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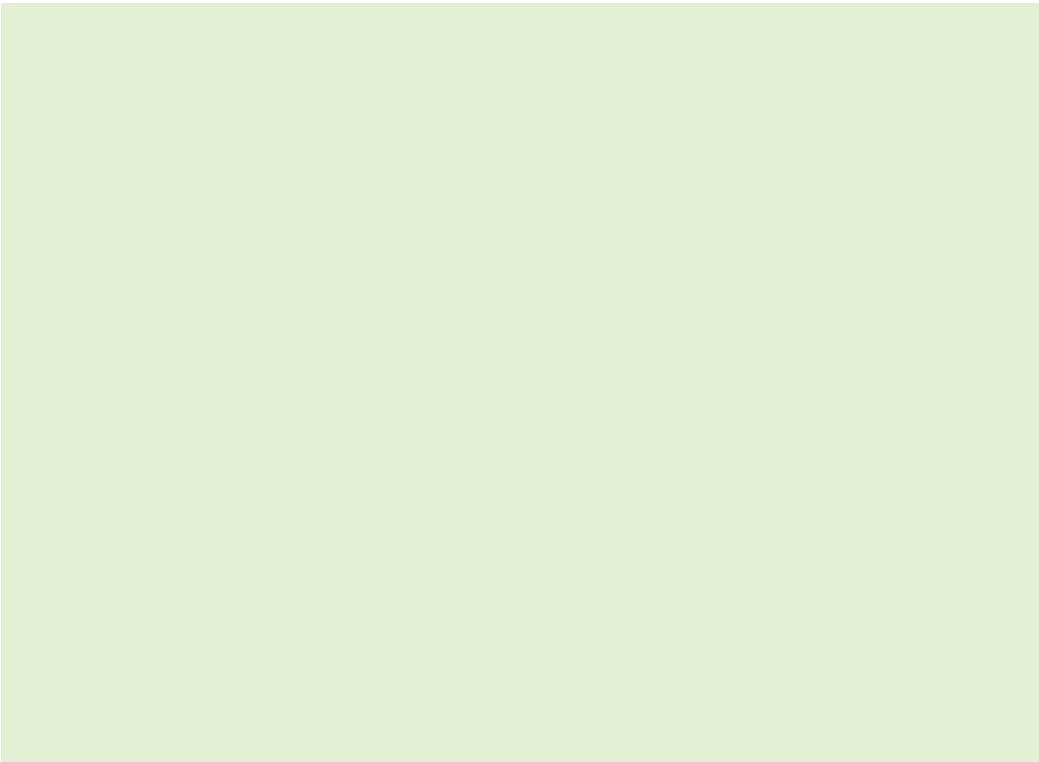
Authors:

Dan Reist is the Assistant Director (Knowledge Exchange) at the Centre for Addictions Research of BC, University of Victoria. He is an expert in health literacy and principal author of several adult education resources.

Kerrie Watt is a Prevention Educator with Vancouver Coastal Health on the North Shore. She has worked in the areas of mental health and addiction for over 10 years, and with a focus on health promotion and literacy.

Nicole Bodner is an Assistant Director at the Centre for Addictions Research of BC, University of Victoria. She has a background in teaching and curriculum development and is the published author of a variety of education-related articles and books.



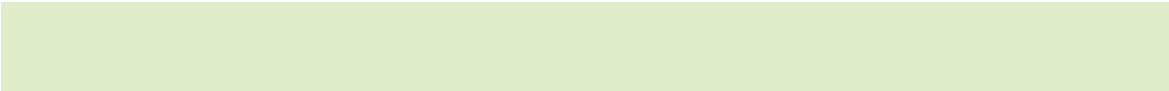


A constructivist approach to teaching and learning recognizes that learners need time to

- express their current thinking
- interact with objects in the world to develop a range of experiences on which to base their thinking
- TG€GEV QP VJGKT VJKPMKP I DJ YTKVKPI CPE expressing themselves, and comparing what they think with what others think
- make connections between their learning experiences and the real world

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 examp 6s health literaof







There is no society on earth that does not



During the lessons, Grade 5 students engage in tasks that encourage them to compare the role of sugar in our society with the role of medications and other drugs. They learn that

