

Paperclip Project

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EHE 385

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Alcohol is known as the gateway drug to youth. I chose alcohol as my drug classification, because there is a social normal and a danger to our youths development and growth. My preventative program will be about alcohol. Within my preventative program I have a menu to help follow along with:

a) Rationale for My Drug Choice with my Proactive Approach

b) Chapter.17 Helped Inform & Create my Preventative Program

c) The 3 Grades I Chose and Why

e) School-Wide Awareness for my Preventative Program about Alcohol

Educators need to make preventative programs so that youth are educated on the risks associated with alcohol and substance abuse.

a) Rationale for My Drug Choice with my Proactive Approach.

Youth are exposed to alcohol and it's deemed normalized - this affects their growth and development. I feel youth experience a lot of peer pressure during adolescence. Youth conform to peer pressure to "fit in" or be "cool". Students need to be educated on the risks associated with substance abuse, binge drinking, parties, and blacking out - these are all issues of concern. Alcohol targets our youth and they feel a need to grow up too quickly. Risky behaviour is common in adolescence - they start to experiment with substances, which is why I choose alcohol as my drug classification. I also believe that educating students that alcohol impairs one judgment and the need to be safe when those judgements involve sexual behaviour. We need to educate youth on being safe and the connection to sexual behaviour. Another factor is that students start to get their driver's license in high school and I believe it's important to educate them on the dangers of driving under the influence and the consequences of DUIs. Within my preventative program I want to educate students on learning how to say "no", understanding that

alcohol is a gateway drug, and being mindful of certain crowds to avoid. Youth are figuring out their identity which is why alcohol is an issue of concern for them, we as educators need to guide them while they discover their identities.

b) Chapter.17 Helped Inform & Create my Preventative Program.

Within the text I was informed of ways to create a preventative program. I would use the “Primary prevention programs” (pp. 488). I like how this program is “...aimed mainly at young people who have not yet tried the substances in question or who may have tried tobacco or alcohol a few times” (pp. 488). I think that knowing this definition is helpful with knowing my target audience. I also really like the “Secondary prevention programs” (pp. 488) too. I like how this target audience is aimed and “...designed for people who have tried the drug in question or a variety of other substances” (pp. 488). It is helpful that Chapter.17 informed me on the different types of prevention and knowing what audience to target, it is helpful for creating a preventative program on alcohol. Chapter.17 also reminded me that youth are prone to portray risk taking behaviour, how alcohol affects their brain growth and development, and the importance of teaching refusal skills at a young age.

c) The 3 Grades I Chose and Why.

I choose Grade.7, Grade.8, and Grade.9 for my preventative program. I think introducing the preventative program in Grade.7 is effective, because students are starting to develop more and go through hormones, learning decision making skills, and need to begin their introduction into topics such as alcohol. I think Grade.8 is effective, because students will know what to expect with the “social norm” of alcohol before entering into high school. I chose Grade.9, because I think it would be effective for students to be reminded that peer pressure and drinking starts in high school for the majority of youth. In Grade.9 the students will learn how to be safe and

educated of the risks involved with alcohol and substance abuse. I want my preventative program to educate these grades on how to not abuse substances, that alcohol is a gateway drug, and how youth view alcohol in the media.

e) School-Wide Awareness for my Preventative Program about Alcohol

For my school-wise awareness I plan on getting the school involved with all classes for the afternoon and setting up the gym with booths with educational activities for students to experience. The gym will have different stations for students to explore why alcohol is dangerous for youth. I also think inviting a guest speaker to share their knowledge about the substance is another additive to the school-wise awareness that would take place in the gym. Maybe getting the classes involved too with making educational posters to hang in the gym would be effective to get the classes to think about this drug classification and do research on alcohol. The posters would be hung for students to explore a gallery walk through. After the stations have been explored, planning a short film at the end would further students' knowledge on the topic of alcohol.

Educators need to make preventative programs so that youth are educated on the risks associated with alcohol. Forming a preventative program takes time and research. Youth need to be educated on the dangers of alcohol, and educators need to be that support system for them.

