	Activities	5-i Flow	Minutes
Lesson 1	Introduction to detective theme	Opening Question Think-Pair-Share Activity Closing: Case Book	Identify Identify Integrate	10 35 15
Lesson 2	Critical thinking about human behaviour	Opening Question Think-Share Activity Individual and Class Activity Closing: Case Book	Identify Identify Investigate Integrate	5 20 25 10
Lesson 3	Exploring complex ways in which human behaviour is influenced	Opening Question Team Activity Closing: Case Book	Identify Investigate Integrate	10 40 10
Lesson 4	Exploring concepts like “healthy/unhealthy” as they relate to behaviour	Opening Question Class Activity Team Activity Closing: Case Book	Identify Investigate Interpret Integrate	5 10 35 10
Lesson 5	Exploring ways to change or influence the behaviour of others	Opening Question Team Activity Closing: Case Book Homework	Identify Imagine Integrate	10 40 10
Lesson 6	Case presentations	Prepare for Graduation Team Presentations Graduation Ceremony	Imagine Interpret	10 40 10

Grade 6 is an ideal time for young people to explore influences and behaviours. It marks the beginning of a period of significant transitions in students' lives. In the following years, they will be faced with changing schools, going through puberty and becoming a "teenager."

Transitions of any kind can be tough on kids. The leap from elementary school to middle or high school can be especially overwhelming for some students. Their social networks change and multiply. And changes in the body can be equally distressing. During the transition to adolescence and afterwards, an increasing number of youth will experience stress, anxiety and depression. And the number of youth experimenting with alcohol and other drugs will also rise. Studies show, for example, that while 33% of 13-year-olds have tried alcohol, almost 80% of teens will have experimented with alcohol by the time they graduate from high school. Unfortunately, for many of these kids, "trying" and "experimenting with" alcohol means binge drinking (i.e., consuming several drinks in a row to the point of intoxication). Binge drinking during young adolescence is linked to problem use of alcohol and other drugs later on in life.

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 6, therefore, children need to be thinking about the kinds of things that may influence their behaviours, and how their behaviours impact their current and future well-being.

The Grade 6 module culminates in a presentation that allows students to demonstrate what they have learned. 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 opposite. They are also reflected in the module's *Evaluation Rubric* for assessing students' "detective skills." For further explanation, review the "In preparation" section of Lesson 1 on p. 14.





Links to BC Curriculum

This module addresses the following prescribed learning outcomes (PLOs)

English Language Arts

Oral Language

Purposes

- use speaking and listening to interact with others for the purposes of contributing to group success, improving and deepening comprehension, discussing and comparing ideas and opinions, discussing concerns and resolving problems, and completing a variety of tasks
- use speaking to explore, express and present a range of ideas, information and feelings for different purposes and audiences by using prior knowledge and/or other sources of evidence, staying on topic in focused discussions, and explaining and effectively supporting a viewpoint

Thinking

- demonstrate enhanced vocabulary knowledge and usage
- use speaking and listening to improve and extend thinking by questioning and speculating, acquiring new ideas, and considering alternative viewpoints

Reading & Viewing

Strategies

- select and use strategies after reading and viewing to confirm and extend meaning, using graphic organizers to record information

Health and Career Education

Goals and Decisions

- identify influences on goal setting and decision making, including family, peer and media influences

Health, Healthy Relationships

- assess the influence that peers have on an individual's attitudes and behaviour

Health, Healthy Living

- describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of being physically active, healthy eating practices and emotionally healthy lifestyles

Health, Substance Misuse Prevention

- demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol and other drugs
- describe the potential consequences for themselves and others if they use tobacco, alcohol or other drugs

Introduction to Social Studies

Skills and Processes of Social Studies

- apply critical thinking skills, including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions to a range of problems and issues

Lesson 1: Defective Training

The Basics



In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Familiarize yourself with the **Evaluation Rubric** (2 pages) for this module.
Note: You can make copies of the **Rubric** (1 per student) at the beginning of the module and fill them in as you go along. Or you can wait until the end of the module to collect students' work and evaluate their knowledge and skills at one time.

3. Make copies of:
 - **Learning Log** (2 pages) – 1 per student
4. You will need:
 - Wipeboard or flipchart and appropriate markers
 - A copy of the Canadian Oxford Dictionary
 - Sticky notes (or index cards and tape) for brainstorming exercise – 5 or 6 per student
 - Duo-tang, file folder or binder to serve as a "Detective Case Book" – 1 per student

Lesson Plan

Notes & Tips

Opening: Introduce the "detective school" theme (5-10 min)

- Pose the question, "What is a detective?" Accept a few possible answers from students. Then ask one student to look up "detective," "detection" and "detect" in the *Canadian Oxford Dictionary* and read the definitions to the class.
- Explain to the class that over the next several lessons they are going to learn how to be detectives and solve a mystery.

Optional: Brainstorm one or more of the following questions, and have one student record the answers on the board.

- What types of tools do detectives use?
- What types of clothes do detectives usually wear?
- Who are some famous detectives?

The lesson reflects the constructivist approach by having students first identify what they know. The use of the dictionary introduces the concept of "evidence" in a way acceptable to Grade 6 students.

