

HEALTH PROMOTING SCHOOLS COMMITTEE MEETING

"MINUTES"

Thursday, FEBRUARY 2nd, 2023

VIA ZOOM @ 4:15 - 6:00 pm



REPRESENTING :	C O M M I T T E E M E M B E R S				
Board of Education	Lisa Guderyan	Wayne Broughton, alternate			
Indigenous Education	Deanna Necan				
ARC Programs	Cassy Lukey, Counsellor				
COPAC	Camila Biffard, ELEM	Tanya Leshuk, MID		Mike Figurski, SEC	
COPVPA	Bryce Owens, ELEM	Scott Sieben is looking for a MID Rep		Robbie Franklin, SEC	
COTA	Mary Hope, ELEM	Lois Aeckersberg, MID		Kevin Robinson, SEC	
CUPE	Meran Couzens	Teri Wishlow, VP			
District Student Council	October Angell-Janfield (CPS) Phoenix Fillinger (KSS)	Mila Kresina (KSS)	Kaiya Lee (MBSS)	Jessie Beggs (MBSS)	Chloe Leyao (RSS)
HPS Coordinators	Andrea Locke	Alicia Kudryk			
IHA	Virginia Bowman, Public Health	Leah Perrier, Public Health Dietitian			
Mental Health	vacant				
Sexual Health Educators	Nicole Weremy	Leanne Woodrow			Jenny Rabinovitch
District Staff	Al Lalonde, Assistant Superintendent	Sherri Roche, District Principal Learning Support Services		Wendy Kennedy, Recording Secretary	

ATTENDEES BOLD & HIGHLIGHTED IN YELLOW

1. WELCOME & ACKNOWLEDGEMENT

Al Lalonde

2022-23 District Student Council Rep ~~Chloe Leyao~~ Phoenix Fillinger
Trustee Lisa Guderyan and Trustee Wayne Broughton (alternate)

2. AGENDA

Al Lalonde

2.1 Adoption of February 2nd, 2023 Agenda

Motion to accept; Mary Hope and Jennifer Rabinovitch

Carried

3. MINUTES

Al Lalonde

3.1 Adoption of December 1st, 2022 Minutes

Motion to accept; Mary Hope and Phoenix Fillinger

Carried

4. PRESENTATIONS

iMinds (University of Victoria) (brief orientation attached)

Mahboubah Asgari/Tim Dyck

iMinds is about understanding substance use and gambling addiction and the approach to teaching about it through dialogue and conversation. They have a collection of resources, relating to substance use and health literacy. Alicia Kudryk has just started a connection with the middle and high school PE teachers to integrate this subject matter and has begun a connection with iMinds as their lesson ideas fit well within the scope of BC's K-12 curriculum. May look into iMinds being offered through a Pro-D day opportunity.

iMinds:

- Based on a socio-ecological model of health education
- Is a way of thinking
- Develops **health literacy**
- Provides a collection of resources
- Supports teachers in creating the conditions for **interactive situations**
- Does not expect teachers to be experts
- Has a tie-in with different subject components

5. 2022-23 HPS ACTION PLAN UPDATE

Al Lalonde

Alicia Kudryk and Andrea Locke were attending the "Shaping the Future" conference in Lake Louise so Al presented Alicia and Andrea's presentation on their behalf. Al briefly explained the differences between EDI (K), MDI (grade 5) and YDI and noted that schools really utilize these results.

Al presented past and present McCreary Results from the 2018 survey which shows pretty valid results.

Al also shared the new health guides that came down in December. Highlights were:

Elementary and Secondary Guide (December 2022)

- Physical Health Education (PHE) curriculum (Elaborations)
- Age appropriate!
- Document is meant to be a resource and provide guidance
- Teachers are encouraged to treat health education as a regular, ongoing area of study
- Teaching health is complex:
- Physical, Intellectual, Mental, Sexual, and Social and how they are connected
- Various levels of knowledge
- Student diversity
- Trauma informed practices

6. BUSINESS

6.1 Sexual Health Education – update

Jenny Rabinovitch

Jenny advised that they are currently at CNB and will be sending out the survey to staff, students and parents after they are done teaching the students.