Subject/Grade: Health, Grade.7 Lesson Title: Peer Pressure Role Playing Teacher: Nahanni Adams-Lindberg	
Stage 1: Identify Desired Results	
Outcome(s)/Indicator(s): <ul style="list-style-type: none"> ● Outcome: USC7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws). ● Indicator: b) Analyze peer norms and trends and reflect on the consequences of following and/or resisting them. 	
Key Understandings: ('I Can' statements) <ul style="list-style-type: none"> ● I can understand what peer pressure is ● I can understand how to avoid peer pressure ● I can understand the consequences that come from conforming to peer pressure 	Essential or Key Questions: <ul style="list-style-type: none"> ● What is peer pressure? ● Can peer pressure involve alcohol? ● What consequences come from peer pressure situations?
Prerequisite Learning: <ul style="list-style-type: none"> ● Understand the consequences of alcohol and peer pressure 	
Instructional Strategies: <ul style="list-style-type: none"> ● The activity will be role playing peer pressure. Before starting the activity maybe doing an example for the class would be helpful. 	
Stage 2: Determine Evidence for Assessing Learning	

- Discussions will be held during the role playing on peer pressure on what went wrong in the scenarios. Students will be formatively assessed on their involvement with class discussions on why peer pressure is consequential for one's well being. The students will be split up into pairs and they have to write out dialogues of a peer pressure situation. Feedback will be given to the pairs and class discussions will be on the role playing.

Stage 3: Build Learning Plan

Set (Engagement): Introduction

Length of Time: 10 mins

- Introduce the topic and what the activity will be
- As a class we will do a demonstration example on the board of what I want the role playing to be
- Students will be split up into pairs to write their dialogues for the role playing or peer pressure

Development: Role Playing

Length of Time: 25 mins

- As a class we will discuss what peer pressure is, the consequences of peer pressure, and make connections to alcohol and peer pressure
- The pair will begin writing their dialogues to a peer pressure situation
- The students will present their role playing in front of the class and the different scenarios from all pairs

Learning Closure: Discussions

Length of Time: 5-10 mins

- Students will have a class discussion on all the different role playing scenarios and what made the situation involve peer pressure
- As a class we will discuss how to avoid peer pressure

Materials/Resources:

- Paper and pencil

Possible Adaptations/

Differentiation:

- Give students extra time with their scripts
- Offer a different space for pairs to work - such as the hallway

Management Strategies:

- Engage students with getting them to share their experiences of peer pressure

Safety Considerations:

- Understanding that some students may

	have experienced peer pressure with substances
Stage 4: Reflection	
<i>(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)</i>	

Subject/Grade: Health, Grade.8 Lesson Title: Graffiti Wall Teacher: Nahanni Adams-Lindberg	
Stage 1: Identify Desired Results	
Outcome(s)/Indicator(s): <ul style="list-style-type: none"> ● Outcome: USC8.6 - Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment. ● Indicator: d) Examine practices and activities that pose a threat to the environment and to the health of people. 	
Key Understandings: ('I Can' statements) <ul style="list-style-type: none"> ● I can examine what a threat is to my health ● I can understand that my well being can be affected by threats ● I can learn to say no to practices and activities that threaten my health 	Essential or Key Questions: <ul style="list-style-type: none"> ● What is a threat? ● What is a practice or activity that could threaten your health? ● Is alcohol a threat to your health? ● Can you say no to these threats?

Prerequisite Learning:

- Understanding of alcohol and the effects on health
- Understanding what a threat is
- Being mature about the topic

Instructional Strategies:

- I will write on the board how alcohol threatens our health. As a class we can brainstorm why alcohol has consequences.

Stage 2: Determine Evidence for Assessing Learning

- Students will be formatively assessed on creating a classroom graffiti wall. Each student will participate and write out on a sticky note how they would say no to a situation involving alcohol. There will be prompts around the room and each student has to respond to those prompts of ways they would say no to the situation.

