

## Lesson 4: Advocacy against Substance Use and Abuse

### Introduction

This lesson focuses on identifying substance use and abuse problems and what can be done to help someone who is struggling with these problems. Students also have the opportunity to advocate against substance use.

This lesson draws on the following pamphlets, which are available from the Addictions Foundation of Manitoba (AFM):

- *Are Alcohol/Drugs Causing Problems for You?*
- *Signs and Symptoms of Drug Use: A Guide for Parents and Teachers*
- *When Someone Else's Drinking, Drug Use or Gambling Affects You*

For copies of these pamphlets, please contact

Addictions Foundation of Manitoba  
Youth Community-Based Services  
200 Osborne Street North  
Winnipeg MB R3C 1V4  
Telephone: 204-944-6235

### NOTE TO TEACHER

Substance use and abuse is regarded as potentially sensitive content. All aspects of instruction are to be treated with a high degree of sensitivity.

### REFERENCE



For information about AFM's resources and services and to contact AFM counsellors closest to a school or community, refer to the following website:

Addictions Foundation of Manitoba. <[www.afm.mb.ca](http://www.afm.mb.ca)>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <[www.edu.gov.mb.ca/k12/cur/physhlth/](http://www.edu.gov.mb.ca/k12/cur/physhlth/)>.



### Specific Learning Outcome

- 11.SU.4** Use reliable information in making healthy decisions for self and/or others regarding substance use and abuse.



## Key Understandings

- There are signs and/or symptoms that indicate problem drug use.
  - People have to help themselves avoid substance use and abuse.
  - Support is available for individuals with substance use and abuse problems.
  - Being involved in developing drug prevention programs or strategies promotes healthy decision making.
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## Essential Questions

1. How can you help someone who is struggling with substance abuse?
  2. What resources are available in your community to treat dependencies and/or addiction?
  3. How will the information you have obtained influence your decision making regarding substance use and abuse?
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## Background Information

### General Signs of Alcohol or Other Drug Use\*

Teachers need to be aware of the behaviours that may be apparent in a young person who is using and/or abusing alcohol or other drugs. It may also be valuable to encourage students to watch for these signs among their friends and to seek ways to help and support them.

The following are some common signs and symptoms to watch for in individuals who may be using substances:

- general loss of energy and motivation
- declining grades, dropping classes
- skipping or being late for class
- preoccupation with “using” activities
- not seeing former “non-using” friends
- poor concentration and memory

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\* Source: Addictions Foundation of Manitoba. *Signs and Symptoms of Drug Use: A Guide for Parents and Teachers*. Winnipeg, MB: AFM, 2006. Adapted with permission.

- mood swings, increased irritability
- a general change in personality or mood
- involvement in harmful activity
- staying out late, not coming home
- arriving at home or school under the influence
- physical changes—in weight and hygiene
- presence of alcohol/drug paraphernalia, such as rolling papers, pipes, or bottles
- self-destructive behaviour, such as slashing skin
- putting self at risk, such as driving impaired
- personal or family belongings missing
- secretiveness about new friends and activities
- spending more time alone

These may be signs that a young person is in need of assistance. When teachers observe possible signs of substance use in someone, even if they are not sure that the signs indicate an alcohol or drug problem, they are encouraged to share their observations and concern with the person. Most students who are experiencing a problem related to substance use will not ask for help, and may deny that they have a problem. However, receiving feedback from others can encourage a student to examine his or her behaviour and to accept an offer of help. The Stages of Change, as outlined in Lesson 2 of Module B, apply to making behaviour change related to substance use as well. It is important to recognize what stage of substance use a student is at (i.e., pre-contemplation, contemplation, preparation, action, maintenance) and to use strategies that best help the person for each stage.

AFM counsellors provide assistance in determining an appropriate course of intervention. Even if a young person's substance use is limited, education and discussion about alcohol and other drugs can promote healthy decision making.

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## Background Information

### When Someone's Substance Use Affects Others\*

Although each person's situation is unique, those affected by someone else's alcohol or other drug problem may share many common experiences and feelings. Often, they feel that they are somehow responsible for the problems and that no one else understands their situation. Such beliefs can leave them feeling guilty, embarrassed, angry, and alone, and may prevent them from reaching out to someone who can help.