Think-Pair-Share Activity: Identify detective skills (35 min)

- Arrange students into pairs (or small groups), give each pair several sticky notes and ask them to write one skill or knowledge item per note pertaining to what a detective needs in order to be good at solving mysteries.
- As each set of students finishes, ask them to post their notes on the board. Then ask the class to help you categorize the class's

answers into the knowledge/skill groupings listed below:

- Observation skills (e.g., "good eyes" and "can identify clues")
- Planning and organizing (e.g., "figure out who to talk to" or "sort out clues")
- Analyzing and interpreting (e.g., "figure out problems" or "understand what clues mean")
- Communicating (e.g., "write reports" or "talk to the media")

If students miss some key areas, use the opportunity to ask them about relevant skills and add them to the list.



Lesson 1 (Cont'd)

Closing: Create a detective casebook (15 min)

- Have each student select a *Detective Case Book* (duotang) and explain that it will be used to collect and organize information throughout the module.
- Give each student a *Learning Log* and time to fill in the first entry.
- Tell students that the next lesson will involve investigating an actual mystery using the detective skills they identified today.



Optional extension activities:

- Ask students to do additional research on investigative techniques.
- Allow students to decorate their case book, and encourage them to add images related to the terms learned in the lesson, such as investigating, observing, analyzing, etc.
- Brainstorm a name for the detective school, and create related paraphernalia such as badges, posters to advertise the detective school, investigation forms, etc.
- Tell students that they will be discussing human behaviour in the next class, and that it would be helpful if they did some research on what makes people behave the way they do.

Lesson 2: Defective Training

opening the Case



In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
 - **Case Report sheet** – 1 per student
 - **Influences on Behaviour sheet** – 1 per student
 - **Case Notes sheet** – 1 per student
3. Read the information about drug use behaviour on pages 6-9 (the information provided is not intended to form the basis of a lecture to students but is designed to enhance your background understanding in order to help you facilitate classroom discussion).
4. You will need:
 - *Wipeboard or flipchart and appropriate markers*

Lesson Plan

Opening: Introduce and reflect on “behaviour” (5 min)

- Pose the question, “What is behaviour?”
Accept various responses by writing them on the board. After you have several answers, highlight some of the elements that students have noted that suggest “behaviour” is a very broad concept.



Notes & Tips

Think-Share Activity: Learn and talk about the case file (20 min)

- Announce that the detective school has received its first case to solve. Explain that when detectives first get handed a case, they often start with a group review of the file with other detectives.
- Hand out copies of the *Case Report* and ask students to read it silently (or have one student read it aloud).
- Ask students to suggest ideas as to why the three students are falling asleep in class.
- Ask students to look at the report again and highlight clues that they think might be important in finding out why the students are falling asleep.

The point of this activity is not to identify correct answers but to get students thinking about possibilities.

Individual and Class Activity: Think and talk about influences (25 min)

- Remind students that in addition to looking for clues, detectives must learn how to understand the clues and their meaning.
- Hand out *Influences on Behaviour* and ask each student to fill in as much of the sheet as they can.
- Have students share some of their ideas aloud. Encourage other students to add to their lists during this process if they think an idea shared by another student is a good one.



Lesson 2 (Cont'd)

Closing: Update Detective Case Book (10 min)

- Hand out *Case Notes* and have students complete the first entry.
- Tell students to fill in the second entry of their *Learning Log*.
- Remind students to put all handouts in their *Detective Case Book*.



Optional extension activities:

- Ask students to do some additional research on behaviour, using newspapers, magazines and/or the internet.
- Engage students in a more in-depth discussion on influences in their lives (e.g., peer influence, family, cultural rules, media, etc.).
- Have students create a poster/collage (or develop a skit) to represent each main category introduced in the lesson (e.g., “relationships with others” could include pictures of family, police, groups of teens, words from newspapers and magazines).
- Get students to start a personal journal and write down what influences their lives. If necessary, tell students the journal may be kept private and need not be read by others.

Lesson 3: Defective Training

Reviewing the Evidence



Notes & Tips

When constructing a chain, begin with a behaviour on the right side of the graphic. Then identify behaviours or other influences that might lead to that behaviour, working from right to left (see sample on next page).

This exercise is meant to help students see that there may be many possible answers. You may need to remind them that there is not always one clear right answer.

In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
 - **Behaviour Chain** sheet – 1 per student, 1 transparency or file for projecting (optional)
 - **Witness Statements** (2 pages) – 1 set per group of 3 or 4 students
3. You will need:
 - Wipeboard or flipchart and appropriate markers
 - Overhead or LCD projector (optional)

Lesson Plan

Opening: Introduce and reflect on “influences” on behaviour (10 min)

- Pose the question, “Can past behaviour influence present behaviour?” and accept a few student answers/examples.
- Introduce the concept of a behaviour chain by projecting the *Behaviour Chain* graphic or reproducing it on the wipeboard.
- Ask students to suggest behaviours or influences that might cause a student to sleep in class or that might be causes of the causes. Select some answers to fill in the bubbles on the graphic.