- Such substances are common in our society
- Our understandings of both sugar and drugs come from the people, things and events happening around us
- Everyone is different and has different preferences and experiences
- There are ways to manage how much and how often we use sugar or drugs
- There are people in their lives that they can talk to if they are having any type of problem

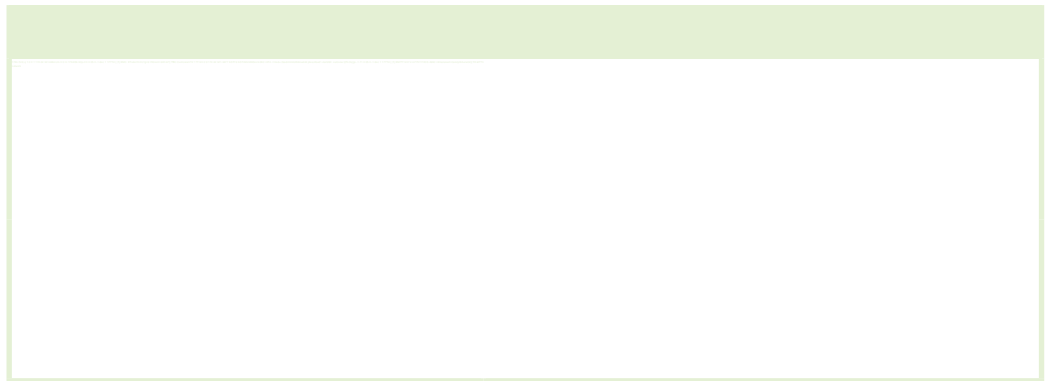
By the end of the module, students know more about self-management techniques and how to

- PF JGNR YKVJ RTQDNGOU

Grade 5 is an ideal time for young people to

GZRNQTG KP€WGPEGU CPF EJQKEGU CDQWV UWICT

and other common “ingredients” of They0055005uITS0 cs 1 6A5000Iddientsa08ingrs•



Lesson #1: By the end of this lesson the student will be able to:

- Describe and assess how different activities and substances can be both harmful and helpful
- Consider and identify what factors may account for these differences

Lesson #2: By the end of this lesson the student will be able to:

- Apply these skills to a broader, healthy human behavior (within the relevant topic)
- Demonstrate healthy lifestyle planning choice to use substances

Lesson #3: By the end of this lesson the student will be able to:

- Recognize and evaluate the role individual differences may play in making health behavior decisions

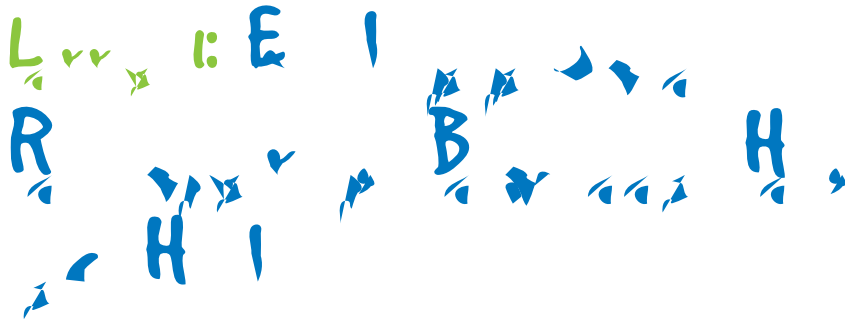
- Examine and interpret the role of “people, times and places” and how these factors influence substance use

Lesson #4: By the end of this lesson the student will be able to:

- Identify and investigate options for managing use of substances

Lesson #5: By the end of this lesson the student will be able to:

- Apply these skills to a broader, healthy lifestyle context
- Demonstrate healthy lifestyle planning choice to use substances
- Identify and integrate personal self-management choices as a way to minimize risky behavior



Notes & Tips

In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
 - Treat Island sheet – 1 per team of 3 or 4 students
 - Two Views sheet – 1 per pair of students
3. You will need:
 - 9 K R G D Q C T F C P F O C T M G T U



Opening Brainstorm: Construct Treat Island (5 min)

- Write “Treat Island” on the board. (You may also want to draw an island shape around the words. If so, avoid adding any features.)
- Invite students to suggest things that would be on Treat Island. Jot several of their suggestions on the board, and then underline all those that involve sugar (or sweetener) or the marketing of sweet products.
- Ask students if they can suggest what all these items have in common (provide hints if necessary). Comment on how we so often associate “treat” with “sweet.”