6.2 Mental Health Support/Social Emotional Learning – update

Sherri Roche

The SEL modules are being delivered by the SEL team which they developed collaboratively with UBCO. The coursework has Canadian content. They have had such an overwhelming response, that they will be running a second round after spring break.

They have also launched a book study around Jessica Minahan's book which is called The Behavior Code and is about how we help identify lagging skills that students have and coping, regulation, understanding what is happening and mental well being.

7. FUTURE PRESENTATIONS

- Weight Bias and Stigma Resource
- Teach Food First Tool Kit

Leah Perrier

Leah Perrier

8. 2022-2023 HPS COMMITTEE MEETINGS are on Thursdays; 4:15 pm - 6:00 pm

Next Meeting:

- April 6, 2023 (zoom)
- June 1, 2023 (in person)

9. ADJOURNMENT – 5:45 pm

A BRIEF ORIENTATION TO *IMINDS* A K-12 LEARNING RESOURCE TO SUPPORT HEALTH EDUCATION

School District 23, Health Promoting Schools Committee meeting
Feb. 2, 2023

Mahboubah Asgari and Tim Dyck



University
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Canadian Institute for
Substance Use Research





The challenge of education

To be educated one must have learned to be reflective about oneself and the world in which one lives and of which one is a part.



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What is the goal of education?

“Education seeks to expand the intellectual horizons to facilitate rational choice from among alternatives; it does not seek to change behavior per se. Persuasion, on the other hand, is concerned with limiting choices and controlling perceptions to facilitate adoption of those behaviors promoted by the communicator.”

~H. Mendelsohn



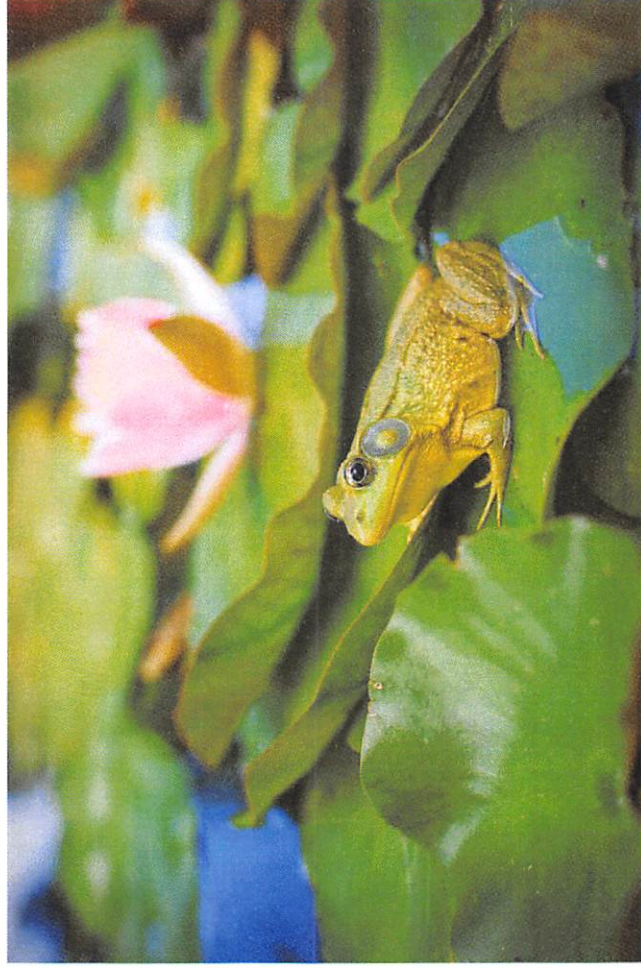
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A socio-ecological approach



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- Follows a socio-ecological model of health education
- Is a way of thinking
- Develops **health literacy**
- Provides a collection of resources
- Supports teachers in creating the conditions for **interactive situations**
- Does not expect teachers to be experts
- Has a tie-in with different subject components



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Big Ideas (about gambling)

Every human society appears to have accepted gambling, legal or otherwise, in some form or another.