There are two key messages to convey to students:

- If you think you might be affected by someone else's substance use, you're not alone.
- You are not responsible for someone else's choices or behaviour.



## Suggestion for Instruction / Assessment

### Is Someone Else's Substance Use Affecting You?\*

The following questions are provided to help students determine whether someone else's involvement in alcohol or other drugs is causing problems for them.

Present a scenario in which a person's substance dependency is affecting others. Have students imagine that they are the ones being affected by the substance use in the scenario. Using the Rotating Reel strategy (see Appendix E), have students discuss the following questions and report a summary of their discussion to the class after a given time period.

#### NOTE TO TEACHER

Depending on the class situation, teachers may wish to use these questions with individual students rather than in a large-group situation.

The same questions could be applied to discussions regarding other addictive behaviour such as gambling.

### *Questions to Ask Yourself*

- Do you sometimes worry about what may happen when someone you care about is drinking or using other drugs?
- Do you avoid situations where a friend or family member may be using alcohol or other drugs?
- Do you try to control how much someone else uses substances? (For example, do you water down or hide liquor?)
- Do you sometimes feel hurt or angry because of the behaviour of a friend or family member who is using substances?

\* Source: Addictions Foundation of Manitoba. *When Someone Else's Drinking, Drug Use or Gambling Affects You*. Winnipeg, MB: AFM, 2006. Adapted with permission.

- Have you given up activities you enjoy to look after a friend or family member who is using substances?
- Do you sometimes feel embarrassed by someone else’s drinking or drug use?
- Do you worry that others might find out about a friend’s or family member’s drinking or drug use?
- Have special occasions been ruined by someone else’s drinking or drug use?
- Do you hide or lie about the drinking or drug use of someone you care about?
- Do you blame yourself when a friend or family member is drinking or using other drugs?

Encourage students to talk about these issues with someone who understands and can help them make sense of what seems like an overwhelming situation. Encourage students to contact counsellors at school or at AFM.

## REFERENCES



To contact an AFM counsellors closest to a school or community, refer to the contact information available on the following website:

Addictions Foundation of Manitoba. <[www.afm.mb.ca](http://www.afm.mb.ca)>.

For more suggestions on how friends can help, refer to the following resource:

O'Connor, Betsy. *A Guide for Teens: Does Your Friend Have an Alcohol or Other Drug Problem?* Boston, MA: Center for Health Communication, Harvard School of Public Health, 1994. Available online at <<http://ncadi.samhsa.gov/govpubs/phd688/>>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <[www.edu.gov.mb.ca/k12/cur/physhlth/](http://www.edu.gov.mb.ca/k12/cur/physhlth/)>.



## Background Information

### Student Use and Abuse of Alcohol and Other Drugs

Although the message to students is to abstain from using alcohol and other drugs, the statistics show that students are using legal and illegal substances.

- In Canada, “alcohol is by far the most common substance used by youth and binge drinking is common. Cannabis is the second most common substance—and the first among illicit drugs—used by Canadian youth. Cannabis use is now more common than cigarette smoking among students” (CCSA 7).
- According to a recent Manitoba survey, 80 percent of Grade 12 Manitoba students use alcohol and 42 percent use cannabis (Patton, Mackay, and Broszeit 13, 37).

Since alcohol is a commonly used drug in high school, students should learn when the use is becoming harmful to themselves or others.

## REFERENCES



For additional information, refer to the following reports:

The Canadian Centre on Substance Abuse (CCSA). *Substance Abuse in Canada: Youth in Focus*. Ottawa, ON: CCSA, September 2007. Available online at <[www.ccsa.ca/CCSA/EN/Research/Substance\\_Abuse\\_in\\_Canada/](http://www.ccsa.ca/CCSA/EN/Research/Substance_Abuse_in_Canada/)>.

Patton, David, Terri-Lynn Mackay, and Brian Broszeit. *Alcohol and Other Drug Use in Manitoba Students*. Winnipeg, MB: Addictions Foundation of Manitoba, May 2005. Available online at <[www.afm.mb.ca/pdf/](http://www.afm.mb.ca/pdf/)>.