Team Activity: Create a behaviour chain (40 min)

- Divide the class into detective teams of 3 or 4 students. (Note: These teams will work together for the rest of the module.)
- Hand out a set of *Witness Statements* and ask teams to review the statements and identify clues.
- Suggest that each team construct behaviour chains based on the clues they have identified for each sleeping student. Give each student a *Behaviour Chain* sheet to fill out and keep in their *Detective Case Book*.

Closing: Update Detective Case Book (10 min)

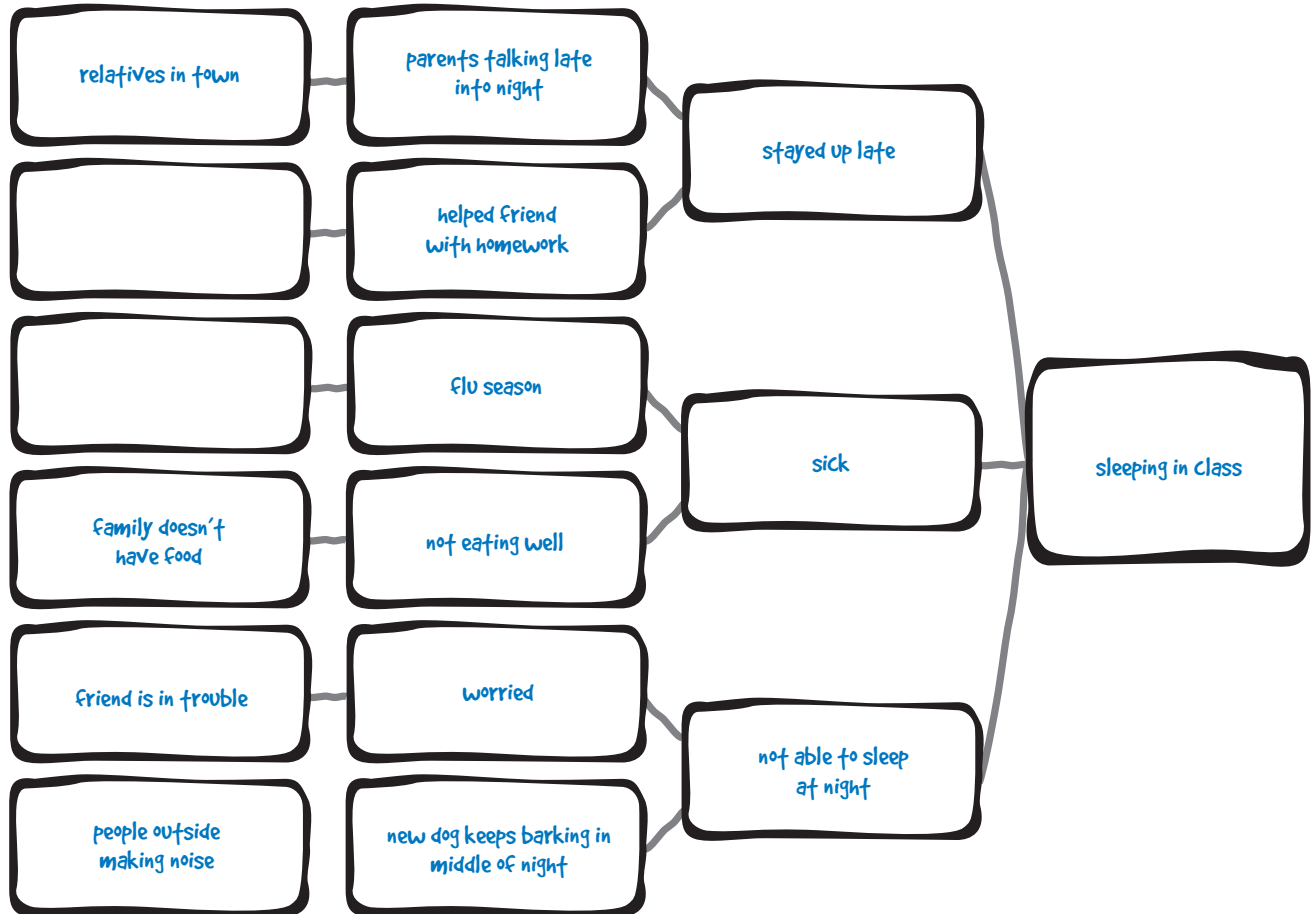
- Have students complete the “investigate” entry in their *Case Notes* and the third entry in their *Learning Log*.



Optional extension activities:

- Engage students in a discussion about the role of stress on behaviour. Ask them how stress might be a factor in any of the cases of the sleeping students.
- Ask students about how using alcohol, tobacco or cannabis (marijuana) might influence behaviour. Ask if substance use might be part of any of the cases they are reviewing.

Sample of a Behaviour Chain



Lesson 4: Defective Training

Investigation & Interpretation



In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
 - **Evidence Chart** sheet – 1 transparency or file for projecting (optional)
 - **Behaviour Flash Cards** (4 pages) – create 1 set (cut up)
3. You will need:
 - Overhead or LCD projector (or wipeboard/ flipchart and markers)

Lesson Plan

Opening: Introduce concept of interpreting clues or “evidence” (5 min)

- Pose the question, “What makes a behaviour healthy or unhealthy?” Accept a few possible answers. If no one mentions looking at “results” or “consequences” as evidence, press further with the question, “How do we know if something is unhealthy?”



