iMinds

A Health Literacy Resource

Grade 8

English Language Arts

Health and Career Education

Introduction to Social Studies

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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.

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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

Drug Use

A Human 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 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

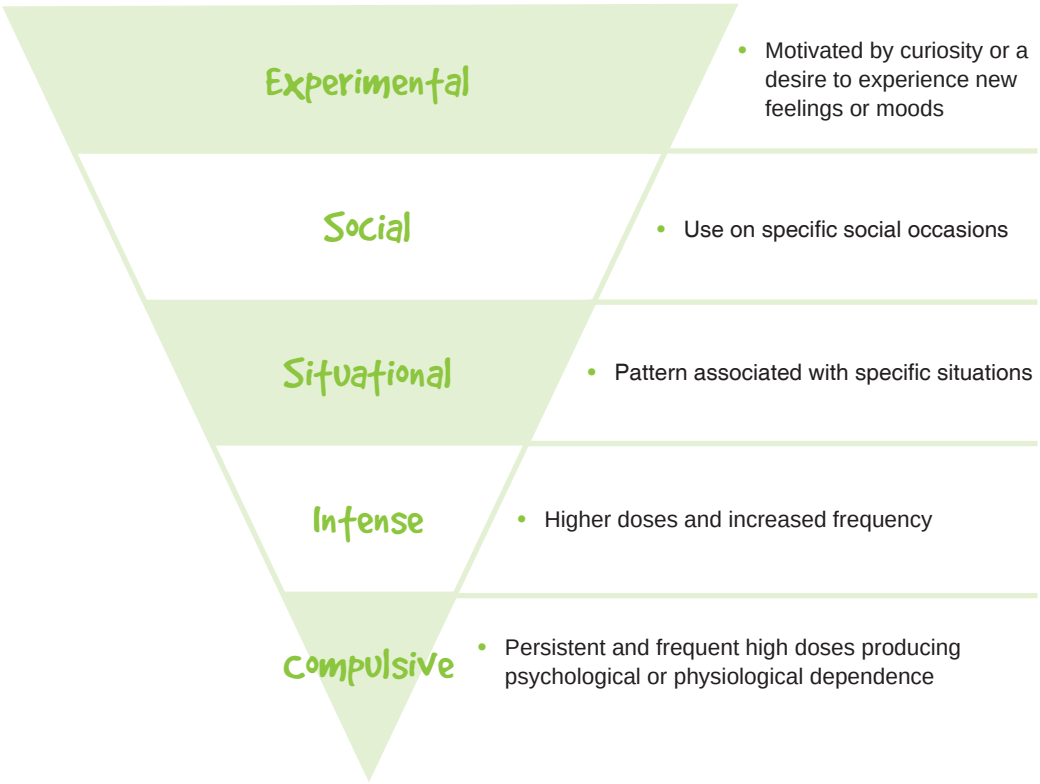
Research suggests teens use drugs for many of the same reasons adults do: curiosity, fun, self-discovery, to fit in, to cope with stress or pain, to alleviate boredom or depression, to stay awake to study or work, out of habit or rebelliousness, for weight loss and to aid sleep.

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

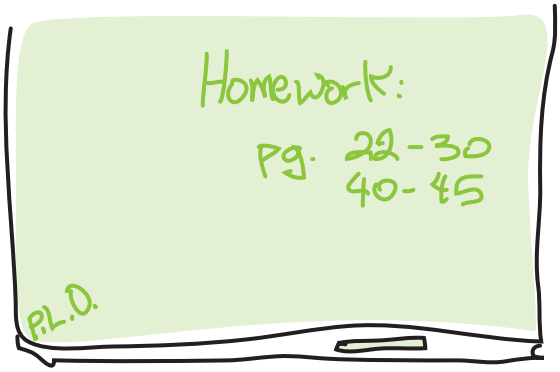
Signs that patterns of use are less likely to be harmful include: taking precautions when using, being careful to use only in small or moderate amounts, less frequent use in only particular contexts, and being able to stop using at any time.

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 8 Module

In the Grade 8 module, 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 involving the media, mental health and substance use. At the end of the module, they report on their findings and assess the work of their peers.

Exploring the influence of media is ideal in Grade 8 because it is a time when many young people are both gaining more independence from their parents and making more individual choices about their investment of time and money. Students who can critically evaluate the world around them and understand which messages resonate most deeply with them—and why—will be better prepared to make healthy decisions.

The module encourages ongoing assessment, and culminates in a presentation that allows students to demonstrate what they have learned. As a teacher, you are encouraged to modify the 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 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 befit their academic and social abilities.

Links to BC curriculum

This module addresses the following prescribed learning outcomes (PLOs)

English Language Arts

Oral Language

Purposes

- interact and collaborate in pairs and groups to support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others; comprehend and respond to a variety of texts; create a variety of texts
- express ideas and information in a variety of situations and forms to explore and respond, recall and describe, narrate and explain, persuade and support, engage and entertain

Strategies

- select and use a range of strategies to interact and collaborate with others in pairs and groups, including: selecting methods for working together effectively, listening actively, contributing ideas and recognizing the ideas of others, demonstrating awareness of diverse points of view, reaching consensus or agreeing to differ

Thinking

- speak and listen to synthesize and extend thinking by: personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, transforming existing ideas and information

Writing & Representing

Purposes

- create thoughtful representations that communicate ideas and information to explore and respond, record and describe, explain and persuade, engage

Thinking

- write and represent to synthesize and extend thinking by: personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, transforming existing ideas and information

Health and Career Education

Health, Substance Misuse Prevention

- analyze influences related to substance misuse (e.g., friends, family and media)

Introduction to Social Studies

Application of Social Studies

- identify and clarify a problem, an issue, or an inquiry; gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources; interpret and evaluate a variety of primary and secondary sources; assess a variety of positions on controversial issues; plan, revise and deliver written and oral presentations; cooperatively plan and implement a course of action that addresses the problem, issue or inquiry initially identified

Mathematics

Statistics and Probability, Data Analysis

- formulate questions for investigation using existing data; select, defend and use appropriate methods of collecting data (designing and using surveys, research, and using electronic media); display data by hand or by computer in a variety of ways; determine and use the most appropriate measure of central tendency in a given context