Stage 3: Build Learning Plan

<p>Set (Engagement: Class Discussion) Length of Time: 5 mins</p> <ul style="list-style-type: none"> • The class will start off with a class discussion on what a threat is and how it is harmful for one's health • We will give examples of how alcohol can be a threat to one's well being • As a class we will discuss what certain activities or activities that may pose a threat to your health (specifically alcohol as the topic). <p>Development: Graffiti Wall Length of Time: 20 mins</p> <ul style="list-style-type: none"> • Students will be given sticky notes and asked on how they would respond to a situation that involves a threat from alcohol • Prompts will be around the classroom and students have to write on their sticky notes how they would say no in the situation to avoid harm to their health <p>Learning Closure: Walk Through Length of Time: 5 mins</p> <ul style="list-style-type: none"> • Students will do a walk through of the graffiti wall the class contributed to and read all those posted sticky notes of ways to say no in a threat situation. • Students will further their understanding of the importance of saying no to situations where certain practices and activities may threaten their wellbeing - such as alcohol being involved. 	<p>Materials/Resources:</p> <ul style="list-style-type: none"> • Sticky notes • Pencils <p>Possible Adaptations/</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • For EAL students - they can draw out how they would say no to a prompt <p>Management Strategies:</p> <ul style="list-style-type: none"> • Work the room, ask students what ideas they have on how to say no <p>Safety Considerations:</p> <ul style="list-style-type: none"> • Understand that the topic is sensitive with talking about threats and substances with alcohol
<p>Stage 4: Reflection</p>	
<p><i>(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)</i></p>	

Subject/Grade: Health, Grade.9 Lesson Title: Impairment Goggles Relay Race Teacher: Nahanni Adams-Lindberg	
Stage 1: Identify Desired Results	
Outcome(s)/Indicator(s): <ul style="list-style-type: none"> • Outcome: USC9.6 - Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment. • Indicator: f) Investigate how addictions affect the well-being of the environment. 	
Key Understandings: ('I Can' statements) <ul style="list-style-type: none"> • I can understand how addictions such as alcohol affect the environment of my wellbeing • I can understand what impairment means • I can investigate how addictions can be harmful for one's well being 	Essential or Key Questions: <ul style="list-style-type: none"> • What is an addiction? • Do addictions affect the environment and well-being of a person under the influence? • What is impairment?
Prerequisite Learning: <ul style="list-style-type: none"> • Understanding that alcohol can form a substance addiction 	
Instructional Strategies:	

- Class Discussions on what addictions are and what happens to one's self in this struggling situation.

Stage 2: Determine Evidence for Assessing Learning

- Students will be formatively assessed with their involvement in creating a relay course to make as a class. The activity will involve using impairment goggles and having two different teams split up to create the courses for their impairment goggles. The activity will be student lead and a focus on participation and teamwork from the two teams. Students will be assessed on their understanding of what impairment is and experience it with the goggles.

Stage 3: Build Learning Plan

<p>Set (Engagement): Class Discussions Length of Time: 5-10 mins</p> <ul style="list-style-type: none"> • The class will start off with a class discussion on what impairment is and the what substance addiction is • We will discuss what alcohol impairment is • Introduce the activity <p>Development: Impairment Goggles Relay Race Length of Time: 25 mins</p> <ul style="list-style-type: none"> • Students will split into two different teams and form a relay race course for their teams • Once the courses are ready each team will get impairment goggles • The relay race will start and the teams have to go through the course they created wearing the impairment goggles <p>Learning Closure: Conclusion Length of Time: 5 mins</p> <ul style="list-style-type: none"> • Students will be asked if they experienced any difficulties with the relay race while wearing the impairment goggles 	<p>Materials/Resources:</p> <ul style="list-style-type: none"> • Fun course materials like pylons and hula hoops, etc. • Impairment goggles <p>Possible Adaptations/</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Offer more goggles for the teams instead of just one pair per team <p>Management Strategies:</p> <ul style="list-style-type: none"> • Get involved with the activity <p>Safety Considerations:</p> <ul style="list-style-type: none"> • Be in an open space to avoid injuries
<p align="center">Stage 4: Reflection</p>	
<p><i>(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)</i></p>	

References:

Hebb, A., Gilber, R., Hart, C., Kris, C. (2023). *Drugs, Behaviour, and Society*, 4th Edition.

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