Learning Standards (content)

Students need to learn to...

- assess the complex ways in which gambling is linked to human culture and health and wellbeing of individuals, families, communities and societies
- assess the ways in which gambling is distributed in society, how it is valued and how this is related to policies and behaviours

¹ Gambling, for the purposes of this curriculum, includes slot machines, Internet poker and...

www.helpingschools.ca

Gambling Literacy Curriculum



Drug Literacy Curriculum



Big Ideas (about psychoactive drugs)¹

People have been using drugs for thousands of years and in almost every human culture.

Drugs can be tremendously helpful and also very harmful.

As humans, both individually and as communities, we need to learn how to manage the drugs in our lives.

We can learn how to control our drug use by reflecting on the different ways people have thought about drugs, exploring stories from various cultures and listening to each other.

Competencies and Content

Students need to learn to...

- assess the complex ways in which drugs impact the health and wellbeing of individuals, families, communities and societies
- explore and appreciate diversity related to the reasons people use drugs, the impact of drug use and the social attitudes toward various drugs

By exploring content such as:

- the place of drug use in different cultures
- the changing ways cultures have interacted with drugs over time
- the various constructs (e.g., social activity, moral weakness, criminal behaviour, disease) used to characterize drug use
- the social, political and health impacts of various patterns of drug use
- the role of individual experience, ideas and agency as they impact attitudes and behaviours related to drug use
- the relationship between political, economic and social factors related to drug use and drug policy
- the relationship of inequity to the harms related to drug use
- the role of political priorities in shaping drug use patterns and outcomes

¹ Psychoactive drugs (i.e., mind-altering substances), including caffeine, alcohol, cannabis and a wide range of other drugs, tap into the wiring system of the human brain and impact the way nerve cells send, receive or process information thus influencing the way we think, feel or behave.

www.helpingschools.ca

2016 – Permission to copy for use in educational settings

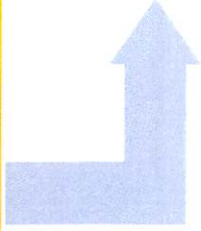
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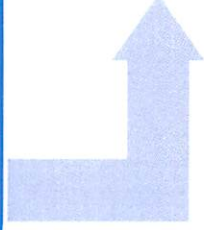
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Stimulus



Questions



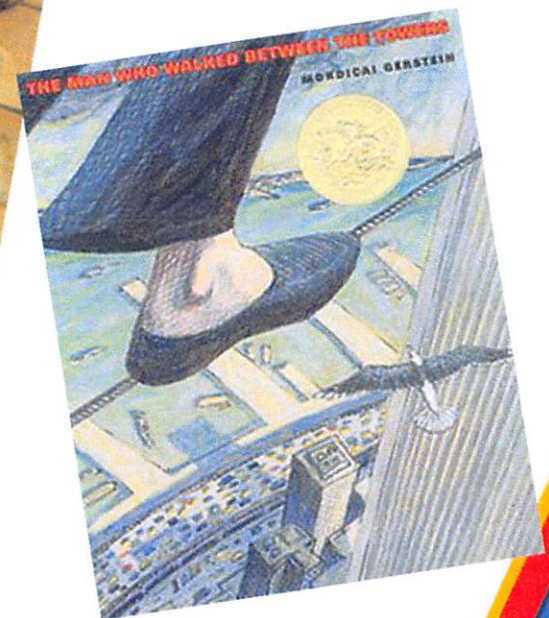
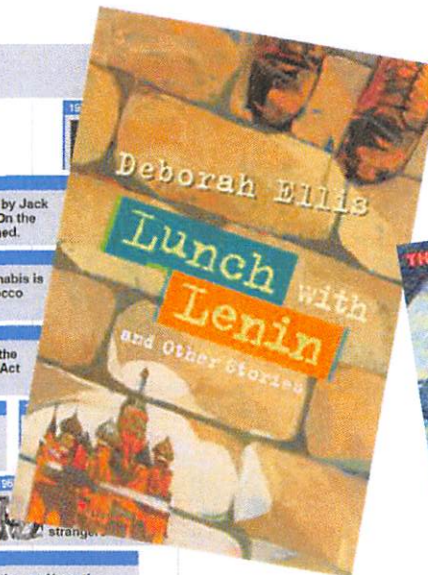
Learning
activities

