

iMinds Lessons: Drug Literacy, Grade 8



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*PHE: Physical Health Education SS: Social Studies HCE: Health & Career Education
ELA: English Language Arts SJ: Social Justice

LESSONS	THEMES/TOPICS	GRADE LEVEL	SUBJECTS*	STIMULI	HANDOUTS	COMPETENCIES/ SKILLS
<u>Cannabis: Stories, Questions, and Life</u>	<ul style="list-style-type: none"> Relationships Human & drug use Risk taking School drug policy Asking good questions 	8,9	<ul style="list-style-type: none"> ELA 	<ul style="list-style-type: none"> Diagram: <u>Question Quadrant</u> 	<ul style="list-style-type: none"> <u>Question Quadrant</u> 	<ul style="list-style-type: none"> Critical and creative thinking Asking questions Understanding drug use Communication skills Managing risks and benefits Literary techniques
<u>Cannabis and the need for dialogue</u>	<ul style="list-style-type: none"> Communication Cannabis policy debates Social change 	8,9	<ul style="list-style-type: none"> PHE 	<ul style="list-style-type: none"> Poem: <u>Turning to one another</u> (at the end of the lesson) 	<ul style="list-style-type: none"> <u>Turning to one another</u> (at the end of the lesson) 	<ul style="list-style-type: none"> Assessing the impact of drugs Critical thinking Communication skills
<u>A Downside to the Printing Press?</u>	<ul style="list-style-type: none"> Printing press Technology & drug use 	8	<ul style="list-style-type: none"> SS 	<ul style="list-style-type: none"> <u>Handout</u> 	<ul style="list-style-type: none"> <u>Handout</u> 	<ul style="list-style-type: none"> Historical inquiry and analysis Causes and consequences Ethical judgment
<u>Free Feeling: Tom Petty, Cannabis and Music as Craft</u>	<ul style="list-style-type: none"> Emotions Relationships Censorship Drugs & career 	8,9	<ul style="list-style-type: none"> ELA 	<ul style="list-style-type: none"> Music video: <u>Tom Petty</u> You don't know how it feels 	<ul style="list-style-type: none"> <u>Music video lyrics</u> (Tom Petty) 	<ul style="list-style-type: none"> Building personal connections Engaging with texts Creative and critical response Understanding context
<u>The Gin Craze</u>	<ul style="list-style-type: none"> Alcohol & its impact Alcohol & risks 	8	<ul style="list-style-type: none"> SS 	<ul style="list-style-type: none"> Handout: <u>The Gin Craze- People or policies?</u> 	<ul style="list-style-type: none"> <u>The Gin Craze- People or policies?</u> 	<ul style="list-style-type: none"> Comparing historical perspectives Understanding change and continuity
<u>The Giver</u>	<ul style="list-style-type: none"> Safe drug use Emotions & choices Freedom & choice Pain & painkillers 	6,7,8	<ul style="list-style-type: none"> ELA 	<ul style="list-style-type: none"> Novel: <i>The Giver</i> 	<ul style="list-style-type: none"> No handout 	<ul style="list-style-type: none"> Assessing drug impact on health and wellbeing Thinking critically and creatively Developing social and communication skills

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<u>Highs and lows: Cannabis use compared with other drugs</u>	<ul style="list-style-type: none"> Attitudes & influences Human behavior 	7,8,9,10	<ul style="list-style-type: none"> PHE 	<ul style="list-style-type: none"> Report: <u>Blunt Talk</u>, by the McCreary Centre Society 	<ul style="list-style-type: none"> Teacher handout: <u>Facilitating Dialogue in the Classroom</u> 	<ul style="list-style-type: none"> Communicating and collaborating Creative, critical and reflective thinking Personal awareness and responsibility Personal and cultural identity Evaluating mental health strategies Social awareness and responsibility
<u>The Hunger Games</u>	<ul style="list-style-type: none"> Human interactions with drugs Why drug use? 	7,8,9	<ul style="list-style-type: none"> ELA 	<ul style="list-style-type: none"> Novel: <i>The Hunger Games</i> <u>Drug History Timeline</u> 	<ul style="list-style-type: none"> No handout 	<ul style="list-style-type: none"> Assessing drug impact Exploring drug use diversity Developing social and communication skills Thinking critically and creatively
<u>King James Trash Talks and Taxes Tobacco</u>	<ul style="list-style-type: none"> Rules Law, legality, authority 	8	<ul style="list-style-type: none"> SS 	Handouts: <ul style="list-style-type: none"> <u>King James Trash Talks and Taxes Tobacco</u> <u>Antismoking: Then and Now</u> <u>A Cash Crop for Virginia</u> 	<ul style="list-style-type: none"> <u>King James Trash Talks and Taxes Tobacco</u> <u>Antismoking: Then and Now</u> <u>A Cash Crop for Virginia</u> 	<ul style="list-style-type: none"> Inquiry skills Analyzing factors and consequences Ethical judgments
<u>Leaves of the Land: A Quick History of Coca</u>	<ul style="list-style-type: none"> Drugs & social status Drugs & traditions/ cultures 	8	<ul style="list-style-type: none"> SS 	<ul style="list-style-type: none"> Handout: <u>Leaves of the Land: A Quick History of Coca</u> 	<ul style="list-style-type: none"> <u>Leaves of the Land: A Quick History of Coca</u> 	<ul style="list-style-type: none"> Comprehensive assessment of drug impact Cultural and social awareness Effective communication and discourse management Understanding historical and cultural significance of coca