For updated statistics, contact a local Regional Health Authority or refer to information on the following websites:

Addictions Foundation of Manitoba. <[www.afm.mb.ca](http://www.afm.mb.ca)>

Manitoba Addictions Awareness Week (MAAW) Committee. "High on Life: Everybody Wins!" *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, October 2007. Published annually. The kit is available online at <[www.afm.mb.ca/maaw/Resource\\_Kit/resource\\_kit.html](http://www.afm.mb.ca/maaw/Resource_Kit/resource_kit.html)>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <[www.edu.gov.mb.ca/k12/cur/physhlth/](http://www.edu.gov.mb.ca/k12/cur/physhlth/)>.



## Suggestion for Instruction / Assessment

### Are Alcohol or Other Drugs Causing Problems for You?\*

To help students think about the personal effects and consequences of using alcohol or other drugs, have them ask themselves the following questions:

- Have you ever had arguments with your parents/guardians about drug or alcohol use?
- Have you ever lied to friends or family to cover up your use?
- Has your relationship with friends or family changed because of your drug/alcohol use?
- Have you ever felt badly because of something you said or did while under the influence?
- Do you feel that people don't trust you any more?
- Have you stolen money, alcohol, or other things from family or friends?
- Do you have trouble concentrating or notice that your memory isn't as good as it was?
- Are you involved in illegal activity?

#### NOTE TO TEACHER

Depending on the class situation, teachers may wish to use these questions with individual students rather than in a large-group situation.

\* Source: Addictions Foundation of Manitoba. *Are Alcohol/Drugs Causing Problems for You?* Winnipeg, MB: AFM, 2006. Adapted with permission.

- Have your school grades dropped?
- Have you dropped activities that were once important to you?
- Do you use alcohol or other drugs to feel better? Or even to feel normal?
- Are old friends avoiding you? Do you now prefer a using crowd?
- Have you driven a car while under the influence of alcohol and/or other drugs?
- Have you ever thought about cutting down or quitting?

If students answered “yes” to any of these questions and are concerned about their use of alcohol or other drugs, encourage them to contact the school counsellor or the counsellors at AFM.



## Background Information

### Advocacy for Substance Use and Abuse Prevention

Engaging students in discussions, projects, debates, presentations, and media campaigns are all recommended strategies for promoting prevention of substance use and abuse. Teachers can increase the relevance of learning for students by getting them involved in learning strategies, having them analyze their own behaviours, and using information that will help them make more informed decisions.



## Suggestion for Instruction / Assessment

### Learning Advocacy Skills through Expert Testimony

The group project outlined in RM 10-SU provides students with an opportunity to research and present persuasive arguments (expert testimony) for their case on a selected drug-related topic.



Refer to RM 10-SU: Learning Advocacy Skills through Expert Testimony.

#### NOTE TO TEACHER

This group work may require more time than one lesson. This is an example of a choice that could be offered as part of the Flexible Delivery Component of this curriculum. Encourage students to use current, accurate, and local/Canadian information in their work.



## Suggestion for Instruction / Assessment

### Drug Prevention Presentation

Have students work in collaborative groups of four to six to create visual displays on a drug-related topic, as outlined in RM 11-SU. This creative learning activity gives students the opportunity to explore attitudes, beliefs, and behaviours with respect to drug-related themes and to develop prevention strategies through visual display projects that include oral and written components.



Refer to RM 11-SU: Drug Prevention Presentation.

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## RM 10–SU: Learning Advocacy through Expert Testimony\*

### Purpose

This group research project is intended to help students develop knowledge and skills in advocacy by researching and presenting expert testimony on selected topics.

### Materials and Resources

For this research project, students may use video clips, newspaper and journal articles, statistics, and the Internet. Students may choose any individual or combination of presentation techniques (e.g., basic lecture, slide show using any presentation software). The teacher may choose to videotape the groups' presentations with the intention of simulating an actual expert testimony experience.

### Procedures

At the beginning of the module, place students into groups of five and offer them a choice of topics to research for their expert testimony. They may choose from a list of topics provided by the teacher or pick a controversial topic they are interested in as a group (see Expert Testimony: List of Topics and Project Guidelines at the end of RM 10-SU).