Use multiple activities:

- Dialogue
- Narrative
- Art
- Play



Drug History Timeline



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Thank You!

Tim Dyck tdyck@uvic.ca

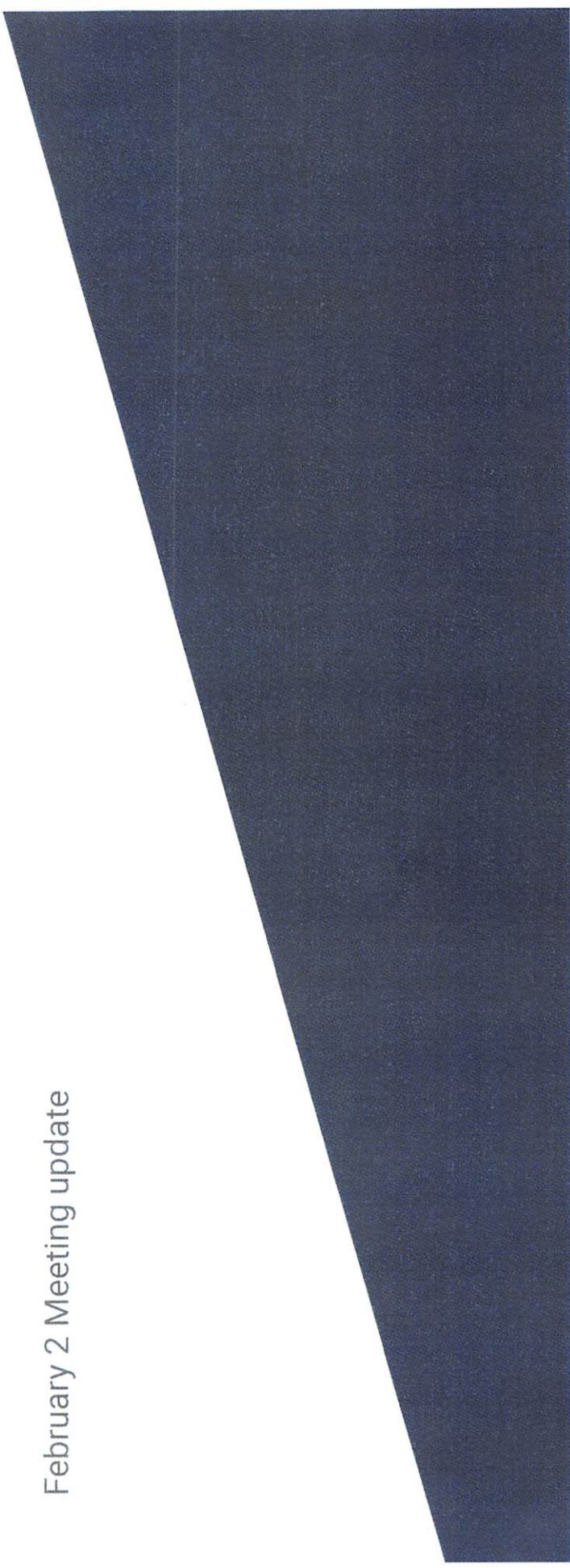
Mahboubeh Asgari mahboubeh.asgari@cmha.bc.ca

Questions?



