

*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>Alcohol or What?</u>	<ul style="list-style-type: none"> Indigenous cultures Cultural autonomy 	9	<ul style="list-style-type: none"> SS 	Articles: <ul style="list-style-type: none"> <u>Alcohol or what? The Tseshaht people</u> <u>Alcohol or what? A comparative history</u> 	<ul style="list-style-type: none"> <u>Alcohol or what? The Tseshaht people</u> <u>Alcohol or what? A comparative history</u> 	<ul style="list-style-type: none"> Critical thinking Health impact assessment Inquiry process & skills Evaluating perspectives
<u>An Alliance Betrayed</u>	<ul style="list-style-type: none"> Diplomacy & Leadership Colonialism & Indigenous Peoples Fairness 	9	<ul style="list-style-type: none"> SS 	<ul style="list-style-type: none"> National Film Board: <u>The Ballad of Crowfoot</u> 	<ul style="list-style-type: none"> <u>The Ballad of Crowfoot</u> 	<ul style="list-style-type: none"> Inquiry and analysis Perspective-taking Cause and consequence Ethical judgment
<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 Relationships</u>	<ul style="list-style-type: none"> Relationships Individual and collective responsibility 	9	<ul style="list-style-type: none"> PHE 	<ul style="list-style-type: none"> Video: <u>Cycles</u> 	<ul style="list-style-type: none"> <u>Cycles film</u> Teacher handout: <u>facilitator's guide</u> 	<ul style="list-style-type: none"> Critical thinking Communicating about drugs Managing risks Promoting lifelong health Setting healthy-living goals
<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

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<u>Deal Maker or Deal Breaker</u>	<ul style="list-style-type: none"> Perspective taking 	9	<ul style="list-style-type: none"> SS 	<ul style="list-style-type: none"> History nugget <u>handout</u> 	<ul style="list-style-type: none"> History nugget <u>handout</u> 	<ul style="list-style-type: none"> Inquiry and analysis Evaluation of historical accounts Perspective-taking
<u>Divergent</u>	<ul style="list-style-type: none"> Identity Social control Social classification Reasonable arguments 	9	<ul style="list-style-type: none"> ELA 	<ul style="list-style-type: none"> Website: <u>Divergent Movie</u> 	<ul style="list-style-type: none"> No handout 	<ul style="list-style-type: none"> Critical and creative thinking Decision-making Collaborative thinking
<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>Health Guidelines: are they helpful</u>	<ul style="list-style-type: none"> Health/well-being (holistic) Healthy decisions 	9,10	<ul style="list-style-type: none"> PHE 	<ul style="list-style-type: none"> Handouts Survey: <u>Talking about youth health, McCreary Centre Society</u> 	<p>Handouts at the end of the lesson:</p> <ul style="list-style-type: none"> Canadian 24-hour movement guidelines for children and youth Think-pair share Canada's Guidance on Alcohol and Health Canada's Lower Risk Cannabis Use Guideline Holistic Vision of Health 	<ul style="list-style-type: none"> Developing social and communication Skills Healthy and active living Analyzing mental well-being strategies Career-life management

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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>Listening to Sugar Man</u>	<ul style="list-style-type: none"> Why drug use? Managing stress Coping strategies 	9	<ul style="list-style-type: none"> ELA 	<ul style="list-style-type: none"> Music video: <u>Sugar man</u> Music video: <u>Sixto "Sugar Man" Rodriguez: Cause</u> 	<ul style="list-style-type: none"> Student handout (<u>lyrics</u>) 	<ul style="list-style-type: none"> Critical and creative thinking Understanding drug impact and social attitudes Personal and social reflection Connecting text with personal experience
<u>Lunch with Lenin</u>	<ul style="list-style-type: none"> Emotions Empathy Healthy decisions 	9	<ul style="list-style-type: none"> ELA 	<ul style="list-style-type: none"> Short stories from the book: <i>Lunch with Lenin</i> 	<ul style="list-style-type: none"> Handouts at the end of the Module 	<ul style="list-style-type: none"> Module: 6 lessons