Notes & Tips

Class Activity: “Healthy versus Unhealthy” flash card debate (10 min)

- Project the *Evidence Chart* or reproduce it on the wipeboard.
- Using the *Behaviour Flash Cards*, present the class with different behaviours, and ask whether the behaviour is healthy or unhealthy. When a student suggests either alternative, ask them to identify why and have them record it on the evidence chart.
- Ask if anyone thinks the behaviour is (or could ever be) the opposite of what the first student said (e.g., if “taking pills” is listed as “healthy” because “medicine helps relieve pain,” ask if there are situations where using medicine might be unhealthy). Have a student record the reason on the chart.
- Summarize with a statement about how the context (or situation) is often as important as the behaviour itself in determining what is healthy or unhealthy.

This activity is designed to help students reflect on complexity that goes beyond a simple classification of good/ bad or right/wrong. So be careful not to re-introduce simple judgments related to some suggestions. If responses seem inappropriate, you might pose a question like, “Why do you think that?”

Team Activity: Explore and unravel clues (35 min)

- Have the class divide into their detective teams and review their *Case Notes* and evidence. Remind them that they should be looking for possible unhealthy behaviours and contextual factors that might explain the sleeping students’ behaviour.
- Each team should reach agreement on a conclusion for each of the three cases and record that in their *Case Notes*.

Conclusions are “best guesses” based on evidence that are useful in guiding future action. There is often not one right answer.

Closing: Update log (10 min)

- Have the students complete the fourth entry in their *Learning Log*.

Lesson 5: Defective Training

Making recommendations



Notes & Tips

Behaviour chains help suggest multiple possible intervention points as opposed to a single point of intervention.

In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
 - **Case Summary sheet** – 1 per student

Lesson Plan

Opening: Introduce concept of “bringing about change” (10 min)

- Pose the question, “How can you change a person’s behaviour?” Accept a few answers from students.
- Ask students to review the *Influences on Behaviour* sheet or the *Behaviour Chain* sheet in their *Detective Case Books* and think about specific examples of how they might change some of the factors influencing the three students’ behaviour.

Team Activity: Summarize case of the sleeping students (40 min)

- Have students work with their detective teams to choose one sleeping student (Ned, Nancy or Sam) to focus on.
- Give each student a *Case Summary* and ask them to work with their team to complete the form. In particular, teams should brainstorm some recommendations on how to change the behaviour of the sleeping student that they chose. These recommendations should be based on their conclusions about why the student is sleeping in class.
- Make sure teams have a few minutes at the end of the activity to plan how they will present their case during the final lesson period. Each team will be given 3-5 minutes to explain
 - which sleeping student they chose,
 - what their conclusion is, based on the evidence,
 - what recommendations they would make, and
 - what key lessons they have learned.

Closing: Update Detective Case Book (10 min)

- Ask students to complete the last entries of their *Case Notes* and *Learning Log*.



Optional homework:

- Have students take their *Detective Case Books* home to complete all notes and have them ready to hand in during the final lesson period.

Lesson 6: Defective Training

Graduation



In preparation ...

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

Optional: Invite a local police detective or private investigator to attend the class to deliver a brief graduation address (be sure to provide the detective with a summary of what the module has been).

Lesson Plan

Opening: Prepare for Graduation Ceremony (10 min)

- Write “Welcome to Graduation Day” on the board.
- Give teams a few minutes to prepare themselves for their presentations.
- Welcome guest (if applicable).



Notes & Tips

Class Activity: Team presentations (40 min)

- Give each team 3-5 minutes to make their presentation and address class comments.

Closing: Graduation Ceremony (10 min)

- Hand out *Graduation Certificates* and congratulate students on their successes.

Reinforce with students that there may be many factors that contribute to a particular behaviour and many different ways that we can influence behaviour.

Grade 6

Photocopying Masters



Evaluation Rubric



Student Name: _____ Date: _____

Defective Case Book

Learning Log

- | | |
|---|--|
| 3 | Student meets or exceeds expectations for identifying prior knowledge and new information while demonstrating curiosity and a grasp of appropriate learning strategies. The worksheet answers reflect effort and are well presented. |
| 2 | Student is able to identify prior knowledge and new information with some understanding of various possible learning strategies. Most of the worksheet is filled in with answers that show a reasonable degree of effort. |
| 1 | Student is able to identify prior knowledge and new information but may lack clear understanding of learning strategies. |

Influences on Behaviour

- | | |
|---|--|
| 3 | Student demonstrates ability to draw on past experiences to suggest a rich variety of ways that individual, social and environmental factors can influence behaviour in a previously unexamined context. |
| 2 | Student correctly identifies some individual, social and environmental factors that may play a role in shaping behaviour. |
| 1 | Student is able to identify some factors that influence behaviour. |

Case Notes

- | | |
|---|---|
| 3 | Student demonstrates ability to apply critical thinking skills to understand and explain behaviour. Student demonstrates a grasp of the learning process by appropriately recording information in the graphic organizer. |
| 2 | Student shows skill in reading, processing, analyzing and recording information about human behaviour. |
| 1 | Student is able to identify basic information from the learning materials to answer the questions. |

