

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*.

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

Sample Assessment Checklist for Visual Display, Oral Presentation, and Written Report
<p>Visual Display</p> <ul style="list-style-type: none"><input type="checkbox"/> Design and organization—extent to which visual display is well designed, well organized, and illustrates topic.<input type="checkbox"/> Display of three sub-themes—extent to which content of three sub-themes is well displayed and supports purpose.<input type="checkbox"/> Creativity—extent to which visual display is creative (original and imaginative).<input type="checkbox"/> Design for class involvement—extent to which display is designed to encourage active class involvement in topic.
<p>Oral Presentation</p> <ul style="list-style-type: none"><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.<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.<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).
<p>Written Report</p> <ul style="list-style-type: none"><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.<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.
<p>Comments</p>