Science

Processes of Science

- represent and interpret information in graphic form

Module at a Glance

	Overview	Activities	*5-i* Flow	Minutes
Lesson 1	A critical look at "teen culture"	Opening Questions Class Activity Small Group Activity Closing: Review Exercise	Identify Investigate Investigate Interpret	15 20 20 5
Lesson 2	Behavioural science	Opening Question Think-Pair-Share Activity Team Activity Closing: Class Check-in	Identify Investigate Investigate Investigate	5 15 30 10
Lesson 3	Using observational studies	Opening Questions Team Activity Closing: Discuss Homework	Identify Interpret Identify	5 45 10
Lesson 4	Using surveys	Opening Questions Team Activity Closing: Discuss Homework	Identify Interpret Identify	5 50 5
Lesson 5	Analyzing, interpreting and reporting research data	Opening Questions Team Activity Closing: Discuss Homework	Identify Interpret Identify/ Imagine	5 50 5
Lesson 6	Presenting research findings	Opening: Prepare for Presentation Class Activity: Team Presentations Closing: Congratulations Ceremony	Imagine Integrate	5 50 5

Lesson 1:

A Critical Look at Teen Culture

In preparation …

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
   - **Who Is This?** *sheet – Make 1 transparency*
   - **Calvin Cartoon** *sheet – Make 1 transparency*
   - **Collaboration Assessment Rubric** *sheet – Make 1 transparency*
   - **Think About…** *cards – 1 set of cards, cut up, per group of 3 or 4 students*
3. Download songs from **Song Box**
4. You will need:
   - *Sticky notes (2 per student, square notes work best)*
   - *Overhead projector*
   - *Audio player (for downloaded songs)*

Lesson Activities

Opening: Introduce and explore teen culture (15 min)

- Display *Who is This?* on the overhead projector and pose the question, "What is a teenager?" or "What characteristics make a teenager different from a child or adult?" (Besides the obvious answer of age, students may come up with characteristics such as interests, clothing styles, musical tastes, attitudes, lingo, etc.)
- Pose a second question, "How do you know how to be a teen?" or "Who taught you how to dress, walk, talk or think like a teen?" (At first students might say no one showed them, or nature showed them. Encourage them to think deeper and consider subtle and not-so-subtle ideas derived from friends, older siblings, parents and the media—movies, YouTube, music videos, Facebook, magazines, etc.)
- Introduce music as an all-quiet signal. Play "Long Jacket" from the *Song Box* (or another contemporary song with clothing-related references). Give students a minute to listen.
- Pose a third question, "If a friend dramatically changed his/her sense of fashion, how would you explain the change?" (Students may suggest three types of answers. If not, prompt them for examples of each: personal reasons, e.g., the new style was more comfortable to wear; social reasons, e.g., peers made fun of the teen's old way of dressing; and environmental reasons, e.g., the new style was dominant in most clothing stores.)
- Many students will identify media-based influences. Take a moment to generate with students a general statement about media influences and a list of both direct and indirect ways in which the media may influence our behaviours.

Notes & Tips

The lesson reflects the constructivist approach by having students first identify what they know from observation and experience about being a teen, and then discuss key issues to expand their current understanding of influences on teen culture.

Class Activity: Measure media influence with a bar graph (20 min)

- Use the *Calvin Cartoon* as a visual introduction/transition, and explain that the next activity requires collaboration.
- Display *Collaboration Assessment Rubric* so that students are clear about cooperative behaviour expectations. Remind them that during the course of the unit, they will be assessed by you, their peers and themselves based on this criteria.
- Give a sticky note to each student and ask them to consider the degree to which the media influences their individual choices and behaviours. Ask them to write a number from 1 to 10 on a sticky note (1 being 'has little influence,' 10 being 'has great influence').
- Draw a line across the board and add place numbers 1 through 10 below the line at equal intervals to form the base of a bar graph. Ask the students to come up to the board and place their Sticky Notes above the number they recorded. (All the 1's should be piled up to form a column, all the 2's form another column, etc.)
- When the bar graph is complete, ask the class if they are surprised by the results, and why (or why not).

Small Group Activity: Play "Think About..." game (20 min)

- Have students form groups of 3 or 4 and give each group a set of *Think About...* cards, placed upside down in a pile on the desk or table.
- Explain game rules to students:
  - Player 1 turns over the top card and reads question aloud. Player to the right answers the question however they like and then draws a new card. Player to the right answers, and so on.
  - When all cards have been drawn, reshuffle and continue playing until each player answers several questions or time expires.

Closing: Revisit media bar graph exercise (5 min)

- Ask students to rethink their answer to the earlier question about the degree to which they are influenced by the media.
- Redo the graphing exercise above and discuss why the results might now be different, if indeed they are (e.g., some students may have changed their scores after thinking more about the issue).

Optional extension activities:

- *Ask the students to consider and comment on this idea: "Teen culture is a manufactured product."*
- *Ask students to research what being a teenager is like in other parts of the world or other times. They could do this through a library or internet search, or by interviewing a grandparent or other elder.*

Lesson 2: Understanding Behavioural Science

In preparation …

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
   - **Bizarro Cartoon** *sheet – Make 1 transparency*
   - **Collaboration Assessment Rubric** *sheet – 1 per student*
   - **Health Outcomes of Behaviours** *sheet – 1 per student and, if desired, make 1 transparency*
   - **Advertisements** *sheet – Make 1 transparency*
   - **Research Plan** *sheet – 1 per student*
3. You will need:
   - *Overhead projector*

Lesson Activities

Opening: Introduce behavioural science (5 min)

- Display the *Bizarro Cartoon* on the projector screen and pose the question, "What is behavioural science?"
- After accepting a few general answers, ask students to define science in general. Answers should include reference to the collection, measurement and interpretation of data.
- Explore with students the kinds of data that might be collected, measured and interpreted by behavioural scientists (e.g., what, where, when, why, how people do things).

Notes & Tips

If desired, display Health Outcomes of Behaviours *on the overhead projector and fill it in as a class.*

Think-Pair-Share Activity: Explore health outcomes of behaviour (15 min)

- Ask students to think about why people engage in behaviours (e.g., smoking or eating a lot of junk food) that cause harm.
- Hand out *Health Outcomes of Behaviours* and have students work in pairs to complete the worksheet.
- As a class, share some of the ideas generated. (If desired, display *Health Outcomes of Behaviours* on the overhead projector and fill it in together as a class.)
- Display one or both of the ads from *Advertisements* and pose the question, "What strategies do various media use to either encourage or discourage these behaviours?" (For example, various media might promote a behaviour by emphasizing positive outcomes even though there may also be important negative outcomes. They may discuss the negative without acknowledging the positive. Or they may focus only on short-term outcomes.)