There are two parts to this project.

- **Part A:** Early in the project, each group must submit a two- to three-page paper describing their plans for conducting the expert testimony. The paper should include the following components:
  1. **Comprehensive plan:** Outline the group's "angle" or approach and key arguments on the selected research topic.
  2. **Proposed resources:** List resources (e.g., newspapers, journals, Internet, other media) and visual materials that the group will use.
  3. **Presentation format:** Identify the group's chosen presentation format (e.g., slide show, lecture).
  4. **Group responsibilities:** Provide a brief description of roles/duties of group members.

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\* Source: Banerjee, Priya. "Learning Advocacy Skills through Expert Testimony." *American Journal of Health Education* 34.2 (Mar./Apr. 2003): 113–16. Adapted with permission. Permission is granted by the American Association for Health Education/American Alliance for Health, Physical Education, Recreation and Dance which owns and publishes the *American Journal of Health Education*.

## RM 10–SU: Learning Advocacy through Expert Testimony (*Continued*)

- **Part B:** Each group must prepare an expert testimony presentation. The presentation should last approximately 20 minutes, not including audience questions, and incorporate the following components:
  1. **Introduction:** Briefly introduce group members. (1 minute)
  2. **Description of issue:** Describe in some detail the problem/concern/controversial issue the group is going to address.
    - a. **Define the problem:** Explore the origins and extent or proliferation of the issue and prevalent trends. Inform the audience about where the problem started, the extent of the problem, and how it is currently being dealt with in communities. (3 minutes)
    - b. **Provide demographics:** Cite statistics at the local, provincial, national, and/or international level, as applicable. Inform the audience about who is affected and how many people are affected by the issue. (3 minutes).
    - c. **Provide impact analysis:** Describe economic, political, and social dimensions of the issue, as well as the future of the problem if it continues without correction. (5 minutes)
  3. **Proposed solution:** Provide a detailed description of a program or a plan to address or resolve the issue. This may be either a hypothetical or an existing program or plan. If applicable, call for the adoption of a new policy or legislation. Finally, describe how the solution will be (or is being) implemented and evaluated. (5 minutes)
  4. **Summation argument:** Summarize the main points of the issue presented. Present a plea to action, a description of what the audience needs to do to make a difference. (3 minutes)
  5. **Discussion:** Answer audience questions. (5 minutes)

### Assessment

Both the instructor and audience assess the expert testimony of each group. On the day of the expert testimony, the presenters' peer audience will be given roles to play. As each group presents its expert testimony on a topic, students in the audience will be asked to assume the roles of legislators, school officials, parents, or members of a particular community. They will be asking questions from their assigned position (e.g., a student acting as a parent will ask the presenting group a question from the perspective of a parent). Each audience member will play a role and must ask a question relevant to his or her role. This poses unique challenges for the presenting group. If their research is thorough, they will be able to answer the questions well enough to satisfy and educate their audience.

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## RM 10–SU: Learning Advocacy through Expert Testimony (*Continued*)

Both the teacher and the audience will assess the group presentations (see Expert Testimony: Teacher and Peer-Audience Assessment at the end of RM 10-SU):

- **Teacher assessment:** The instructor will assess the group based on the comprehensiveness of the expert testimony.

The following rating scale might be used:

4 – Exemplary, 3 – Accomplished, 2 – Developed, 1 – Beginning, Ab – Absent (of particular component)

The teacher assessment criteria could include the following:

1. Thoroughness of background research regarding the problem.
2. Creativity of the proposed solution (if the group has come up with a solution) or thoroughness of the knowledge of the proposed solution.
3. Degree of persuasiveness.
4. Time management.

- **Peer-audience assessment:** The same rating scale can be used for the peer assessment of the group presentations:

4 – Exemplary, 3 – Accomplished, 2 – Developed, 1 – Beginning, Ab – Absent (of particular component)

The groups' peer audience will assess the presentation based on the following criteria:

1. Satisfactory answers. The audience must assess the extent to which the group answered their individual questions to their satisfaction.
2. Level of creativity. The audience must assess the extent to which the group captured and maintained their attention throughout the presentation.
3. Level of persuasiveness. The audience must assess the extent to which the group was able to convince them that their proposed solution to the problem was appropriate.
4. Extent to which new information was learned.
5. Extent to which the group appeared knowledgeable on the subject.

