

\*PHE: Physical Health Education  
ELA: English Language Arts

SS: Social Studies  
SJ: Social Justice

HCE: Health & Career Education

LESSONS	THEMES/TOPICS	GRADE LEVEL	SUBJECTS*	STIMULI	HANDOUTS	COMPETENCIES/ SKILLS
<a href="#">A solution without a Problem?</a>	<ul style="list-style-type: none"><li>Cannabis legalization</li><li>Drug policy</li></ul>	10	<ul style="list-style-type: none"><li>SS</li></ul>	<ul style="list-style-type: none"><li><a href="#">Article</a> (at the end of the lesson): Marijuana was criminalized in 1923, but why?</li><li><a href="#">Drug history timeline</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Article</a> (at the end of the lesson): Marijuana was criminalized in 1923, but why?</li><li><a href="#">Drug history timeline</a></li></ul>	<ul style="list-style-type: none"><li>Thinking critically about policy (cannabis legalization)</li><li>Ethical judgments</li><li>Collaborative problem solving</li></ul>
<a href="#">Bicycle Day's Dilemma</a>	<ul style="list-style-type: none"><li>LSD use</li><li>Responsibility/Self-discipline</li></ul>	10	<ul style="list-style-type: none"><li>ELA</li></ul>	<ul style="list-style-type: none"><li><a href="#">Bicycle Day's Dilemma</a></li><li><a href="#">Hoffman's letter</a></li><li><a href="#">Documentary film</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Bicycle Day's Dilemma</a></li></ul>	<ul style="list-style-type: none"><li>Ethical responsibility</li><li>Psychological resilience and reflection</li><li>Understanding drug impact</li><li>Risk management strategies</li></ul>
<a href="#">Cocoa-nomics: Who benefits? Who pays?</a>	<ul style="list-style-type: none"><li>Fairness</li><li>Industrial market</li></ul>	10	<ul style="list-style-type: none"><li>SS</li></ul>	<ul style="list-style-type: none"><li>Article: <a href="#">Child labour and slavery in the chocolate industry</a></li><li><a href="#">Cocoa-nomics handout</a></li><li>Video: <a href="#">cocoa tasting</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Cocoa-nomics handout</a></li></ul>	<ul style="list-style-type: none"><li>Inquiry and research</li><li>Significance assessment</li><li>Continuity and change</li><li>Cause and consequence</li><li>Perspective-taking</li><li>Ethical judgment</li></ul>
<a href="#">Debating Drug Policy</a> (EN)  <a href="#">Débattre la politique des drogues</a> (FR)	<ul style="list-style-type: none"><li>Health literacy</li><li>Resilience</li><li>Risk and protective factors</li><li>Debate</li><li>Reasoning</li><li>Logical thinking</li></ul>	10	<ul style="list-style-type: none"><li>ELA</li><li>SS</li></ul>	<ul style="list-style-type: none"><li>Handouts</li></ul>	<ul style="list-style-type: none"><li>Handouts at the end of the Module</li></ul>	<ul style="list-style-type: none"><li>Module (6 lessons)</li></ul>

LESSONS	THEMES/TOPICS	GRADE LEVEL	SUBJECTS*	STIMULI	HANDOUTS	COMPETENCIES/ SKILLS
<u>Health Guidelines: are they helpful</u>	<ul style="list-style-type: none"> <li>Health/well-being (holistic)</li> <li>Healthy decisions</li> </ul>	9,10	<ul style="list-style-type: none"> <li>PHE</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Survey: <u>Talking about youth health</u>, <u>McCreary Centre Society</u></li> </ul>	<p><u>Handouts</u> at the end of the lesson:</p> <ul style="list-style-type: none"> <li>Canadian 24-hour movement guidelines for children and youth</li> <li>Think-pair share</li> <li>Canada's Guidance on Alcohol and Health</li> <li>Canada's Lower Risk Cannabis Use Guideline</li> <li>Holistic Vision of Health</li> </ul>	<ul style="list-style-type: none"> <li>Developing social and communication Skills</li> <li>Healthy and active living</li> <li>Analyzing mental well-being strategies</li> <li>Career-life management</li> </ul>
<u>Highs and lows: Cannabis use compared with other drugs</u>	<ul style="list-style-type: none"> <li>Attitudes &amp; influences</li> <li>Human behavior</li> </ul>	7,8,9,10	<ul style="list-style-type: none"> <li>PHE</li> </ul>	<ul style="list-style-type: none"> <li>Report: <u>Blunt Talk</u>, by the McCreary Centre Society</li> </ul>	<ul style="list-style-type: none"> <li>Teacher handout: <u>Facilitating Dialogue in the Classroom</u></li> </ul>	<ul style="list-style-type: none"> <li>Communicating and collaborating</li> <li>Creative, critical and reflective thinking</li> <li>Personal awareness and responsibility</li> <li>Personal and cultural identity</li> <li>Evaluating mental health strategies</li> <li>Social awareness and responsibility</li> </ul>
<u>Rethinking Risk: ways to assess and manage risk as a part of life</u>	<ul style="list-style-type: none"> <li>Understanding risk</li> <li>Managing risk</li> </ul>	7,8,9,10	<ul style="list-style-type: none"> <li>PHE</li> </ul>	<ul style="list-style-type: none"> <li><u>Blunt Talk II: A picture of cannabis use among BC youth</u></li> <li><u>Factors Game</u></li> </ul>	<ul style="list-style-type: none"> <li>Teacher handout: <u>Facilitating dialogue in the classroom</u></li> </ul>	<ul style="list-style-type: none"> <li>Communicating and collaborating</li> <li>Creative, critical and reflective thinking</li> <li>Personal and social development</li> <li>Understanding and managing health choices</li> <li>Substance use and promoting mental well-being</li> <li>Personal identity and social influences</li> </ul>