Notes & Tips

Assessment

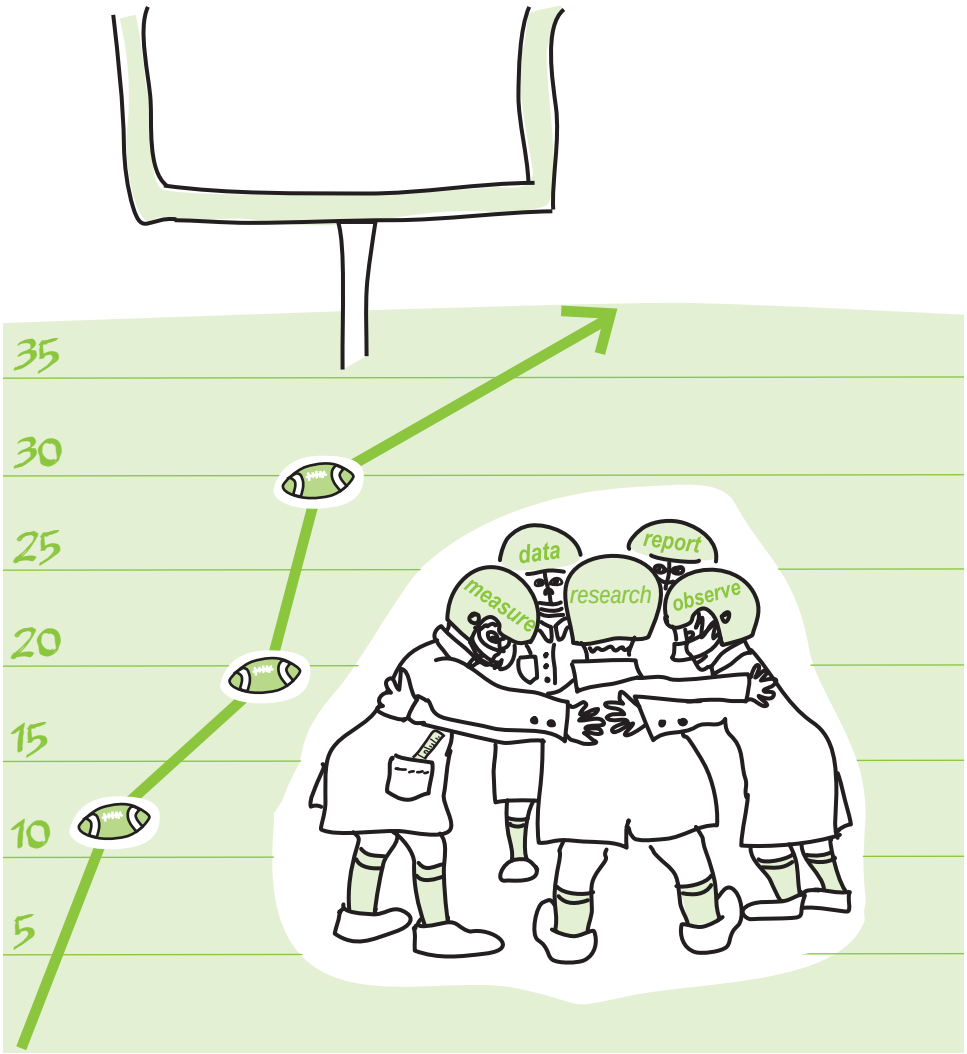
Use Collaboration Assessment Rubric *for ongoing formative assessment of cooperative behaviours and cognitive processing. During Lessons 2, 3, 4 & 5, choose and monitor 6-8 students. It is best if the chosen students are spread out in the classroom to allow you to circulate.*

Team Activity: Develop a research statement (30 min)

- Have students form teams (3-4 students per team) that will work together throughout the rest of this unit.
- Give each student a *Research Plan*. Ask teams to discuss the assignment and choose both a topic to study (a behaviour) and a set of media sources to examine for its perceived levels of influence. Ensure the class understands that the research they conduct over the next few lessons will be used to create the presentations they will perform in Lesson 6.

Closing: Class check-in (10 min)

- Have each team report on the research statement they plan to explore further.
- Provide students with a *Collaboration Assessment Rubric*. Have students circle "student" and complete a self assessment. Collect and record.



Lesson 3: Using observational Study Tools

In preparation …

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
   - **Conducting Observational Research** *sheet* – *1 per student*
   - **Collaboration Assessment Rubric** *sheet* – *1 per student*

Lesson Activities

Opening: Discuss the science of observation (5 min)

- Remind students that during the last class they were considering behavioural science that involves the collection, measurement and interpretation of what, where, why and how people do things.
- Explain that one research technique used by behavioural scientists is "observation."
- Pose the question, "How is observation science?" and probe the issue further by asking "Is seeing really believing?" and "What is needed to make observation science?"

Team Activity: Develop an observational tool (45 min)

- Provide each student with a *Conducting Observational Research* hand-out and have them work together to develop a 1-page tool related to their research statement.

Closing: Discuss homework (10 min)

- Re-pose the questions, "How is observation science?" and "What is needed to make observation science?"
- Ensure each team has developed their tool or has a plan for completing it. And ensure each student knows what they will be researching.
- Hand out a *Collaboration Assessment Rubric* to each student. Have them circle "peer" and assess their own group's collaboration.
- Collect and record assessments.

Notes & Tips

Assessment

Choose and monitor 6-8 students not monitored in Lesson 2, using Collaboration Assessment Rubric.

Lesson 4:
Using Surveys

In preparation …

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
   - **Conducting a Survey Study** – *1 per student*
   - **Collaboration Assessment Rubric** *sheet* – *1 per student*

Lesson Activities

Opening: Brainstorm about surveys and how they work (10 min)

- Write this sentence on the board: Researchers say that "over 90% of the alcohol consumption reported by males aged 15 to 24 years was consumed in excess of Canadian guidelines."
- Then pose the questions, "How do researchers know this?" and "Did they watch or ask everyone?"
- After a brief discussion, illustrate the survey technique by first asking half of the class a simple "yes/no" question (e.g., Do you watch ____ on TV?). Tabulate the answers. Then ask the whole class the same question and tabulate the answers. The ratio should be reasonably close. Explain that the larger the population being studied, the smaller the percentage of the population need be surveyed in order to get accurate results. By contrast, the study of small populations requires conducting a higher number of surveys (in terms of percentage) to get accurate results.