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<u>The Many Wines</u>	<ul style="list-style-type: none"> Alcohol: risks & benefits Things other than wine 	9	<ul style="list-style-type: none"> ELA 	<ul style="list-style-type: none"> Poem: <i>The Many Wines</i>, by Rumi 	<ul style="list-style-type: none"> <u>The Many Wines</u> 	<ul style="list-style-type: none"> Assessing health and wellbeing Exploring diversity in drug use and social attitudes Developing social skills (empathy, active listening, supportive interaction) Improving communication skills Developing personal and social strategies for risk and harm management
<u>The Miseducation of Cameron Post</u>	<ul style="list-style-type: none"> Grief/loss Homosexuality Substance use Friendship Identity 	9	<ul style="list-style-type: none"> ELA 	<ul style="list-style-type: none"> Novel: <i>The Miseducation of Cameron Post</i> 	<ul style="list-style-type: none"> No handout 	<ul style="list-style-type: none"> Impact assessment of drugs on health and wellbeing Diversity and social attitudes in drug use Critique of binary constructs in drug issues Analysis of factors influencing official drug responses Social and communication skills Personal and social risk management strategies
<u>A Natural High</u>	<ul style="list-style-type: none"> Emotions & exercises Exercise vs. drugs 	9	<ul style="list-style-type: none"> PHE 	<ul style="list-style-type: none"> <u>Articles</u> (at the end of the lesson): <ul style="list-style-type: none"> New brain effects behind "runner's high" Scientists say 'runner's high' is like a marijuana high Games: <u>PhysEdGames</u> 	<ul style="list-style-type: none"> <u>Articles (at the end of the lesson)</u> 	<ul style="list-style-type: none"> Strategies for healthy living Strategies for promoting and managing mental well-being
<u>Pain Medications: Benefits and Risks</u>	<ul style="list-style-type: none"> Pain medications: benefits & risks associated Pain/stress management 	9	<ul style="list-style-type: none"> ELA PHE 	<ul style="list-style-type: none"> Degrassi Episode '<u>Can't Tell Me Nothing</u>' 	<ul style="list-style-type: none"> No handout 	<ul style="list-style-type: none"> Developing social and communication skills Exchanging ideas Supporting opinions with evidence

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<u>A Park or a Cage?</u>	<ul style="list-style-type: none"> Why drug use? Addiction 	9	<ul style="list-style-type: none"> PHE 	<ul style="list-style-type: none"> <u>Rat Park Cartoon</u> Johann Hari's <u>TED Talk on Addiction</u> Video: <u>Addiction and the Rat Park Experiments</u> 	<ul style="list-style-type: none"> <u>Rat Park</u> 	<ul style="list-style-type: none"> Developing strategies to enhance school and community health Analyzing effective strategies for mental well-being Evaluating approaches to managing mental health Exploring social and cultural factors that shape personal identities
<u>The Perfect High</u>	<ul style="list-style-type: none"> Experiencing high Meaning of knowledge Truth 	9	<ul style="list-style-type: none"> ELA 	<ul style="list-style-type: none"> Poem: <u>The Perfect High</u> 	<ul style="list-style-type: none"> <u>The Perfect High</u> 	<ul style="list-style-type: none"> Evaluating information for accuracy and relevance Critical and creative thinking Identifying contexts and perspectives in texts Exchanging ideas to enhance understanding Creating engaging texts through writing and design
<u>The Power of Music</u>	<ul style="list-style-type: none"> Music & human experience Alcohol & human relationships Music and drugs 	9	<ul style="list-style-type: none"> ELA 	<p>Music videos:</p> <ul style="list-style-type: none"> <u>Bloodstream (Ed Sheeran)</u> <u>The A Team (Ed Sheeran)</u> <u>Habits (Tove Lo)</u> <u>Starting Over (Macklemore and Ryan Lewis)</u> <u>Rehab (Amy Winehouse)</u> <u>Drink you away (Justin Timberlake)</u> <u>Cheap Wine and Cigarettes (Jess Moskaluke)</u> <u>Last Friday Night (Katy Perry)</u> <u>Dr. Feelgood (Motley Crue)</u> <u>Semi Charmed Life (Third Eye Blind)</u> <u>Hurt (Johnny Cash)</u> <u>King of Everything (Wiz Khalifa)</u> 	<ul style="list-style-type: none"> <u>Bloodstream- Lyrics</u> <u>The A Team: Lyrics</u> <u>Habits: Lyrics</u> <u>Starting Over: Lyrics</u> <u>Rehab: Lyrics</u> <u>Drink you away: Lyrics</u> <u>Cheap Wine and Cigarettes: Lyrics</u> <u>Last Friday Night: Lyrics</u> <u>Dr. Feelgood: Lyrics</u> <u>Semi Charmed Life: Lyrics</u> <u>Hurt: Lyrics</u> <u>King of Everything: Lyrics</u> 	<ul style="list-style-type: none"> Exploring the power of music Analyzing historical and social influences through songs Critical listening skills Understanding music's role in shaping personal beliefs and cultural identity Exchanging ideas and viewpoints through music Constructing personal connections between texts and life

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<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>Smokes for Soldiers</u>	<ul style="list-style-type: none"> Governments & tobacco 	9	<ul style="list-style-type: none"> SS 	<ul style="list-style-type: none"> Newspaper: <u>Analyzing Propaganda: Montreal Gazette</u> 	<ul style="list-style-type: none"> <u>Smokes for Soldiers</u> 	<ul style="list-style-type: none"> Assessing drug impact on health and society Exploring diversity in drug use and attitudes Applying SS inquiry skills Evaluating competing historical accounts Understanding perspectives through norms and beliefs Recognizing factors behind official drug responses
<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: BC's <u>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