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## RM 10–SU: Learning Advocacy through Expert Testimony (*Continued*)

### Expert Testimony: List of Topics and Project Guidelines

#### Topics for Expert Testimony

The following guidelines should be addressed in preparation for this project:

- Choose a topic for your group from the following list.  
You will be making a case for
  1. a Drug Education curriculum with a focus on substance abstinence
  2. a Drug Education curriculum with a focus on harm reduction
  3. mandatory universal drug testing
  4. drug abuse prevention programs
  5. mandatory teacher training in substance abuse detection and prevention
- Expert testimony should be effective/powerful and persuasive.
  - Your team should prepare a 20-minute presentation on your topic. You may use charts, graphs, and other visuals to support your verbal testimony. No reading will be allowed during the presentation.
  - Use whatever techniques you know to “persuade” and “hook” your audience. Use pertinent personal experience, case vignettes, and statistics. But above all, be informative: do your research well.

#### *Part A: Expert Testimony Draft*

The first part of the project involves writing a paper that describes the following:

- A comprehensive plan of your presentation (your angle, your key arguments).
- Proposed resources (e.g., newspapers, journals, Internet, other media) and a list of visual materials you will be using.
- Logistics (how the presentation will be done and any AV needs).

#### *Part B: Expert Testimony Presentation Outline*

The second part of the project involves giving a presentation of your research findings.

- **Introduction:** Briefly introduce yourselves.
- **Identification of Issue:** Describe the problem/concern/controversial issue you are going to talk about in some detail.
  - **Define the problem:** Explore the origins and extent of the issue and prevalent trends. (What is the problem? Where did the problem start? Who is doing what to curb/prevent the problem?)
  - **Provide demographics:** Give statistics at the local, provincial, national, and even international levels, as applicable. Who is affected by the issue?
  - **Describe the impact:** Analyze who or what is affected by the problem. Address economic, political, and social dimensions of the issue. Address the future impact of the problem if it continues without correction.
- **Proposed solution:** Propose a concrete plan or solution to address the issue (which is the title of your topic, and the main part of your presentation).
  - Describe the theory base of your plan or solution.
  - Describe the cost-effectiveness of the implementation of your proposed solution.
- **Summation argument:** In the closing statement, summarize the main points of the issue, why you are concerned, what could happen, what should be done (a plea to action).

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## RM 10–SU: Learning Advocacy through Expert Testimony *(Continued)*

<b>Expert Testimony: Teacher and Peer-Audience Assessment</b>					
<b>Rating Scale</b>					
4 – Exemplary, 3 – Accomplished, 2 – Developed, 1 – Beginning, Ab - Absent (of particular component)					
<b>Teacher Assessment</b>					
Names of group members _____					
Topic _____					
Assessment Criteria	4	3	2	1	Ab
1. Thoroughness of background research regarding the problem. Extent of information on topic from current research/data (e.g., from Health Canada, Addictions Foundation of Manitoba, Canadian Centre on Substance Abuse, Centers for Disease Control and Prevention, National Institutes of Health, and/or other well-established, credible sources)					
2. Creativity of the proposed solution or thoroughness of the knowledge of the proposed solution					
a. Description of how each component of the solution addressed the issue at large					
b. Description of a tool to assess success of the solution					
c. Description of the theory base on the solution					
d. Description of the cost and cost-effectiveness of implementation					
3. Degree of persuasiveness					
4. Time management					
Total points _____					
<b>Peer-Audience Assessment</b>					
Topic _____					
Your question for the group _____					
Your agenda: Indicate whether you are a parent, school board member, local politician, or community member. _____					
Assessment Criteria	4	3	2	1	Ab
1. Did the group answer your question satisfactorily?					
2. Did the group hold your attention throughout their testimony?					
3. At the end of the group's testimony were you convinced that the group's point of view was valid and the "right" one even though it might be in conflict with your personal agenda/values?					
4. Did you learn something new from the group's testimony?					
5. Did the group appear knowledgeable on the subject?					
Total points _____					