Team Activity: Develop a survey tool (45 min)

- Provide each student with a copy of *Conducting a Survey Study* and have them work together to develop a 1-page tool related to their research statement.

Closing: Discuss homework (5 min)

- Review *Research Plan* circulated in Lesson 2.
- Ensure each team has developed a survey tool or has a plan for completing it.

Notes & Tips

Assessment

Choose and monitor 6-8 students not monitored in Lessons 2 and 3, using Collaboration Assessment Rubric.

Lesson 5: Working With Behavioural Science Data

In preparation …

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
   - **Guide to Analyzing, Interpreting and Reporting Data** *sheet – 1 per student*
   - **Final Presentation Assessment Rubric** *sheet – 1 per student*

Lesson Activities

Opening: Introduce the problem of interpretation (5 min)

- Pose the question, "Why do researchers sometimes reach different conclusions about the same question?"
- Accept some student answers but ensure discussion includes these reasons:
  - who they observe or survey may not be representative of the whole
  - the number of times they observe or survey subjects may not be enough to provide confidence
  - the attitudes or beliefs of researchers affect how they interpret the data

Team Activity: Learn about analysis, interpretation and reporting (50 min)

- Provide each student with a copy of the *Guide to Analyzing, Interpreting and Reporting Data* and have them work through the exercise with their team members.

Closing: Discuss homework (5 min)

- Handout and review the *Final Presentation Assessment Rubric*.
- Ensure each team has a plan for completing their assignment.

Notes & Tips

Assessment

Choose and monitor 6-8 students not monitored in Lessons 2, 3 and 4, using your Collaboration Assessment Rubric.

Lesson 6: Presenting Behavioural Science Research Findings

In preparation …

1. Familiarize yourself with the lesson.
2. Make copies of:
   - **Final Presentation Assessment Rubric** *sheet – 1 per student (in case students forget to bring theirs back from the last class)*
   - **Suggestions for Weighting Assessment**
3. Consider awarding some form of "Nobel Prize" to the members of two teams with the most compelling research-based presentations.

Notes & Tips

If desired, refer to the Suggestions for Weighting Assessment *when evaluating students.*

Lesson Activities

Opening: Prepare for team presentations (5 min)

- Remind students that they have approximately 5 minutes to present and answer audience questions.
- Give each student a *Final Presentation Assessment Rubric*, and choose 4 students per presentation to conduct peer evaluations.
- Explain to students that you will also be completing an assessment for each individual student.

Class Activity: Present team findings (50 min)

- Have each team go to the front of the class to deliver their scientific findings.

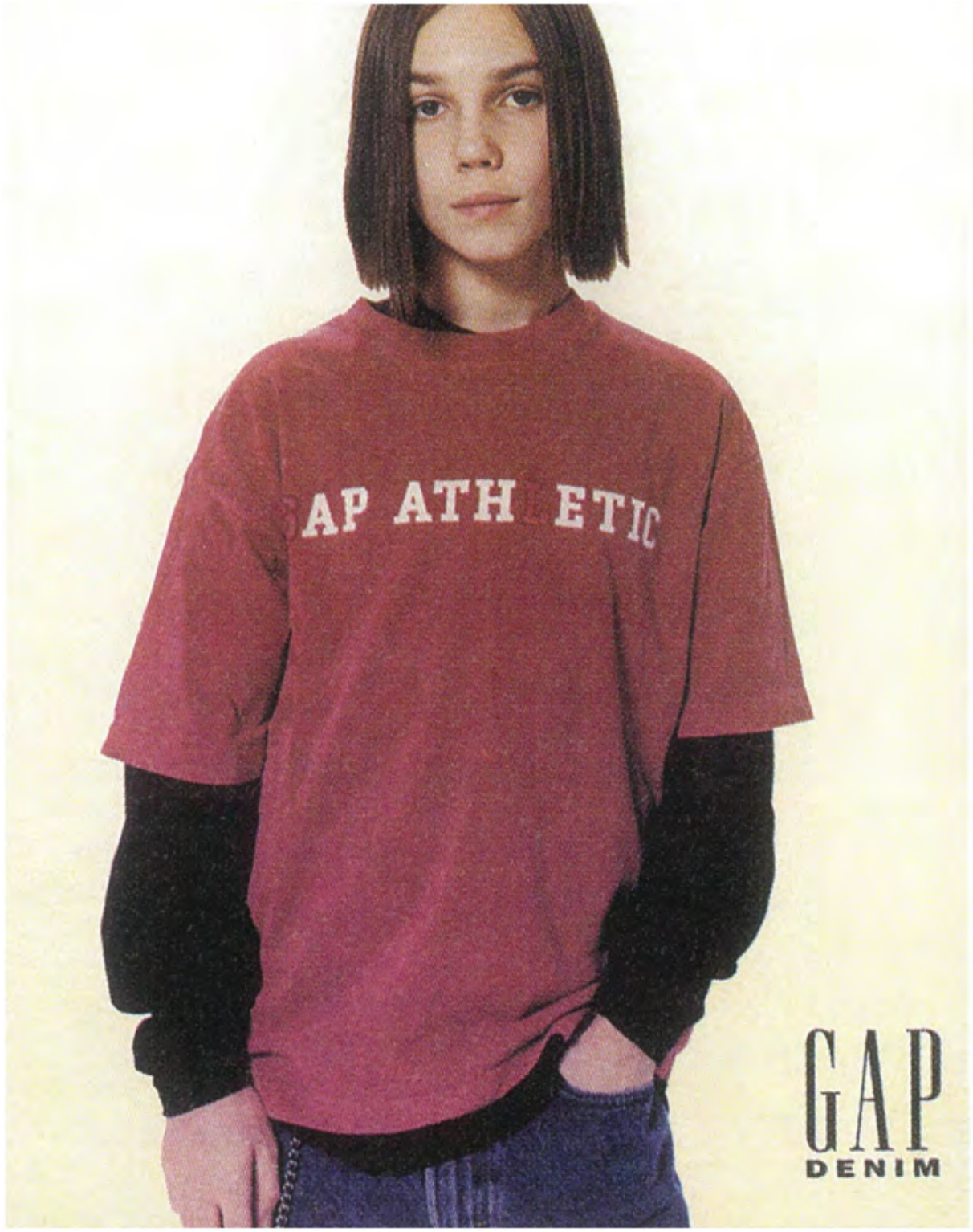
Closing: Congratulations ceremony (5 min)

- Congratulate students on their tireless work as behavioural scientists and have them all take a bow. If applicable, award 'Nobel Prizes' to the two teams with the most compelling research-based presentations.

