

IMINDS' 5I-MODEL

iMinds is a **WAY OF THINKING** about teaching and learning based on a philosophy of education that recognizes both autonomy and connectedness to the world. This way of thinking encourages young people to develop drug and gambling literacy and improve their well-being. This means having the capacity to be reflective and to manage their well-being while interacting with environments in which drug use and gambling are present and promoted.

iMinds is also a **COLLECTION OF RESOURCES** for BC schools and other places where learning happens. The lesson plans and other materials fit well with the broader scope of the K-12 curriculum with its emphasis on core competencies. The resources are based on a 5-i model, reflecting a constructivist approach to learning. Students expand on what they already know and “build” meaning with others in the classroom or other context.

Identify

Students come to a learning situation with previous experience—prior knowledge and skills, assumptions and beliefs. Learning situations help students reflect on this legacy by providing opportunity to assess what they believe or know. These reflective activities serve to engage students and encourage them to share their current ideas.



TIPS

- ▶ Use Talking Circles to bring students together; allow them to express their thoughts and feelings while being exposed to others' ideas
- ▶ Invite students to take time to pause and reflect on their thoughts and ideas before they engage in conversation
- ▶ Ask reflective questions such as:
 - *What do you think about this? (e.g., in response to a story, video or other prompt)*
 - *Why do you think this?*
 - *Where do you think our ideas come from?*

investigate

Learning requires students to observe, analyze and evaluate as they interact with materials and ideas introduced from outside the corpus of their past experience. This new material may come through novel experiences, interacting with their peers or through other external sources such as texts or media.



TIPS

- ▶ Use a stimulus (e.g., a book chapter, a poem, an article, a video clip) related to a topic and invite students to analyze the content by reflecting on it and comparing their own ideas to the ones presented
- ▶ Invite students to work in pairs or in small groups to generate different ideas
- ▶ Invite students to look at diverse sources of information about the topic
- ▶ Ask questions, such as:
 - *What are some of the different points of view about this topic?*
 - *In what ways are your ideas similar to or different from other perspectives?*



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interpret

In order to learn from these new encounters, students need to develop critical skills to interpret this new material. This is not simply a matter of technical skill. It involves assigning meaning and understanding utility in the complex interaction of personal and social. It is about forming and molding assumptions, attitudes and actions as individual members shaping and being shaped by the world.



TIPS

- ▶ Invite students to think critically about the validity and meaning of all sources of knowledge by encouraging them to weigh and grasp what the source states, assumes, implies or suggests
- ▶ Invite students to think critically about the implications of new ideas—how might they change previously held ideas?
- ▶ Ask question (across the *Question Quadrant*) to encourage critical interpretation:
 - *What does the source say?* (closed question about the text)
 - *What is the real-world evidence for the assertion?* (closed question about application)
 - *What implications follow from what the source says?* (open question about the text)
 - *How might these ideas relate to you or others? What do they mean? Do they matter? Why or why not?* (open questions about application)

imagine

Learning, while it builds on the past, is future oriented. It involves an act of imagination. Students need to become curious not only about “what is” but about “what could be” and “what if.” One of the most important roles for the teacher is to nurture this sense of curiosity and wonder—to call students to the frontier of possibility.



TIPS

- ▶ Create a space of openness and wonder by encouraging students to think outside the box about the topic and imagine new possibilities asking “what if” or “what could be” questions
- ▶ Encourage students to creatively express their own conclusions and make predictions
- ▶ Use *collaborative drawing* or *silent discussion* to nurture creative thinking
- ▶ Encourage speculation through:
 - **Experimental thinking** such as case studies from science fiction movies or fantasy stories
 - **Figurative thinking** such as thinking about images, metaphors and what they mean
 - **Thinking through writing** such as writing short stories or essays or keeping a “reflection journal” to capture ideas, images or poems and explore where they lead
 - **Meditative/contemplative thinking** such as using sounds, silence or meditation to create a different way of thinking about something

integrate

Education involves the ability to incorporate new ideas into what is already known, and to use this new knowledge to move forward in some way. Learning activities need to allow both students and teachers to assess the development of knowledge not against some pre-set standard but in terms of greater awareness of complexity and the interconnectedness of people, things and ideas.



TIPS

- ▶ Invite students to reflect on what they have learned and how it changes them and then construct a short story, a song, a poem or other artistic creation—drawing, painting, portraiture, collage
- ▶ Invite students to present what they have constructed individually or as a team and have the class explore its meaning
- ▶ Evaluate students on their level of awareness of complexity and the interconnectedness of people, things and situations; their skill at drawing conclusions; and their ability to communicate those ideas