## RM 11–SU: Drug Prevention Presentation\*

### Purpose

Through this cooperative group learning activity, students will learn to

1. identify personal and socio-cultural beliefs, attitudes, values, and behaviours regarding tobacco, alcohol, and other drug use, as well as strategies for prevention through a visual display project on a specific drug-related topic or theme
2. identify and access community resources/websites that deal with drug education (prevention, use, misuse, abuse, and public education) and incorporate this information into a visual display project
3. build teamwork skills that encourage collaborative work on a drug-related visual display, oral presentation, and written report

### Materials and Resources

For this project, each group of four to six students creates a visual display on a drug-related topic. Students are encouraged to create an imaginative display that may consist of magazine pictures, news articles, illustrations, and so on.

Establish the size of the display boards to be used. Students may use poster board or cardboard to create their three-dimensional displays. In addition to the display boards, students may wish to use other materials to present their visual displays.

### Procedure

This creative learning activity gives students the opportunity to explore their attitudes, beliefs, and behaviours with respect to drug-related themes. Designing a drug-related visual display is a four-part process.

#### ■ **Part A: Assign Drug-Related Topic for Collage, Oral Presentation, and Written Report**

Advise students that they will work in groups to design and present a visual display using art about a drug-related theme. In addition, they will give an oral presentation (15 to 20 minutes) to the class and submit a written paper (four to eight pages) on their respective topics. The oral presentation to the class must be interactive and engage the class. Students cannot lecture about their topics, and their presentation must advocate for a positive pathway regarding their theme.

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\* Source: Bill, Debra E., and Tammy C. James. "Using Visual Displays as a Teaching Tool for Drug Prevention." *American Journal of Health Education* 34.5 (Sept./Oct. 2003): 288–90. Adapted with permission. Permission is granted by the American Association for Health Education/American Alliance for Health, Physical Education, Recreation and Dance which owns and publishes the *American Journal of Health Education*.

## RM 11–SU: Drug Prevention Presentation *(Continued)*

Have students form small groups of four to six and ask each group to choose a drug-related topic. Examples of drug-related topics are

- consequences of drinking and driving
- natural highs
- positive effects of not smoking
- wellness alternative to drinking
- peer education and refusal skills
- substance abuse prevention strategies

Students may also develop their own topics to encourage group ownership of the visual display.

- **Part B: Select and Research at Least Three Sub-Themes for the Visual Display and Compile Illustrations and Images for the Visual Display**

Students are encouraged to collect images representing their topics and display them in a creative manner as a visual display in the format of a collage or sculpture. The displays may include materials from magazines, newspaper stories, clip art, tables/graphs, cartoons, photographs, drawings, papers and borders of different colours, and other art or educational supplies. They are encouraged to be as creative as possible for this project. Students are free to choose their own shape, colours, design, and materials for their class displays.

Students are to design displays that have a strong visual impact and that will help other students in the class understand their topics. They must articulate three sub-themes and collect visual images on each of these themes. For example, if the topic is drinking and driving, the three sub-themes could be legal consequences, social consequences, and economic consequences.

- **Part C: Research Three Websites or Community Agencies on a Drug-Related Topic**

While they are compiling and collecting images for their displays, students need to research and describe three reputable websites that address the specific visual display topic and/or visit three community agencies that address the drug-related concern. Students share with the class a list of community-based drug agencies available in the local community. They must state why they chose the three selected websites and/or agencies and include their addresses for the class. Students are encouraged to collect and compile materials from these sources that can be used for the visual displays. Data from this research is presented in the oral and written reports.

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## RM 11–SU: Drug Prevention Presentation (*Continued*)

### ■ Part D: Design and Produce the Interactive Visual Display

The small groups of students then design and create the visual displays on their respective drug-related topics. Students are given class time to design and assemble the displays. The emphasis of the interactive displays and oral presentations is to showcase the topics in a visually appealing, creative manner that actively involves other class members in a discussion of the respective topics.

### *Examples*

Two examples of visual displays are suggested below.