Grade 8

Photocopying Masters

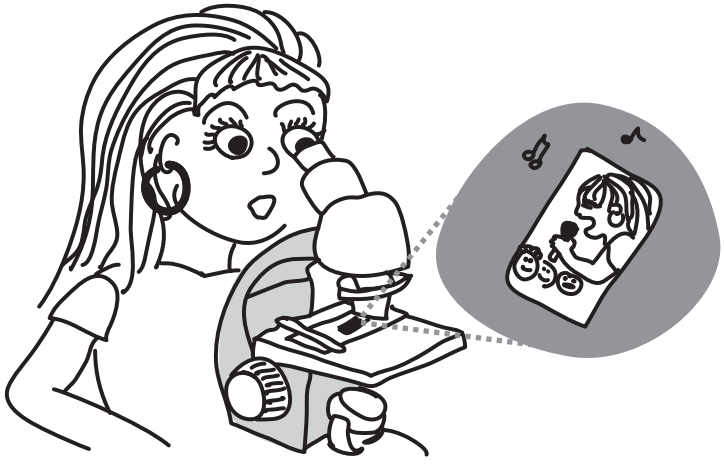
Who is this?



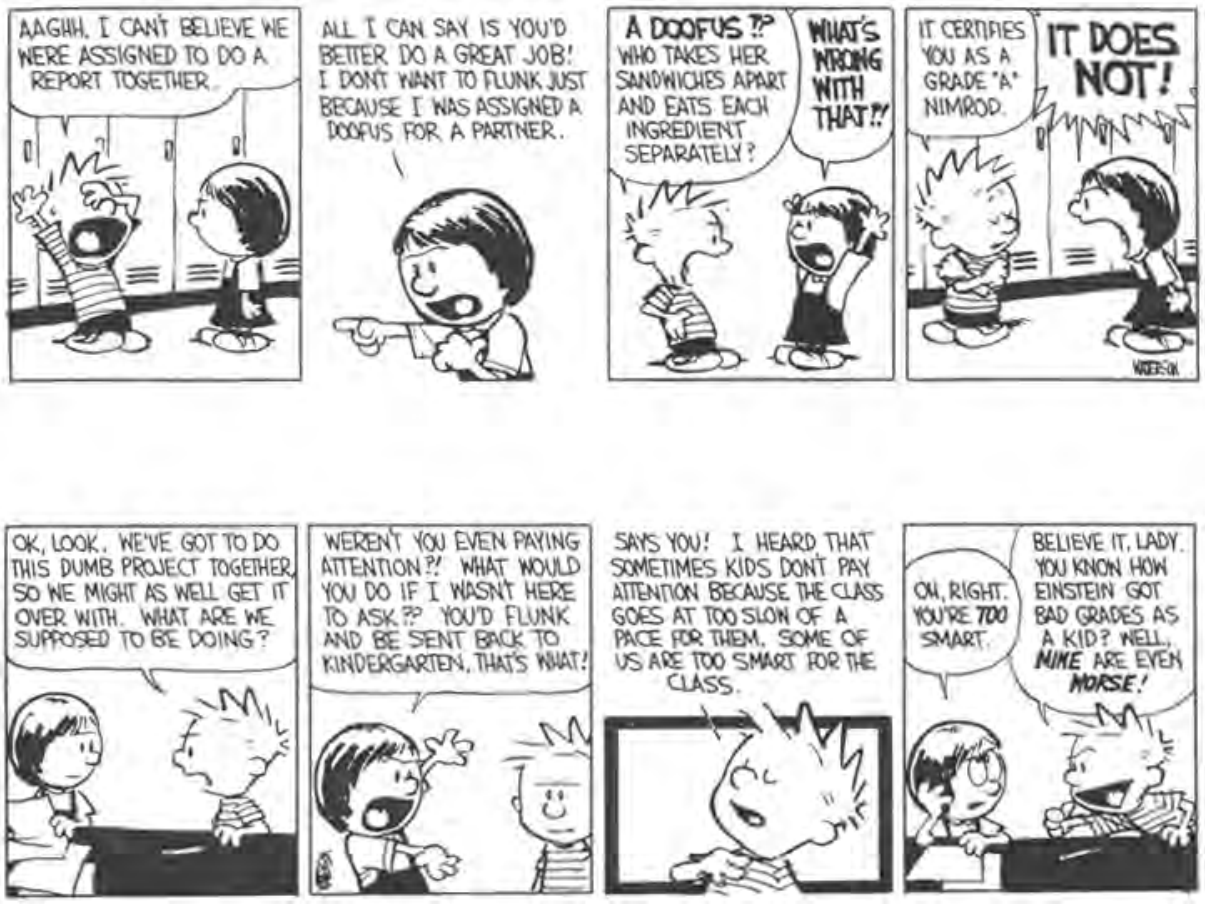
Song Box

Download these songs to your computer/CD to use as a listen-up signal throughout the module and for some lesson activities (as indicated in the lesson plans).

Song Title	Artist	Reference
1 *Short Skirt, Long Jacket*	Cake	clothing/fashion
2 *Beverly Hills*	Weezer	clothing/fashion
3 *Hash Pipe*	Weezer	substance use
4 *Red, Red Wine*	UB40	substance use
5 *Smoke Two Joints*	Sublime	substance use
6 *Rehab*	Amy Winehouse	substance use
7 *Lucy in the Sky with Diamonds*	The Beatles	substance use
8 *Cocaine*	Eric Clapton	substance use
9 *Novocain*	Green Day	substance use (explicit)



Calvin Cartoon



Collaboration Assessment Rubric

Name _____ **Date** _____

Circle one type of assessment: (a) student (self) (b) peer (c) teacher

1. **Criteria: Student listens attentively to other group members**

1 2 3 4 5

Smattering of applause — Round of applause — Standing ovation

2. **Criteria: Student contributes thoughtful ideas to group discussions**

1 2 3 4 5

Smattering of applause — Round of applause — Standing ovation

3. **Criteria: Student takes an active role in performing group tasks**

1 2 3 4 5

Smattering of applause — Round of applause — Standing ovation

4. **Criteria: Student encourages other group members and/or makes constructive comments (no put-downs)**

1 2 3 4 5

Smattering of applause — Round of applause — Standing ovation

Total grade = ☐ divided by 4 (criteria) = ☐

Comments:

Scale

4.5 – 5	=	A
3.8 – 4.4	=	B
2.8 – 3.7	=	C
2 – 2.7	=	D
Below 2	=	Not yet

Think About ...

