

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Health & Career Education – Substance Misuse Prevention**

### *Learning Outcomes - Health & Career Education Grade 5*

A1 – I can describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making

C1 – I can identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)

C9 – I can demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave)

C10 – I can analyse factors that contribute to the use of alcohol, tobacco, and other drugs (e.g., social influences, curiosity, feeling alienated or awkward, stress, media, dealing with emotions such as sadness and grief)

### *Learning Outcomes - Language Arts Grade 5*

C4 – I can create meaningful visual representations (using Comic Life software) for a variety of purposes and audiences that communicates a story and shares information & relevant to the topic, featuring: development of ideas by delivering a message and sharing experiences; an organization in which key ideas are evident

C11 – I can use the features and conventions of language to express meaning in my representing, including: capitalization in titles, headings, and subheadings; proper flow for storytelling (moves from left to right and top to bottom) and appropriate use and location of speaking bubbles; – appropriate uses of apostrophes; conventional Canadian spelling for familiar and frequently used words; spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus)

### *Task*

- create, using Comic Life software, a story (3 or 4 pages) that demonstrates strategies and skills for students your age to help avoid ever using drugs, alcohol, or cigarettes (D.A.C.).
- your comic should also demonstrate possible consequences for anyone that misuses DAC.
- the posters should include real photos (with you and other classmates) and several types of speaking bubbles available on the Comic Life software.
- you will use school iPads/cameras to take photos, and then imports photos onto a computer
- **the posters should demonstrate at least 2 or 3 strategies or skills and at least 2 or 3 consequences**
- you will use ideas we discussed in class, but could also come up with some of your own ideas for strategies or consequences. Your teacher will also provide you with some websites to find information you can use.

### *What to do*

- **Very Important:** come up with a plan to ‘tell a story’ from beginning to end...not just a series of photos. I should have a clear beginning, middle, and end.
- make a plan for the strategies **(at least 2)** and consequences **(at least 2)** you and your partner will use in your posters. See the helpful websites for helping find the information you need.
- sketch out ideas for the photos you will need to take (including any props, clothes, etc.)
- after your photos are taken, find a computer and import the photos into iPhoto
- open up Comic Life and begin creating your poster (don’t forget an eye catching title!)
- remember to use several types of speaking bubbles
- check your work for easy mistakes!

## Suggested Websites:

Effects of steroid use: [http://kidshealth.org/kid/stay\\_healthy/fit/steroids.html](http://kidshealth.org/kid/stay_healthy/fit/steroids.html)

Effects of alcohol use: <http://www.hc-sc.gc.ca/hc-ps/alc/index-eng.php>

Facts about nicotine: <http://healthycanadians.gc.ca/healthy-living-vie-saine/tobacco-tabac/addiction-dependance-eng.php>

Consequences from smoking cigarettes: <http://healthycanadians.gc.ca/healthy-living-vie-saine/tobacco-tabac/risks-risques-eng.php>

Facts about marijuana: <http://www.drugabuse.gov/publications/drugfacts/marijuana>

Peer pressure strategies: <http://www.a-better-child.org/page/923604>

Why do kids start using DAC when they know it's bad?:

<http://www.kidsgrowth.com/resources/articledetail.cfm?id=1174>

Strategies to deal with peer pressure: <http://www.kidsgrowth.com/resources/articledetail.cfm?id=1175>

Dealing with peer pressure: <http://lifestyle.iloveindia.com/lounge/peer-pressure-2621.html>

More on peer pressure: [http://kidshealth.org/kid/feeling/friend/peer\\_pressure.html](http://kidshealth.org/kid/feeling/friend/peer_pressure.html)