1. The first visual display entitled “Drinking and Driving” is divided into three sub-themes:
  - a. The beginning of the collage represents a typical Friday night at a high school, with the decision to drink being acted out in a role-play scenario.
  - b. Some students then decide to drive after drinking, with the middle of the collage representing the road. Classmates are asked to try on “Fatal Vision goggles” that they borrowed from the local health agency (representing various alcohol impairment blood levels) and are given the task of trying to stay on the correct side of the road wearing the goggles and using a lighted pointer (a difficult motor-sensory task).
  - c. The final part of the collage shows consequences of drinking and driving. Pictures and newspaper stories reveal tragic deaths and injuries of young people who chose to drink and drive.

Classmates are encouraged to share their attitudes and opinions about this topic.

2. The second visual display represents a sculpture entitled “Negative Effects of Smoking.” Students find a large box and fashion it into a large carton of cigarettes. Inside the carton are cigarettes that show diseases associated with smoking. Classmates are asked questions about symptoms associated with each disease and are rewarded with correct answers. They are also encouraged to discuss reasons not to smoke and where they can get help to quit smoking free of charge.

### *Visual Display, Oral Presentation, and Written Report*

At the end of the module, student groups display their collage/sculpture, explaining their topics and three sub-themes. They present a 15- to 20-minute oral presentation on the topic that actively involves classmates.

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## RM 11–SU: Drug Prevention Presentation *(Continued)*

Each group also submits a short paper on the drug-related theme, which includes

- a brief description of the drug-related topic and three sub-themes
- at least three helpful websites and/or agencies that address the drug-related topic
- a description of the interactive class activity for visual display
- a reflection on the impact of the cooperative learning activity on the group

Students reflect on the group process and learning experience (favourable/unfavourable, why/why not) and discuss whether/how their attitudes have changed toward the topic as a result of this project.

### Conclusion

Students are encouraged early in this process to submit their ideas for the three sub-themes for the visual displays so that feedback can be given. Group sharing of this process during class time helps to build effective projects. Over the years, exemplary projects can be saved and presented.

In reflecting on the projects, students may mention that working as a group helps develop teamwork and fosters a sense of community in class. They may mention that they enjoy designing a visual display about drugs/drug prevention that emphasizes imagination and active class involvement in learning.

### Assessment

To assess student work, refer to the assessment criteria identified in the sample assessment checklist that follows. The checklist may be used in its entirety or adapted to fit individual needs.

The sample checklist for assessing this group project is composed of three components:

- Visual Display
- Oral Presentation
- Written Report

Use the following rating scale:

- + Above Expectations
- ✓ Meets Expectations
- Below Expectations

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## RM 11–SU: Drug Prevention Presentation *(Continued)*

To be graded as **complete**, the student work would have to meet expectations in all identified components.

<b>Sample Assessment Checklist for Visual Display, Oral Presentation, and Written Report</b>
<p><b>Visual Display</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design and organization—extent to which visual display is well designed, well organized, and illustrates topic.</li> <li><input type="checkbox"/> Display of three sub-themes—extent to which content of three sub-themes is well displayed and supports purpose.</li> <li><input type="checkbox"/> Creativity—extent to which visual display is creative (original and imaginative).</li> <li><input type="checkbox"/> Design for class involvement—extent to which display is designed to encourage active class involvement in topic.</li> </ul>
<p><b>Oral Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organization and content—extent to which report is well organized and well developed, has a clear introduction, incorporates presentation of three sub-themes, and has a clear conclusion, presented within a 10-minute time frame.</li> <li><input type="checkbox"/> Relevance to topic and class involvement—extent to which class members are actively involved in identifying and/or examining relevant personal and societal beliefs, attitudes, and behaviours toward the topic.</li> <li><input type="checkbox"/> Group process and communication skills—extent to which group members display cooperative teamwork, balanced presentation, and communication skills (poise, speaking skills, responsiveness to class questions).</li> </ul>
<p><b>Written Report</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organization and content—extent to which report is thorough, well organized, and clear, and includes description of topic and three sub-themes and description of three websites/agencies that address drug-related topic.</li> <li><input type="checkbox"/> Group process lessons—extent to which report describes group process and teamwork, and any shift in beliefs, attitudes, or behaviours toward topic as a result of completing the project.</li> </ul>
<p><b>Comments</b></p>