Health Promoting Schools

February 2 Meeting update



k^wu limt p cyqap
we are glad that you have arrived



We acknowledge that we
are learning together
on the unceded,
Traditional Territory
of the Okanagan,
Syilx, People.



k^wu limt p cyqap
nous sommes si heureux que vous soyez arrivés



Nous reconnaissons que nous
apprenons ensemble
sur le Territoire traditionnel,
non cédé,
du peuple Syilx
de l'Okanagan

Shaping the Future Conference



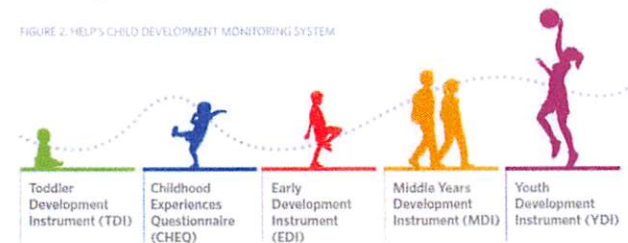
Alicia and Andrea are currently at The Shaping the Future Conference in Lake Louise. This annual conference brings together educators, health and wellness professionals and researchers to explore aspects of Comprehensive School Health through a variety of professional development sessions.

Kids in the Know

EDI& MDI & YDI

- Andrea reviewed resources available for teacher with the program coordinator. Updates to resources coming.
- District use of online platform expires end of this school year, contract renewal being created for spring.
- EDI surveys are also implemented each year with Kindergarten teachers
- MDI surveys are currently being implemented in all SD23 grade 5 classrooms.
- YDI surveys being implemented in 3 of SD23 Secondary locations.

FIGURE 2. HELP'S CHILD DEVELOPMENT MONITORING SYSTEM



STOMP

Substance Use & Vaping Education in district

- Students Together Moving to Prevent Tobacco Use is program designed by Physical Education Canada (PHE)
- A design lab was held on January 31 with RSS and RMS Indigenous education programs. This inquiry/student led process was guided by STOMP in collaboration with the classroom teachers.
- Met with ARC to build understanding of our roles in SD23, looking to possibly support each other with substance use education in the future.
- Meeting with teachers from GMS to talk about the Vaping Unit Plan they are using (Suggested by Cassy from ARC!)

UBCO Nurse Classroom Visits

Grade 3 Swim Program

- Andrea and Alicia presented at UBCO to help the new 2nd year nursing students prepare for their classroom visits
- Nursing students have begun to connect with classroom teachers
- Lessons have begun in our district. All grade 3's in the school district will be receiving life saving water safety lessons.

McCreary Results
2018

McCreary 2023
Jan – May Grade 7–12

[2018 BC McCreary Results](#)

[2018 Okanagan Results](#)

[Past and Present Data](#)

SD23: Central Okanagan YOUTH HEALTH

PAST & PRESENT



The first BC Adolescent Health Survey (BC AHS) took place in 1992. Students in Central Okanagan have participated every five years since 1998.

How has youth health changed in Central Okanagan over the past 30 years?

25 YEARS AGO

88% of students rated their **overall health** as good or excellent

71% had tried **alcohol**
45% had used **cannabis**
60% had smoked **tobacco**

18% had **seriously considered** suicide and **8%** attempted suicide in the past year

27% felt their teachers cared about them and **67%** felt safe at school

74% planned to attend post-secondary

15 YEARS AGO

87% of students rated their **overall health** as good or excellent

58% had tried **alcohol**
31% had used **cannabis**
26% had smoked **tobacco**

10% had **seriously considered** suicide and **4%** attempted suicide in the past year

36% felt their teachers cared about them and **76%** felt safe at school

79% planned to attend post-secondary

5 YEARS AGO

83% of students rated their **overall health** and **72%** rated their **mental health** as good or excellent

52% had tried **alcohol**
31% had used **cannabis**
23% had smoked **tobacco**

17% had **seriously considered** suicide and **5%** attempted suicide in the past year

66% felt their teachers cared about them and **74%** felt safe at school

80% planned to attend post-secondary

PRESENT

Comprehensive **2023 BC AHS** results will be available in 2023/2024.