6 J G N G U U Q P T G € G E V
 E Q P U V T W E V K X K U V C F
 D [F T C Y K P I K F G C U H
 the students rather than
 R T Q X K F K P I K P K V K C N

Small Group Activity: Brainstorming sugar products (15-20 min)

- Divide class into teams of 3 or 4 students and give each group a Treat Island handout and 10 minutes to brainstorm a list of products containing sugar. Suggest students take turns writing their sweet ideas on the island. (You may want to suggest they make a “wordle” of sweet products, encouraging them to be creative in where and how they express their ideas on the paper.)
- Encourage the students to think beyond the obvious sugar products to include anything that contains sugar.
- After 10-15 minutes, debrief with the class. Ask students, “Are these things ‘good’ for us?” After allowing some discussion, suggest that maybe we should be asking how these items might be “helpful,” and ways they might be “harmful,” rather than asking if they are “good.”

N V G T P C V K X G N [[Q W
 I K X G G C E J I T Q W R C U
 Q H € K R E J C T V R C R G T
 have the group draw
 their own Treat Island.
 6 G C O O G O D G T U E Q W
 V C M G V W T P U • N N K P I
 island with names/
 images of sweet items.

Pair/Share Activity: Examining helpful/harmful (15-20 min)

- Have students work in pairs. Give each pair a Two Views handout and allow them 10 minutes to complete the sheet.
- Have each pair compare their ideas with one other pair and ask each group to consider, “What makes the difference?” in each case.

Closing: Debriefing session (5 min)

- Ask students to share some of their insights about what makes the various activities helpful or harmful. Draw attention to any common themes that may emerge, particularly themes of “how much” or “how often.”





In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Make copies of:
 - Candy Counter – 1 per student
3. You will need:
 - 9KRGDQCTF CPF OCTMG TU







- On the board, write “When you can’t help yourself, who can help?”

Individual Activity: What if I need help? (15 min)

- Give each student a My Connections J C P F Q W V C P F C U M V J G O V Q • N N K V K P Y K V J P C O G U or titles of people they could go to if they needed help in managing any behaviour.

Closing Reflection: The lessons of Treat Island (25 min)

- Give each student a Lessons from Treat Island handout and write the headings of the three columns on the board. As a class brainstorm ideas for each of the three issues and jot some of these on the board.
- After you have brainstormed ideas, ask students to each complete the handout and hand it in at the end of the class. Tell them that they should complete it with things that are particularly meaningful to them individually, e.g., they should list rules that they themselves could use.