Think About ...

Think about what you're wearing right now. What were you thinking about when you decided to put on these particular clothes and accessories (jewellery, hat, belt, etc.)?

Think About ...

Think about what you did last weekend. Why did you choose to do those particular activities? Do you wish you had done something else instead? If so, why didn't you?

Think About ...

Think about what songs you like listening to. How did you start liking that particular style of music or those particular songs? Why do you like them?

Think About ...

Think about the career(s) you'd like to have when you're older. What makes it attractive to you? What do you know about the job? When/how did you first learn about it?

Think About ...

What did you eat for breakfast today? What made you choose that particular food? (If you didn't eat anything, explain why not.) How many breakfast food brand names can you recall?

Think About ...

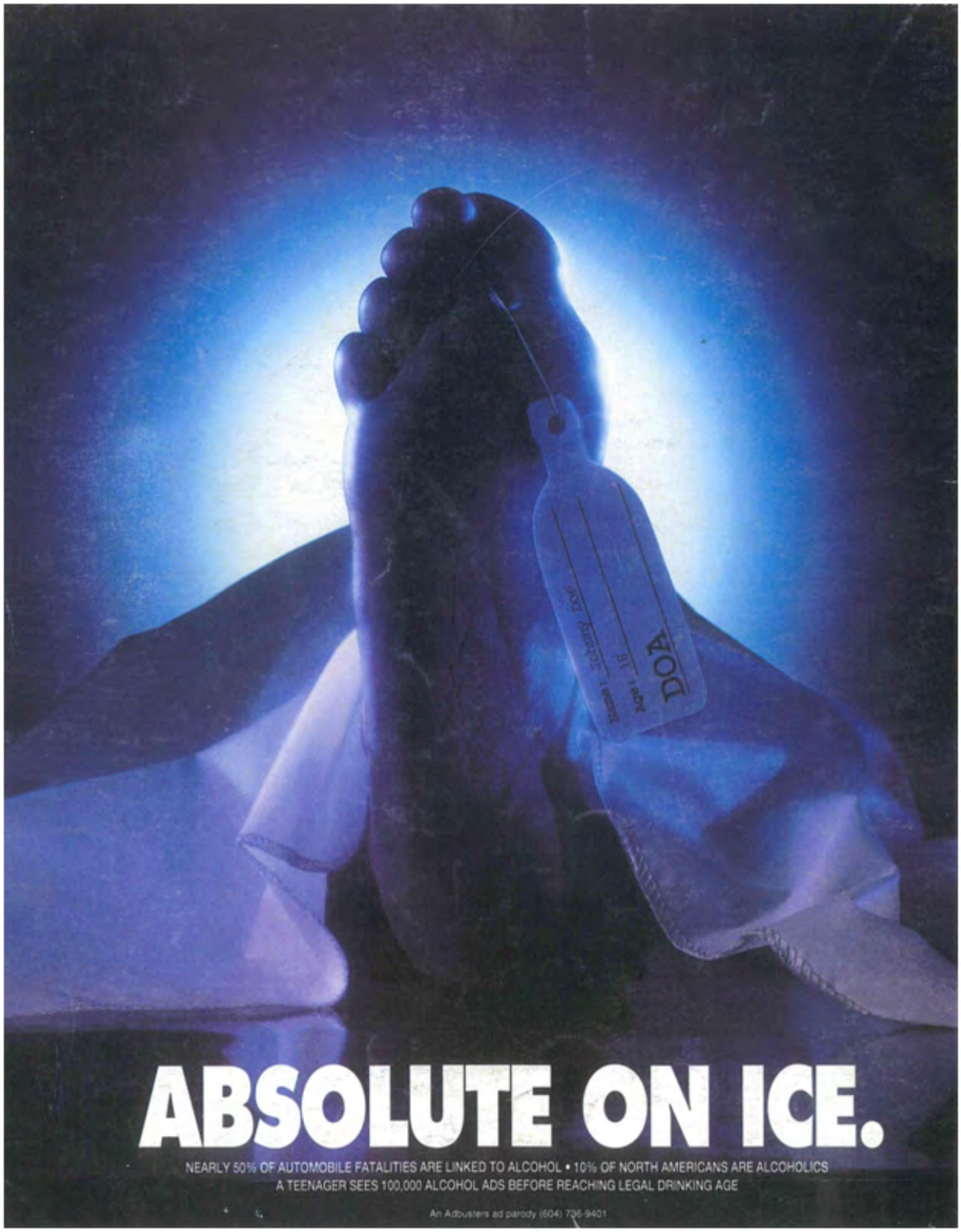
Do you use Facebook or belong to a chatroom? If yes, why? If no, why not? What made you choose to use (or not use) Facebook or join a chatroom?

Bizarro cartoon

Health outcomes of Behaviours

Behaviour	Positive Short-Term	Negative Short-Term	Positive Long-Term	Negative Long-Term
Smoking				
Daily exercise				
Eating junk food				
Teasing someone				

Advertisement



Research Plan

You are part of a team of behavioural scientists. As behavioural scientists, you are interested in why people behave the way they do.

Your team is going to conduct a study looking at the influence of the media on teen behaviour. To conduct your study, you must first come up with a research statement, sometimes called a hypothesis. The statement is not a fact, but is something you think may be possible and would like to test because it is important and interesting. Writing a good research statement will help you get clear on exactly what you will be studying and help you design your research tools. To develop your statement, you need to:

1. Choose a specific behaviour to study

As a team, discuss some behaviours you think are important and interesting. Then choose one of them to study. It is recommended that you choose a specific behaviour related to any of the following categories: body image, diet, exercise, drug use (including alcohol, tobacco, prescription and other drugs), teasing/bullying, or stress.

We choose _____

_____

2. Identify media which may have an influence on this behaviour

As a team, discuss which media you think may influence the behaviour you have chosen. (Note: media is the plural form of medium.) Some popular forms of media include TV, radio, magazines, music, the internet (i.e., websites, MySpace, email lists), and rumours.