New topics for 2023 include:

- Cultural pride
- Experiences of racism
- Food security
- Eating behaviours
- Bereavement due to COVID-19
- Housing instability
- Sleep hygiene
- Sources of information about mental health, sexual health, and substance use
- Services accessed
- Life skills

In 2013, 12% of students missed out on needed mental health services in the past year. In 2018, it was 18%.

Supporting Students Health Guide (2022)

Education and Student Services

January 18, 2022

Highlights

- Elementary and Secondary Guide (December 2022)
- Physical Health Education (PHE) curriculum (Elaborations)
- Age appropriate!
- Document is meant to be a resource and provide guidance
- Teachers are encouraged to treat health education as a regular, ongoing area of study
- Teaching health is complex:
 - Physical, Intellectual, Mental, Sexual, and Social and how they are connected
 - Various levels of knowledge
 - Student diversity
 - Trauma informed practices

Content

Elementary Topics

- Sexual Health
- Consent
- Body Science
- Safe and Unsafe Touch
- Internet Safety
- Puberty
- Safer Sex
- Mental Health
- Brain Science
- Bullying
- Well-Being

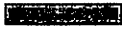
Secondary Topics

- Sexual Health
- Consent
- Internet Safety
- Healthy Relationships
- Healthy Sexual Decision Making
- Safer Sex
- Mental Health
- Body Image
- Stress
- Stigma
- Coping Strategies



Central Okanagan Public Schools

- Sexual Health Education Program (SHEP)
- Social Emotional Learning Team (SEL)
- Health Promoting Schools Team (HPS)
- Learning Technology Department (LTD)
- School Based Supports
 - Classroom Teachers
 - Counsellors
 - Specialty Teachers: RT, LAT, Classroom Support, SEL Teachers
 - Education Assistants



Thanks/Questions

Grade 6 to 10 Scope Sequence with Lessons

[Click to view](#)

- This document has been shared with contacts at middle and secondary schools for teachers to use for their health lessons.
- It Includes:
 - Scope of the BC curriculum with lessons
 - PHE lessons
 - Cross-curricular lessons
- Resources are from teachers within our district, IMINDs, and EASE (Everyday Anxiety Strategies for Educators).
- This bank of lessons is to help support teachers in teaching health lessons if they need.
- This is a working document, its open to updates and additions.

BC PHE Curricular Learning Standards Related to Personal Health and Safety

Grade	Big Ideas	Curricular Competencies	Content	SD #23 Lesson Topic
10	Healthy Choices influence and are influenced by our physical, emotional and mental well being.	<i>Students are expected to be able to do the following:</i> Healthy and Active Living - Analyze and explain how health messages might influence health and well-being - Identify and apply strategies to pursue personal healthy-living goals - Reflect on outcomes of personal healthy-living goals and assess strategies used - Analyze how health-related decisions support the achievement of personal healthy-living goals. Social and Community Health - Propose strategies for avoiding potentially unsafe, abusive or exploitative situations - Analyze strategies for responding to discrimination, stereotyping and bullying - Develop skills for maintaining healthy relationships and responding to interpersonal conflict. - Analyze the potential effects of social influences on health. Mental Well-Being - Evaluate and explain strategies for promoting mental well-being. - Explore factors contributing to substance use. - Create and evaluate strategies for managing physical, emotional and social changes during puberty and adolescence. - Explore and describe factors that shape personal identities, including social and cultural factors. - Describe the relationship between physical activities, mental well-being and overall health.	<i>Students are expected to know the following:</i> - Healthy decision making - Potential short and long term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines and technology. - Consequences of bullying, stereotyping and discrimination. - Signs and symptoms of stress, anxiety and depression. - Influences of physical, emotional and social changes on identities and relationships. - Strategies for goal setting and self motivation. - Sources of health information - Basic principles for responding to emergencies - Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings. - Physical, emotional and social aspects of psychoactive substance use and potentially addictive behaviours.	Consent- Youth Perspective: Reasons for using cannabis Vape and Tobacco Literacy