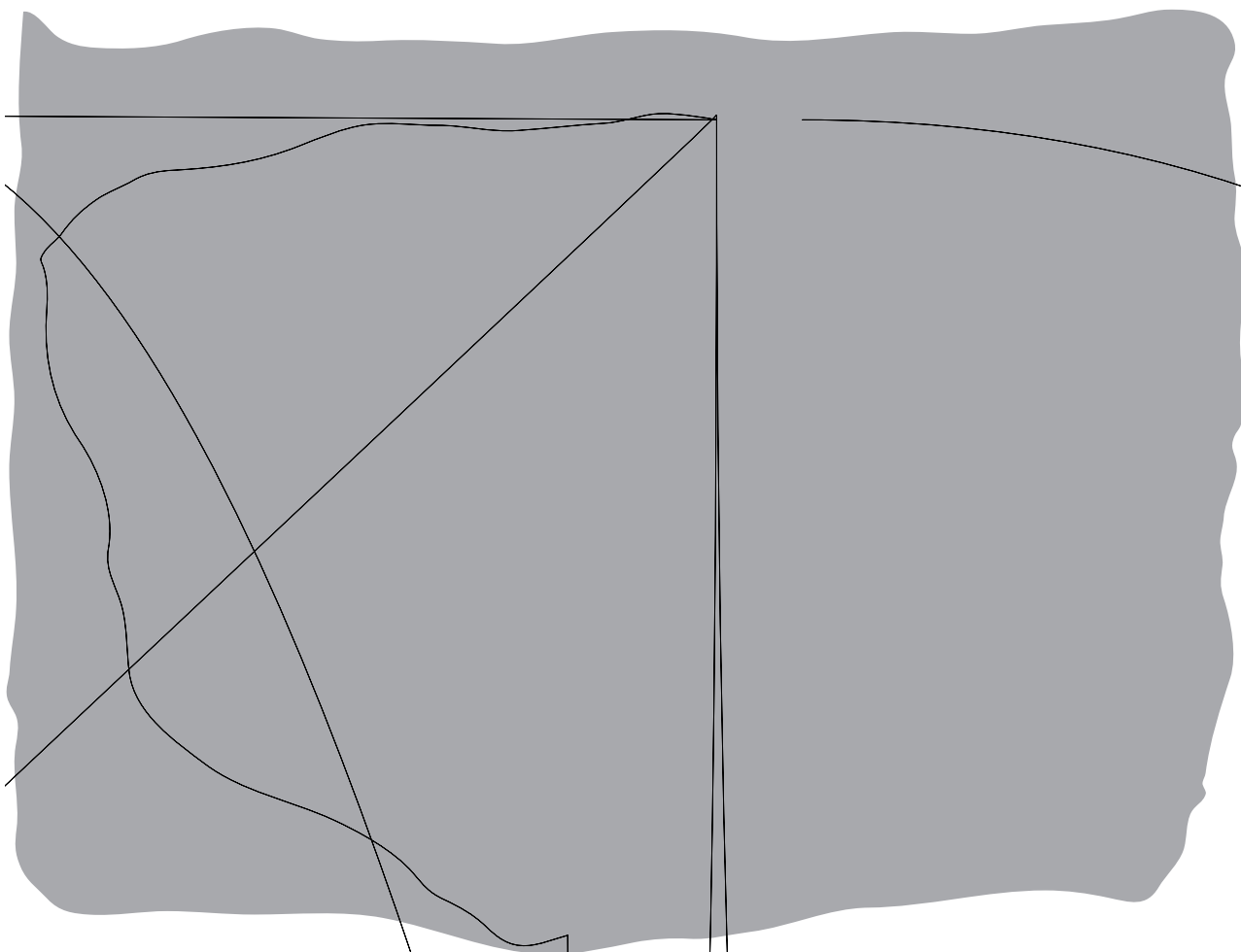
G r s

P
M





Fill in the island with the names of items that contain some form of sugar.



W 2 10/2 2



&KHHGTGPV RGQRNG VKOGU CPF RNCEGU ECP KP€WGPEG WU VQ FQM

Complete the chart below for one of the following behaviours:

- Smoking a cigarette
- Drinking an energy drink
- Taking cough medicine
- Using someone else's prescription medicine



C, r, S, |

Your cousin needs your help. He has collected a HUGE amount of candy from Halloween but doesn't have any self-management skills. Can you give him some tips? Write some tips on his candy bag so he can manage his sack of candy without getting sick or having other problems. Be as detailed as possible. Use examples.



S -M, a, l, a, v, v

Review the self-management tips suggested in the last activity. Then discuss the themes in the boxes below and come up with two or three self-management tips for each.

| | |
|----|--|
| 1. | |
| | |



Write your name in the middle.

£

W R.

Each column on the Lessons from Treat Island worksheet can be assessed using the following rubric. 4-Star and 2-Star scores can be assigned for entries that fall somewhere between the expectations listed below. A total score out of 15 for the module can be obtained by assigning 1 point for each star across the three activities.

**** 5-S, response includes multiple entries that demonstrate a good grasp of way.
V J G E Q P E G R V U C F F T G U U G F K P V J G O Q F W N G C P F T G € G E V R G T U

*** 3-S, response includes multiple entries that demonstrate awareness of a range of ideas and options addressed in the module.

* 1-S, response includes at least one relevant entry.

| | <p>Helpful</p> <p>Drugs like medicines or caffeine can be helpful or harmful. List some of the things you</p> | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

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
- ... 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 apply their learning? 5 4 3 2 1