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<a href="#"><u>Rum and Spirits</u></a>	<ul style="list-style-type: none"> <li>Alcohol, religion, cultural identity &amp; values</li> <li>Mental slavery</li> <li>Freedom</li> <li>Identity: Afro-Caribbean</li> </ul>	10,11,12	<ul style="list-style-type: none"> <li>ELA</li> <li>SS</li> </ul>	<ul style="list-style-type: none"> <li>Video: <a href="#"><u>Redemption Song</u></a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#"><u>Rum and Spirits: The “Meaning” of Alcohol</u></a></li> </ul>	<ul style="list-style-type: none"> <li>Critical, creative, and reflective thinking</li> <li>Understanding Contexts and Perspectives</li> <li>Cause and consequences</li> <li>Exploring perspectives through norms, values, and beliefs</li> <li>Ethical judgements</li> </ul>
<a href="#"><u>Selling Tobacco to Women</u></a>	<ul style="list-style-type: none"> <li>Marketing &amp; media</li> <li>Media &amp; social behaviors</li> <li>Women &amp; tobacco</li> <li>Media &amp; personal identity</li> </ul>	10	<ul style="list-style-type: none"> <li>SS</li> </ul>	<ul style="list-style-type: none"> <li>Images: smoking marketing campaigns (included in the lesson), or <a href="#"><u>similar images</u></a></li> <li>Article: <a href="#"><u>Gender, Women and the Tobacco Epidemic</u></a></li> </ul>	<ul style="list-style-type: none"> <li>Images: smoking marketing campaigns (included in the lesson), or <a href="#"><u>similar images</u></a></li> </ul>	<ul style="list-style-type: none"> <li>Understanding diversity in drug use and social attitudes</li> <li>Developing social and communication skills</li> <li>Applying inquiry processes and skills</li> <li>Analyzing continuities and changes across groups</li> <li>Assessing the impact of conditions and actions on events and developments</li> </ul>
<a href="#"><u>Smoking the Pipe: Peace or War</u></a>	<ul style="list-style-type: none"> <li>Indigenous peoples</li> <li>Ceremonial smoking pipes</li> <li>Cultures &amp; symbolic meanings of objects or actions</li> </ul>	10,11,12	<ul style="list-style-type: none"> <li>SJ</li> </ul>	<ul style="list-style-type: none"> <li>Article: <a href="#"><u>Blackfoot Peace Treaties</u></a></li> <li>Video: <a href="#"><u>Pipe Ceremony in Winnipeg</u></a></li> <li>A History of Treaty-Making in Canada</li> </ul>	<ul style="list-style-type: none"> <li><a href="#"><u>Smoking the pipe: peace or war</u></a></li> </ul>	<ul style="list-style-type: none"> <li>Applying inquiry skills</li> <li>Evaluating sources and perspectives</li> <li>Comparing continuities and changes</li> <li>Determining causes and consequences</li> <li>Explaining perspectives on issues and events</li> <li>Ethical judgments</li> <li>Assessing drug impact on health and society</li> <li>Exploring diversity in drug use</li> </ul>

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<u>Youth Perspectives: Reasons for using cannabis</u>	<ul style="list-style-type: none"> <li>Experimentation</li> <li>Emotional management</li> <li>Social responsibility</li> <li>Understanding youth</li> </ul>	7,8,9,10	<ul style="list-style-type: none"> <li>PHE</li> </ul>	<ul style="list-style-type: none"> <li>Report: <u>Blunt Talk</u>, by the McCreary Centre Society</li> </ul>	<ul style="list-style-type: none"> <li>Teacher handout: <u>Facilitating Dialogue in the Classroom</u></li> </ul>	<ul style="list-style-type: none"> <li>Communicating and collaborating</li> <li>Creative, critical and reflective thinking</li> <li>Personal &amp; social awareness and responsibility</li> <li>Mental well-being and substance use strategy evaluation</li> </ul>
<u>Youth Voices on Marijuana</u>	<ul style="list-style-type: none"> <li>Drugs: harms &amp; benefits</li> <li>Managing risks</li> <li>Reasons youth use cannabis</li> <li>Individual &amp; community responsibility</li> </ul>	7,8,9,10,11,12	<ul style="list-style-type: none"> <li>ELA</li> <li>PHE</li> <li>SJ</li> </ul>	<ul style="list-style-type: none"> <li>Blunt Talk: <u>Harms Associated with Early and Frequent Marijuana Use among BC youth</u></li> <li><u>Task Force on Cannabis Legalization and Regulation</u></li> </ul>	<ul style="list-style-type: none"> <li>No Handout</li> </ul>	<ul style="list-style-type: none"> <li>Thinking critically and creatively</li> <li>Effective communication</li> <li>Mental well-being strategy analysis</li> <li>Resilience and coping strategies</li> <li>Evidence-based inquiry and perspective evaluation</li> <li>Health promotion and community engagement</li> <li>Ethical judgment</li> </ul>