Grade	Big Ideas	Curricular Competencies	Content	SD #23 Lesson Topic Suggestions
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9	Healthy relationships can help us lead rewarding and fulfilling lives. Advocating for the health and well-being of others connects us to our community. Healthy Choices influence our physical, emotional and mental well-being	<i>Students are expected to be able to do the following:</i> <u>Healthy and Active Living</u> - Propose healthy choices that support lifelong health and well-being - Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour - Identify and apply strategies to pursue personal healthy-living goals - Reflect on outcomes of personal healthy-living goals and assess strategies used. <u>Social and Community Health</u> - Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations - Analyze strategies for responding to discrimination, stereotyping, and bullying - Propose strategies for developing and maintaining healthy relationships - Create strategies for promoting the health and well-being of the school and community <u>Mental Well-Being</u> - Analyze strategies for promoting mental well-being, for self and others - Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others - Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence - Explore and describe factors that shape personal identities, including social and cultural factors	<i>Students are expected to know the following:</i> - Healthy sexual decision making - Potential short-and long term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines. - Sources of health information - Basic principles for responding to emergencies - Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings - Physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours	Vape and Tobacco Literacy media influencers Kahoot Link health affectors stations consent and healthy relationships Procrastination Foundry- Alcohol Use: The Basics The Ups and Downs of Stress Stress: dogs,cannabis, exercise or... Youth Voices on Marijuana <u>Cross Curricular Options</u> Cannabis and the need for dialogue (ELA) Free Feeling:Tom Petty_cannabis and music as craft. (ELA)
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Grade	Big Ideas	Curricular Competencies	Content	SD #23 Lesson Topic Suggestions
8	Healthy Choices influence our physical, emotional and mental well-being Healthy relationships can help us lead rewarding and fulfilling lives. Advocating for the health and well-being of others connects us to our community.	<i>Students are expected to be able to do the following:</i> <u>Healthy and Active Living</u> - Develop strategies for promoting healthy eating choices in different settings - Assess factors that influence healthy choices and their potential health effects - Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour - Identify and apply strategies to pursue personal healthy-living goals - Reflect on outcomes of personal healthy-living goals and assess strategies used <u>Social and Community Health</u> - Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations - Propose strategies for responding to discrimination, stereotyping, and bullying - Propose strategies for developing and maintaining healthy relationships - Create strategies for promoting the health and well-being of the school and community <u>Mental Well-Being</u> - Describe and assess strategies for promoting mental well-being, for self and others - Describe and assess strategies for managing problems related to mental well-being and substance use, for others - Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence - Explore and describe the impact of transition and change on identities	<i>Students are expected to know the following:</i> - Healthy sexual decision making - Marketing and advertising tactics aimed at children and youth, including those involving food and supplements - Short-term and Long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections and sleep routines. - Sources of health information - Basic principles for responding to emergencies - Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings. - Consequences of bullying, stereotyping and discrimination. - Media and social influences related to psychoactive substance use and potentially addictive behaviours - Signs and symptoms of stress, anxiety, and depression - Influences of physical, emotional, and social changes on identities and relationships	Vape and Tobacco Literacy Foundry Mental Health (3 lessons) - Understanding Mental Health & Why it's important. - Identify Early Signs and Symptoms of Mental health and substance use challenges/Strategies to support mental health - Importance of talking about mental health/helping a struggling friend/how to find supports The Science of Anxiety Unhelpful Thoughts 10 Habits That Can Support Your Mood Rat Park- Story of "Rat Park" experiments to help students explore how physical and social environments impact health and well-being, including drug use. Rat Park Comic Strip by Stuart McMillen Video about Rat Park Rethinking Risk: Ways to assess and manage risk. A Natural High <u>Cross Curricular Options</u> Addressing drug literacy through The Novel -The Outsiders by S.E. Hinton (ELA) A Social History of Coffee (Social) Explore ideas about pain and joy and invites students to think about ways we can manage pain and joy for the benefit of