Discuss the various forms of media. What other media can you think of? For your study, select one or more (maximum of 3) of the media that you think has significant influence on the behaviour you want to investigate.

We choose _____

_____

3. Write your research statement

Keeping in mind the behaviour and media you have chosen to study, develop a 1-sentence research statement that clearly states the idea you will test in your research.

For example:

Underage drinking is encouraged in varying degrees by music-related media through these mechanisms: lyrics, music advertising, and music host/reporter commentary.

In the example, you will note that the

a. behaviour is underage drinking,

b. media forms are varied but vague (they will be further defined during the research stage),

c. mechanisms of influence include lyrics (directly associated with the music) and factors related to the context or environment (associated with the way music is experienced), and

d. different types of music are recognized as having different levels of influence on the behaviour to be studied (underage drinking).

Our research statement: _____

_____

_____

_____

Project Checklist

Team Member Names:

Team Member(s) Completed By:

1. **Developed a research statement** _____
2. **Developed an observational tool for collecting data** _____
3. **Observed behaviour and collected data** _____
4. **Developed a survey tool** _____
5. **Administered surveys (all team members)** _____
   _____
   _____
   _____
6. **Prepared a visual and written presentation, including:** _____
   - Abstract (written paragraph) _____
   - Introduction (written) _____
   - Methods (written) _____
   - Results (graphs, charts, etc.) _____
   - Discussion (written) _____

Conducting observational Research

Background

Observational studies are different from experimental studies. Instead of setting up an experiment in a laboratory, the scientist observes a real life situation. An observational study is sometimes termed a natural experiment.

In an observational study, a behavioural scientist needs to

- pay close attention to details,
- take careful notes, and
- be objective (this means observing things as they really are, not how you thought they might be or want them to be).

Some observational studies observe similar things in different contexts. By making comparisons, the influence of the different contexts can be seen more clearly.

Assignment

As a team of behavioural scientists, you will conduct an observational study related to your research statement.

Step 1 - Develop an Observational Study Tool

Create a table, spreadsheet or other form of tool to record the following:

1. the specific media events that you will be observing
2. important characteristics of those media
3. the mechanisms of influence you wish to observe
4. notes with more specific details about your observations

Be sure your observations relate to something that can be counted or measured (e.g., number of times something happens). These kinds of observations are easier to analyze and interpret.

Step 2 - Conduct Research

As a team, decide which forms of media each team member will observe and study using the team's observation tool. (Note: Each team member should be assigned 1 or 2 specific media forms.)

Keep in mind that the observational records from each student will be combined to form your team's data set.

(Continued on next page)

sample

Research Statement: *Underage drinking is encouraged in varying degrees by music-related media through these mechanisms: lyrics, music advertising, and music host/reporter commentary.*

Observer: A Team

Date: March 8, 2008

Media	Music	Lyrics	comments	Ads	Notes
Radio Prog X [Date] [Time]	Jazz	Pos: Neg:	Pos: Neg:	Pos: Neg:	
Radio Prog Y [Date] [Time]	Classic Rock	Pos: Neg:	Pos: Neg:	Pos: Neg:	
Mag: Blues News [Date]	Jazz	Pos: Neg:	Pos: Neg:	Pos: Neg:	
Mag: old Rockers [Date]	Classic Rock	Pos: Neg:	Pos: Neg:	Pos: Neg:	

Conducting a Survey Study

Background

A survey is a questionnaire (a piece of paper or a computer screen window with questions on it). Surveys are used by scientists studying groups too large to observe or activities that they are unable to observe directly. In a survey study, a behavioural scientist needs to

1. write clear and concise questions,
2. come up with questions that are unbiased (i.e., that wouldn't lead a person to answer in a particular way), and
3. be clear about the ultimate purpose of each question (i.e., how it relates to the research statement).

The responses to the questions on a survey can sometimes be generalized to a wider population. For example, in an average-sized school (500-700 students), you would need to survey about 40 students to be 80% confident that your conclusions could reasonably apply to the students in the whole school.

Assignment

As a team of behavioural scientists, you will conduct a survey study related to your research statement.

Step 1 - Develop a Survey Study

As a team, develop a questionnaire featuring questions that can be answered in a way that can later be counted (e.g., ask "yes/no" questions so that you can count and compare the number of "yes" answers and "no" answers). You may also want to have one or two open-ended questions to allow people to give their opinion in their own words. (Note: Avoid personal questions that may make the respondents feel embarrassed or uncomfortable.)

Here are some sample topics that you might include in your questionnaire:

Facts about behaviour related to the media you are looking at

e.g., What kind of music do you listen to quite often? (may select more than one)

- ❑ Rock/Pop
- ❑ Country
- ❑ Rap
- ❑ Classical
- ❑ Punk
- ❑ Techno
- ❑ Jazz

(Continued on next page)

Facts about the presence of potential influencing factors in the media

e.g., How many songs do you know of with lyrics about alcohol use?

- ❑ 0
- ❑ 1–5
- ❑ 5–10
- ❑ Not sure

Facts about the behaviour of media icons you think might influence behaviour

e.g., Does your favourite singer use alcohol?

- ❑ Yes
- ❑ No
- ❑ Not sure

Beliefs about the media's influence on the behaviour you are looking at

e.g., Do you think that particular types of music influence underage drinking?

- ❑ Yes
- ❑ No
- ❑ Not sure

Beliefs about how the media may influence behaviour

e.g., Do you agree with this statement: "Alcohol advertisements make drinking seem like a fun and cool activity for young people"?

- ❑ strongly agree
- ❑ agree
- ❑ not sure
- ❑ disagree
- ❑ strongly disagree

Note: Characteristics of the people answering the questions that your team hypothesizes might make a difference in the level of influence (e.g., age/grade, gender).

Keep in mind that your questionnaire should be a reasonable length so that people will take the time to answer the questions (stick to 1 page if possible). Your questionnaire should have 8-10 questions related to your research statement about the media's influence on behaviour, and 2-3 about the people who are answering the questions.

Administering the questionnaire

As a team, you should aim to survey 40 or more people (10-15 young people per team member).

Ask the survey questions in person or on the phone, and write down the answers on the form you develop.

Keep in mind that the surveys administered by each student will later be combined to form your team's data set.