Behaviour Chain

- | | |
|---|---|
| 3 | Student shows insight into the complexity of human behaviour by providing responses that reflect logical connections and a variety of factors and mechanisms. |
| 2 | Student demonstrates ability to identify a variety of factors that influence behaviour. |
| 1 | Student is able to suggest some factors that may influence behaviour. |

Case Summary

- | | |
|---|--|
| 3 | Student demonstrates ability to summarize information, assess ideas and extend meaning, while effectively organizing material using the graphic organizer. |
| 2 | Student demonstrates ability to synthesize prior beliefs and new information. |
| 1 | Student is able to summarize information but fails to extend meaning in any significant way. |

Evaluation Rubric (Cont'd)

Participation in pair and group activities

Student demonstrated ability to contribute positively to group efforts by thoroughly discussing ideas, comparing opinions and using problem-solving strategies.



Comments:

Presentation

Information was well organized and based on both prior knowledge and other sources of evidence. Presentation demonstrated ability to use evidence to support a viewpoint. Team used new vocabulary words learned through this module.



Comments:

Case Book	/15
Participation	/5
Presentation	/5

125

Learning Log



Property of: _____

Subject: _____

Lesson	What I already knew	What I learned	What I would like to know	How I plan to find out
1 About being a detective				
2 About human behaviour				

Lesson	What I already knew	What I learned	What I would like to know	How I plan to find out
3 About behaviour claims				
4 About healthy and unhealthy behaviour				
5 About changing behaviour				

Case Report



File #2020

Case of: **Three Slumbering Students**

Filed by: **Ms. C. Lemons, Grade 6 Teacher at Delville Middle School**

Date: **December 2, 2007**

official Statement:

Every day last week, three of my students fell asleep in class. I don't understand what the problem is and, frankly, I'm worried about them.

One of the students is named Ned Napster. I'd never had problems with Ned's behaviour before last week. Normally he participates in every class activity. But suddenly he became very quiet. On Monday morning I noticed right away that something was wrong. I asked him if everything was okay. He said yes. On Wednesday he was late for school in the morning. He looked more tired than usual. I thought maybe he'd been staying up late to play that new video game that just came out but, when I asked him, he said no. On Friday I asked him why he was falling asleep every day after lunch, but he said he didn't know. "Just tired, I guess," was all he said.

Another one of the sleeping students is Nancy Nodoff. Nancy is new to our school so I don't know her well. What I do know is that she struggles with some of her school work. She is also very shy and doesn't seem comfortable asking for help. She doesn't socialize very much with the other kids in the class, except for Ned. I've seen them together at lunchtime a few times, but they seemed to be involved in very serious conversations. (I've never seen Ned be serious—he's usually a jokester.) Nancy and Ned seem to have some sort of friendship going. I think they may be neighbours.

Lastly, there is Sam Sawslogs. So far this year he has been quiet and withdrawn. But that's understandable given what happened last year with his parents. No child should have to go through that kind of trauma. I believe Sam now lives with his aunt and uncle. I wonder sometimes if they've noticed that he's dressing differently lately and daydreams a lot. He doesn't show any interest in school anymore and can't seem to focus on his work. His notebooks are filled with doodling. (He's actually got a lot of artistic talent, if you like that kind of fantasy-style drawing.) And now he's falling asleep during important lessons!

Influences on Behaviour



Detective: _____

Categories	How they might influence someone's sleep patterns
Relationships with others (family, friends, etc.)	
The world around us (school, community, environment, etc.)	
Personal factors (health and fitness, goals, choices, stress, substance use, knowledge, skills, etc.)	