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<u>The Outsiders</u>	<ul style="list-style-type: none"> Why drug use? Drugs: harms & benefits 	8	<ul style="list-style-type: none"> ELA 	<ul style="list-style-type: none"> Novel: <i>The Outsiders</i> 	<ul style="list-style-type: none"> No handout 	<ul style="list-style-type: none"> Critical thinking Making personal connections with texts Responding to texts in various ways Utilizing writing and design processes for diverse purposes and audiences
<u>Rethinking Risk: ways to assess and manage risk as a part of life</u>	<ul style="list-style-type: none"> Understanding risk Managing risk 	7,8,9,10	<ul style="list-style-type: none"> PHE 	<ul style="list-style-type: none"> <u>Blunt Talk II: A picture of cannabis use among BC youth</u> <u>Factors Game</u> 	<ul style="list-style-type: none"> Teacher handout: <u>Facilitating dialogue in the classroom</u> 	<ul style="list-style-type: none"> Communicating and collaborating Creative, critical and reflective thinking Personal and social development Understanding and managing health choices Substance use and promoting mental well-being Personal identity and social influences
<u>A Social History of Coffee</u>	<ul style="list-style-type: none"> History of coffee Governments/ religions/cultures & coffee/drug use 	8	<ul style="list-style-type: none"> SS 	<ul style="list-style-type: none"> <u>A Social History of Coffee</u> 	<ul style="list-style-type: none"> <u>A Social History of Coffee</u> 	<ul style="list-style-type: none"> Applying inquiry skills Assessing significance of people, places, and events Analyzing factors and consequences of decisions and events
<u>Stress: dogs, cannabis, exercise or ...</u>	<ul style="list-style-type: none"> Stress management strategies Pets & stress 	7,8,9	<ul style="list-style-type: none"> PHE 	<ul style="list-style-type: none"> Video: Harvard report: <u>Dogs reduce stress</u> 	<ul style="list-style-type: none"> No handout 	<ul style="list-style-type: none"> Developing health literacy Developing and applying fundamental movement skills Applying movement concepts and strategies Developing healthy and active living Understanding the impact of physical activity and healthy choices on health Strategies and reflection for achieving healthy-living goals Promoting mental well-being and managing related challenges

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<u>The Ups and Downs of Stress</u>	<ul style="list-style-type: none"> Stress Stress management techniques 	8,9	<ul style="list-style-type: none"> PHE 	<ul style="list-style-type: none"> BC's Adolescent Health Survey Video: <u>Managing Stress</u> TED talk: <u>How to make stress your friend</u> 	<ul style="list-style-type: none"> <u>Ups and Downs of Stress</u> Teacher handout: <u>BC's Adolescent Health Survey</u> 	<ul style="list-style-type: none"> Understanding the impact of physical activity on health and fitness Developing strategies for pursuing personal healthy-living goals Promoting and managing mental well-being Proposing healthy choices for lifelong well-being Creating strategies for school and community health
<u>Youth Perspectives: Reasons for using cannabis</u>	<ul style="list-style-type: none"> Experimentation Emotional management Social responsibility Understanding youth 	7,8,9,10	<ul style="list-style-type: none"> PHE 	<ul style="list-style-type: none"> Report: <u>Blunt Talk</u>, by the McCreary Centre Society 	<ul style="list-style-type: none"> Teacher handout: <u>Facilitating Dialogue in the Classroom</u> 	<ul style="list-style-type: none"> Communicating and collaborating Creative, critical and reflective thinking Personal & social awareness and responsibility Mental well-being and substance use strategy evaluation
<u>Youth Voices on Marijuana</u>	<ul style="list-style-type: none"> Drugs: harms & benefits Managing risks Reasons youth use cannabis Individual & community responsibility 	7,8,9,10,11,12	<ul style="list-style-type: none"> ELA PHE SJ 	<ul style="list-style-type: none"> Blunt Talk: <u>Harms Associated with Early and Frequent Marijuana Use among BC youth</u> <u>Task Force on Cannabis Legalization and Regulation</u> 	<ul style="list-style-type: none"> No Handout 	<ul style="list-style-type: none"> Thinking critically and creatively Effective communication Mental well-being strategy analysis Resilience and coping strategies Evidence-based inquiry and perspective evaluation Health promotion and community engagement Ethical judgment