Guide to Analyzing, Interpreting and Reporting Data

There are two stages involved in compiling and making sense of the data your team has collected.

Stage 1: Analyze and Interpret Data

a. Compile research findings

Count your observations and responses to questions, and organize them in easy-to-understand sentences. Look for interesting ways of categorizing or linking information using the answers from the open-ended questions.

For example:

Observation study findings

- We observed a total of 63 references/comments/ads to alcohol in music-related media accessed by teens (15 were references in lyrics, 18 comments, and 30 ads).
- 46 (73%) were “positive” (alcohol seemed “cool” or “helpful” in coping with stress or a bad situation), 12 (19%) were “negative” (alcohol sounded unhealthy or “bad”), 5 (8%) could be seen as both or neutral.
- The highest number, 38 (30%), were in jazz-related media compared to ...
- 50 (80%) of the references were in print media ...

Survey study findings

- We interviewed 40 students, their ages ranged from 13-15, 60% were 15 …
- 10 listened to rock while …
- 25 thought music influenced alcohol use …
- 8 strongly agreed that ads made alcohol use seem fun …
- All of the students who listened to country, rock and rap thought music influenced alcohol use, none of those who listened to …

(Continued on next page)

b. Explore possible conclusions

Draw conclusions that are related to your research statement and follow from the evidence you collected.

For example:

> Alcohol is far more often portrayed as positive than negative in music-related media.

c. Create new questions

Research usually leads to more questions. Pose some research-related questions that are not answered by your study. (Note: Some of these questions may have been studied by others.) If you have time to look for answers to your questions, write down what you found out and the source.

Stage 2: Create a Research Report

The second stage involves writing up the results of your study in a standard format.

Your report should include the 5 sections listed below. As a team, discuss each section and determine who will be responsible for writing each section, and who will compile the sections to form the final report. Also discuss how you will present your findings in the final class. You might do an oral presentation, a PowerPoint presentation, a skit that illustrates one or more of your conclusions, etc.

Abstract

Write a short paragraph summarizing what you studied and the key findings.

Introduction

Briefly describe what your project is about (goals, purpose, etc.).

Methods

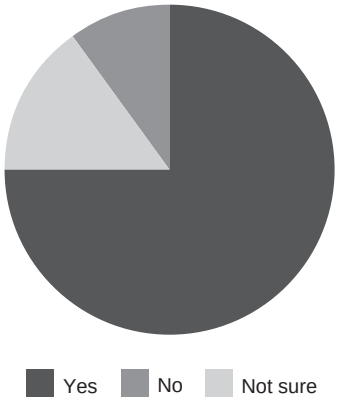
Briefly describe how your team collected the data.

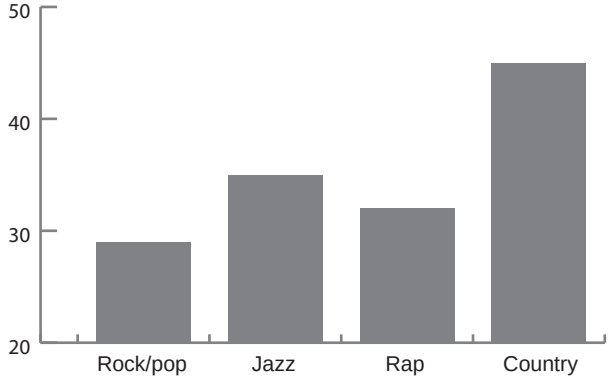
(Continued on next page)

Results

Make tables, graphs and/or charts to illustrate your key findings.

Tip: Use pie charts when dealing with parts of a whole (e.g., percentages that add up to 100%). Use bar graphs to compare the relative size of groups that may overlap (where someone or something can belong to more than one group).





Discussion

Suggest possible links between your research findings and the media's influence on teen behaviour. Include any questions that emerged from your research (and any answers you found in other sources), or briefly explain how more research could be done to fill in gaps you uncovered while working on your project.

Final Presentation Assessment Rubric

5 Stars

The 5-star presentation is captivating. Five-star presenters are poised and confident. The behaviours studied by the team are interesting and relevant to their audience and the study's findings are unique. The 5-star presentation includes all required visuals and written information presented in a dynamic manner. There are no spelling, punctuation or grammar errors. Five-star presenters include everyone on the team working seamlessly together when speaking. They speak clearly and use voice intonation to emphasize key ideas. To engage their audience, 5-star presenters use humour, stories, skits, vignettes, props, public service announcements, video, PowerPoint or other creative media. Five-star presenters provide information that can help us make informed choices that are as individual as we are.

4 Stars

The 4-star presentation is engaging. Four-star presenters are confident. The behaviours studied by the team are interesting and relevant to their audience. The 4-star presentation includes all required visuals and written information presented in creative ways. There are few spelling, punctuation or grammar errors. Four-star presenters include everyone on the team working together when speaking. Most of the time, they speak clearly and sometimes use voice intonation to emphasize key ideas. To engage their audience, 4-star presenters use humour, stories, skits, vignettes, public service announcements, video, PowerPoint or other creative media. Four-star presenters provide some information that can help us make informed choices.

3 Stars

The 3-star presentation is interesting. Three-star presenters are fairly confident. The behaviours studied by the team are relevant to some audience members. The 3-star presentation includes all required visuals and written information presented in logical ways. There are some spelling, punctuation or grammar errors. Three-star presenters include everyone on the team working together when speaking. Some of the time they speak clearly, and some members may use voice intonation to emphasize key ideas. Three-star performers provide information that may make us think about our own choices.

2 Stars

The 2-star presentation is mediocre. Two-star presenters lack confidence, likely due to lack of completion and organization. The behaviours studied by the team are not relevant to audience members. The 2-star presentation includes some of the required visuals and written information. There are many spelling, grammar and punctuation errors. Two-star presenters do not include everyone on the team.

1 Star

The 1-star presentation is missing key visual and written presentation elements. Information is unorganized. One-star performers make little effort to work cooperatively or to engage the audience.

Suggestions for Weighting Assessment

Assessment tool		out of	percentage	
1. Collaborative Behaviour Assessment	Student		____ **/5**	5%
	Group		____ **/5**	5%
	Teacher	_____ **/5 x 3 =** _____	____ **/15**	15%
2. Final Presentation Rubric (including visual/written/audio)	Teacher	_____ **/5 x 15 =** _____	____ **/75**	75%
		Total =	**/100**	**100%**

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 *iMinds* 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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