Case Notes

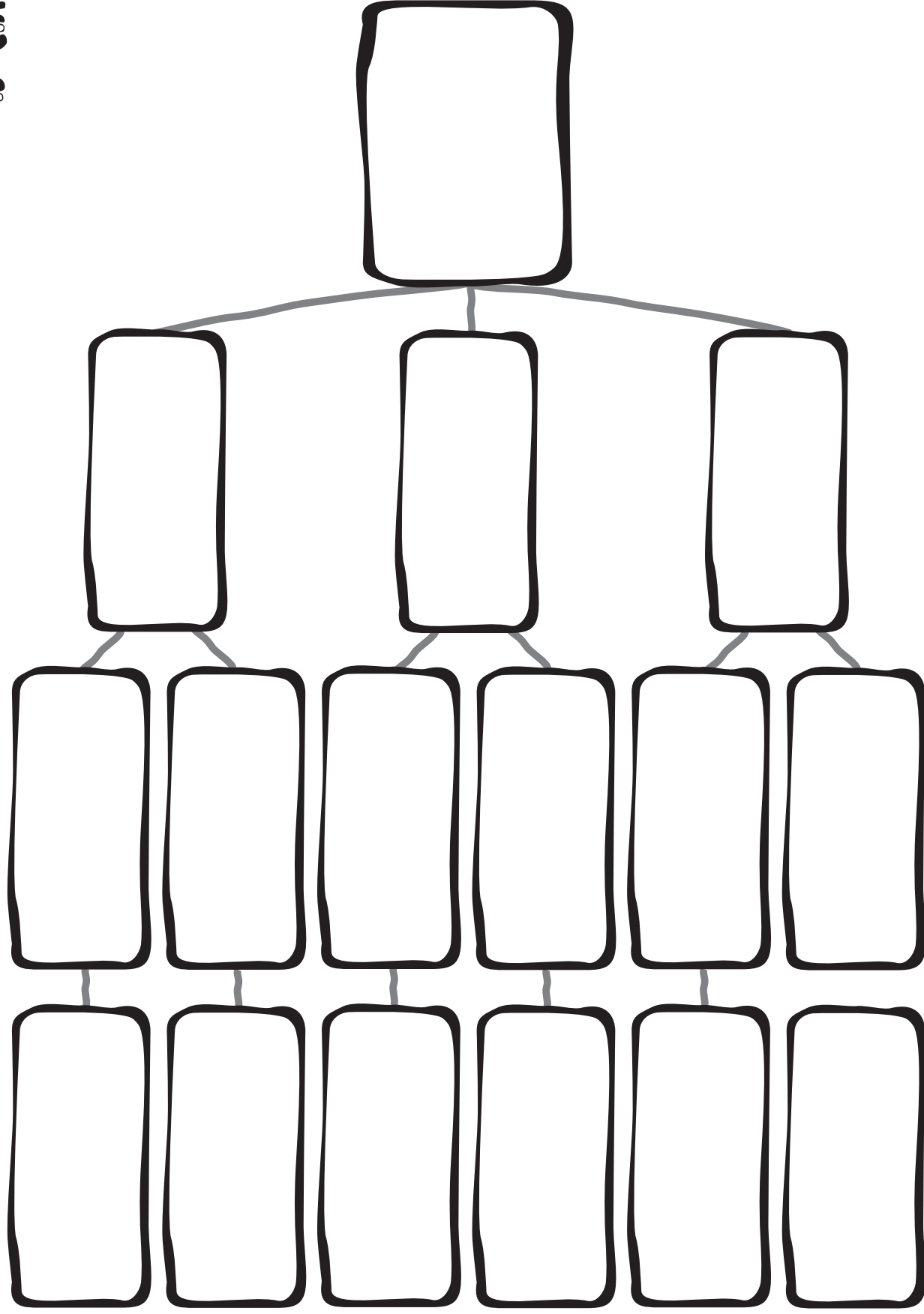


Three Slumbering Students

Detective: _____

Lesson	Investigative Steps	Questions to Consider	Case Notes / Clue List
2	Identify: describe the situation	<ul style="list-style-type: none"> What? is the problem Who? is involved Why? my ideas 	
3	Investigate: look for evidence (clues) that might explain the situation	<ul style="list-style-type: none"> Who? What? possible influences 	
5	Interpret: review and consider what conclusions the evidence supports	<ul style="list-style-type: none"> What? possible behaviour chains Which? is most likely Why? 	
5	Imagine: consider the possibilities for making the situation better	<ul style="list-style-type: none"> What? could be changed 	
5	Integrate: consider what you have learned from this case	<ul style="list-style-type: none"> What? have you learned How? can it help you How? can you help others 	

Building a Behaviour Chain



Witness Statements



Date: December 3, 2007

Witness: Nell

Notes: I'm Ned's sister. I am in the 3rd Grade. Ned walks me home from school every day. Usually he teases me and pretends to steal my backpack. I hate it when he does that! But last week he didn't run around or make jokes or anything. He just walked me home. He looked kind of sick or something. Then he went to his friend's house. On Friday he forgot to pick me up from my class. I walked home with my friend instead. I was scared, even though I like my friend. I was worried about Ned. My mom was really mad when she found out. She yelled at him and asked him what happened but he didn't answer her. He just went upstairs to his room. He didn't eat dinner with us so I got his dessert. Yum!



Date: December 3, 2007

Witness: Tro-Z

Notes: Yo, this is Tro-Z. Ned and me are right, ya know what I'm sayin'? Lately, though, my man Ned's been actin' a little out there, ya know what I'm saying? We was supposed to do some jammin' after school on Tuesday but he was a no-show. Said somethin' about some big test he had to study for or somethin'. I was like, what is up with you, man? Since when do you study? Ya see, my man Ned is like a genius or something. Everybody rings up Ned when they need help with homework and crazy stuff like that 'cuz he never needs to do any. He's got it all upstairs, if ya know what I'm sayin'. (I'm sorry but I have to go now. My mom is picking me up soon. Please don't tell her that I was wearing my cap sideways. And, oh, call me Simon, not Tro-Z, when she's in the room, okay?)



Date: December 3, 2007

Witness: Sheryl

Notes: I sit beside Nancy in class. She's kind of snobby. She never talks to me or tries to be my friend. I guess she thinks I'm not good enough for her or something. I heard she got kicked out of her last school so she must have done something really awful, so she can't be that superior. Well, that's what my best friend Donna says anyway. Nancy is pretty and always wears new cool clothes. (That's because she's an only child and doesn't have to share with her sisters like I do. Sheesh!) But she's not very good at sports at all. Actually I don't really know because she won't even try to play basketball or anything with us at lunchtime. I think she doesn't have enough energy to play sports or do anything else. That's probably why she fell asleep at her desk!