Affects of drugs & alcohol: <http://www.drpboddy.com/drugs.html>

## Health & Career Education Outcomes:

<b>Not Meeting</b>	<b>Minimally</b>	<b>Meeting</b>	<b>Exceeding</b>
<ul style="list-style-type: none"> <li>- your posters don't <u>clearly</u> indicate two strategies or skills that can help avoid substance misuse</li> </ul>	<ul style="list-style-type: none"> <li>- your posters have two strategies or skills, but they may be:               <ul style="list-style-type: none"> <li>- hard to understand</li> <li>- not well explained</li> <li>- very simple skills (e.g., 'just say no')</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- your posters <u>clearly</u> show two strategies or skills that can help avoid substance misuse. You chose more than just the simplest strategies (e.g., more than 'just say no')</li> </ul>	<ul style="list-style-type: none"> <li>- your posters have all under 'meeting' plus:               <ul style="list-style-type: none"> <li>- more than two strategies or skills</li> <li>- your strategies or skills fit the story being told</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>- your posters don't <u>clearly</u> indicate two consequences that come from use of tobacco, alcohol, or other drugs.</li> </ul>	<ul style="list-style-type: none"> <li>- your posters have two consequences that come from use of tobacco, alcohol, or other drugs, but they may be:               <ul style="list-style-type: none"> <li>- hard to understand</li> <li>- not well explained</li> <li>- very simple consequences (e.g., 'you can get cancer or you can die')</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- your posters <u>clearly</u> show two consequences that come from use of tobacco, alcohol, or other drugs. You chose more than just the simplest consequences (e.g., more than just 'you could get cancer or you could die')</li> </ul>	<ul style="list-style-type: none"> <li>- your posters have all under 'meeting' plus:               <ul style="list-style-type: none"> <li>- more than two consequences</li> <li>- your consequences fit the story being told</li> </ul> </li> </ul>

## Language Arts Outcomes:

<b>Not Meeting</b>	<b>Minimally</b>	<b>Meeting</b>	<b>Exceeding</b>
<p>- there isn't a clear story in your poster</p>	<p>- the story told in your poster might be missing or not have a clear:            ___ beginning            ___ middle            ___ end</p>	<p>- your posters show a story with a clear beginning, middle, and end.</p>	<p>- your posters meet all under 'meeting' plus:            ___ your 'acting' in the photos is appropriate            ___ your story delivers a clear message about DAC misuse</p>
<p>- the strategies &amp; skills and consequences shared in your posters is not correct or accurate or are not mentioned in the story at all</p>	<p>- the strategies &amp; skills and consequences shared in your posters may have been:            ___ not well described            ___ not correct or accurate</p>	<p>- the strategies &amp; skills and consequences shared in your posters are clearly explained and have the correct information given on websites</p>	<p>- the strategies &amp; skills and consequences have all under meeting plus:            ___ facts are explained in details            ___ you use your own words</p>
<p>- the pictures in your posters is not very good: it doesn't flow properly from right to left and top to bottom, peoples faces might be hidden by speaking bubbles, or the pictures might not fit the story</p>	<p>- the pictures on your posters help tell a story but might have problems with:            ___ being placed properly (faces not hidden)            ___ flowing correctly from right to left and top to bottom            ___ having been properly placed and with appropriate speaking bubbles</p>	<p>- the pictures on your posters help tell a story because they:            ___ are placed properly (faces not hidden)            ___ flow correctly from right to left and top to bottom            ___ have properly placed and appropriate speaking bubbles</p>	<p>- the pictures on your posters have all under meeting plus:            ___ you use a variety of speaking bubbles            ___ you add extra features from Comic Life not discussed in lessons</p>
<p>- the presentation of your posters is poor because it has:            ___ some or several capitalization errors            ___ some or several spelling errors            ___ some or several punctuation errors            ___ some or several 'easy' mistakes (e.g., lower case 'l' or capital first letter for a person's name)</p>	<p>- the presentation of your posters is average because it has:            ___ a some or a few capitalization errors            ___ a some or a few spelling errors            ___ a some or a few punctuation errors            ___ some 'easy' mistakes (e.g., lower case 'l' or capital first letter for a person's name)</p>	<p>- the presentation of your posters is good because it has:            ___ a few or almost no capitalization errors            ___ a few or almost no spelling errors            ___ a few or almost no punctuation errors            ___ no 'easy' mistakes (e.g., lower case 'l' or capital first letter for a person's name)</p>	<p>- the presentation of your posters is excellent because it has:            ___ almost no capitalization errors            ___ almost no spelling errors            ___ almost no punctuation errors            ___ challenging vocabulary words (e.g., marijuana) are all spelled correctly            ___ no 'easy' mistakes (e.g., lower case 'l' or capital first letter for a person's name)</p>

**Names** \_\_\_\_\_

**Substance Misuse Prevention – Planning Page**

Strategies and Skills Ideas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Consequences Ideas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Story Ideas:

Beginning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Middle: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

End: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_