Witness Statements (cont'd)

Date: December 3, 2007

Witness: Coach Klassen

Notes: Nancy and her family moved into my neighbourhood last month. I jog by her house every morning around 5:00 a.m. There are always lights on in their house so they must be early risers like me. Or else they stay up all night! I figure Nancy must be a really good student since she gets up so early to study. I know she's not up exercising, that's for sure. She hates physical activity. She tires out after one lap around the gym! I swear she smokes cigarettes, though of course that's impossible because who would give her cigarettes? And judging from the size of Nancy's house, her parents are very well-to-do. I'm sure she isn't into anything illegal. Then again, they seem to entertain a lot of guests. Maybe they haven't been watching what she's been up to.



Date: December 3, 2007

Witness: Steve

Notes: I'm Sam's older brother. I watch out for the kid because he totally needs it. If I didn't tell him what to do, he'd stay glued to his sketch pad. Drives me crazy how he's always doing art stuff. Art is for girls, I always tell him. Anyway, you should see his room. It's filled with crazy stuff he's made. He says he's going to be famous one day, but I'm like, Sam, buddy, you've gotta get a real job, and that means doing good in school. Not like me. I dropped out in Grade 10. I've got a job and make okay money and everything, but I probably should've stayed longer and worked harder. Sam's smart. He could get a good job one day if he'd stop spending all day and all night with his head in the clouds.



Date: December 3, 2007

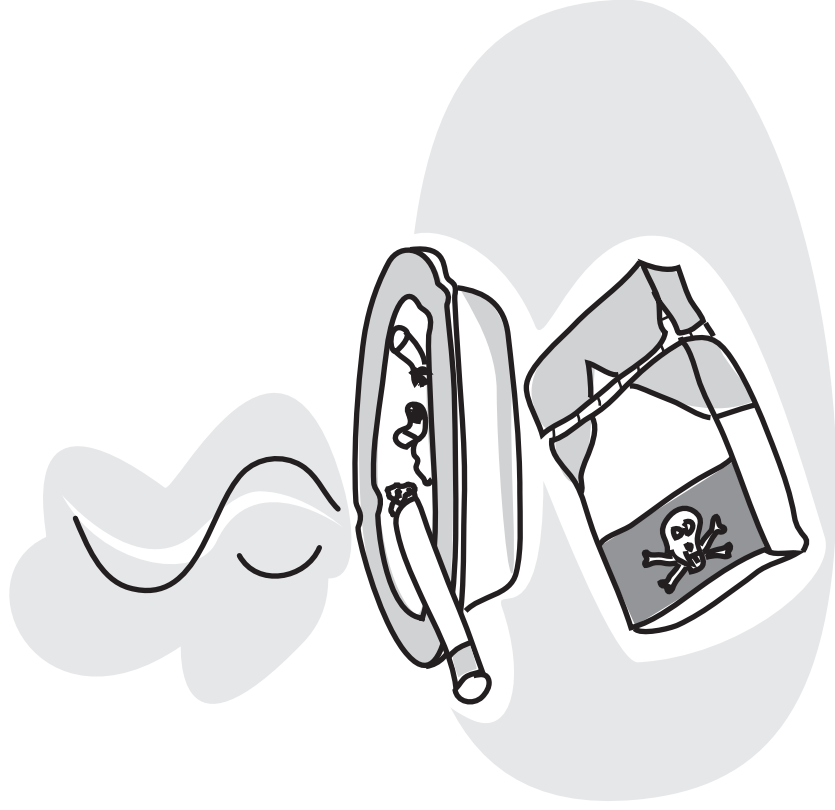
Witness: Emily

Notes: I live in the apartment next to Sam and Steve. When Steve told me about all the troubles in his family, I felt really bad for them. Steve may be 19, but he can barely take care of himself properly, never mind take care of his little brother! Sometimes I cook food for them and bring it over. And sometimes I hang out with Sam after school, just to keep him company when Steve's working. He's kind of quiet and really into drawing, so I don't mind because I can bring my homework over and do it while I'm there. Sometimes when I look over at him he seems kind of sad, but other times I wonder if it's all just part of him being an artist. He was really happy when he won an art contest in a magazine a couple of months ago. He says he's going to win the next one too.

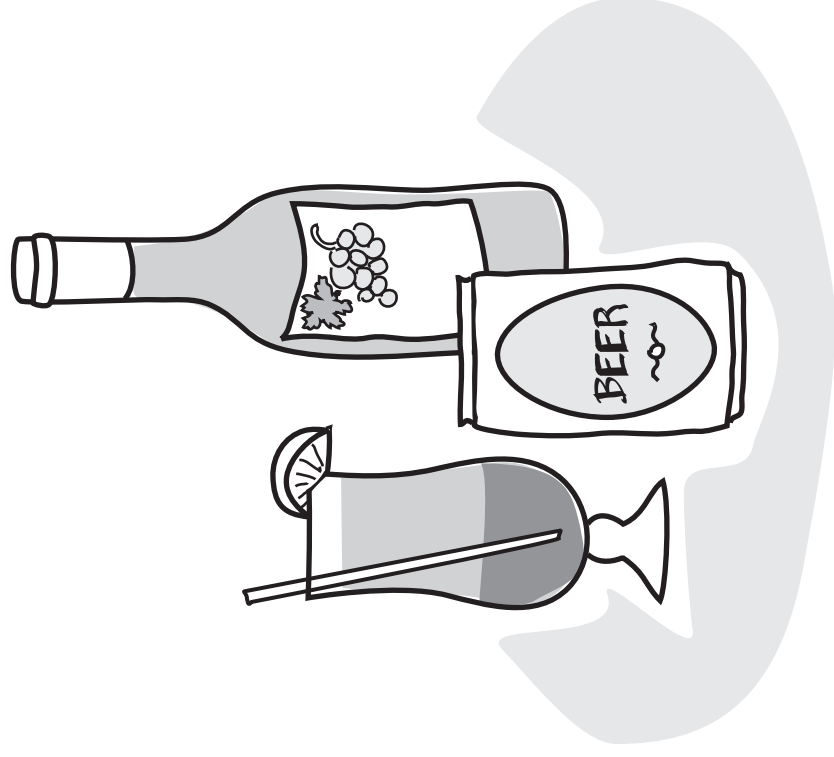
Evidence Chart



Behaviour	Healthy	Unhealthy



Smoking tobacco



Drinking alcohol



Taking pills



Using the internet



Playing video games

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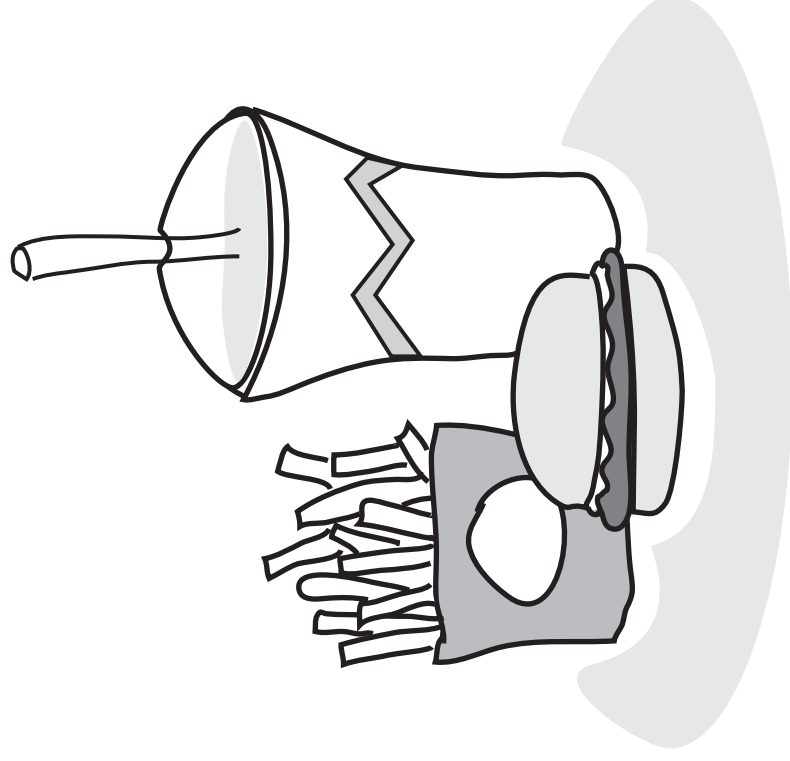


Hanging out with friends

A health literacy resource for BC schools



Exercising



Eating fast foods

Case Summary Sheet



(Name)

Case problem:

Key evidence:

My conclusions:

Recommended actions:

What I have learned from this case that will help me:



Detective School Diploma

☆ This diploma is proudly presented to ☆

For completing the Detective Training at

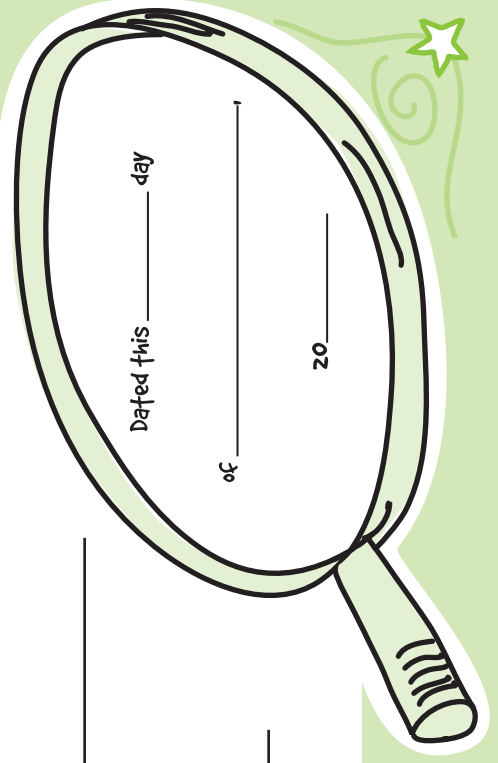
School

Teacher

Dated this _____ day

of _____

20____



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:



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