				both the individual and community (ELA) • Students examine the history of horseracing and its influence on gambling, past and present. • Hunger Games- A reflection of how we use drugs in our communities. (ELA) • Iminds: Hunger Games- Thinking about gambling and reflect on the emotional appeal and the complex roles it plays in society. (ELA) • Cannabis: Stories, Questions and Life, Short Story "Through the Woods" by Deborah Ellis (ELA) • The Gin Craze. (Social) • King James Trash Talks and Taxes Tobacco (Social) • Leaves of the Land (Social)- Explores how drugs can be linked to social and cultural status and identity. • Leaving it up to Chance (Math) • The Lightning Thief by Rick Riordan-Novel- students think about gambling. (ELA) • 6 Lesson Module (ELA, Health & Career, Social Studies) ◦ L1:A critical look at teen culture ◦ L2: Understanding behaviour science ◦ L3: Using observational study tools ◦ L4:Using Surveys ◦ L5: Working with Behavioural Science Data ◦ L6: Presenting Behavioural Science Research Findings
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				• Médias et culture adolescente - un module de 6 leçons iMinds dans lequel les élèves deviennent des spécialistes du comportement qui étudient les médias et leur influence sur le comportement des adolescents. Le module comprend le matériel de base, des plans d'apprentissage, et des documents à reproduire.
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Grade	Big Ideas	Curricular Competencies	Content	SD #23 Lesson Topic Suggestions
7	We experience many changes in our lives that influence how we see ourselves and others. Healthy choices influence our physical, emotional, and mental well-being. Learning about similarities and differences in individuals and groups influences community health.	<i>Students are expected to be able to do the following:</i> <u>Healthy and Active Living</u> • Investigate and influences on eating habits • Identify factors that influence healthy choices and their potential health effects • Assess and communicate health information for various health issues • Identify and apply strategies to pursue personal healthy-living goals • Reflect on outcomes of personal healthy-living goals and assess strategies <u>Social and Community Health</u> • Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situation • Describe and assess strategies for responding to discrimination, stereotyping, and bullying • Describe and apply strategies for developing and maintaining healthy relationships • Explore strategies for promoting the health and well-being of the school and community <u>Mental Well-Being</u>	<i>Students are expected to know the following:</i> • Factors that influence personal eating choices • Practices that reduce the risk of contracting sexually transmitted infections and life threatening communicable diseases • Sources of health information • Basic principles for responding to emergencies. • Strategies to protect themselves and others • Consequences of bullying, stereotyping, and discrimination • Signs and symptoms of stress, anxiety, and depression • Influences of physical, emotional, and social changes on identities and relationships	• Anxiety: Overcoming My Fears ◦ What is Exposure?/Strategies for Breaking up Fears • Calming Strategies for the Classroom • Healthy Relationships and Boundaries • Rolling with Life's Challenges: students learn & experience alternatives to the riskier ways of dealing with life's challenges. • Highs and Lows: cannabis use compared with other drugs <u>Cross-curricular Options</u> • Peuple ancien et plantes psychoactives- ce module de 6 leçon iMinds est conçu pour aider les élèves à en apprendre davantage sur le rôle que l'alcool et d'autres drogues ont joué dans l'histoire humaine et la société. Le module comprend des documents d'information, des plans d'apprentissage, des documents à reproduire et un texte complémentaire.

		- Describe and assess strategies for promoting mental well-being, for self and others - Describe and assess strategies for managing problems related to mental well-being and substance use, for others - Create and assess strategies for managing physical, emotional, social changes during puberty and adolescence - Explore the impact of transition and change on identities		Discussions around need and greed - How much land does a man need? (ELA) 6 Lesson Module -Students learn the role alcohol and other drugs have played in human history and society. (ELA, Social, PHE, Career Ed) Supplementary Text Using Charles Barkley's story as a stimulus, students creatively explore gambling-related themes, such as risk and loss, and consider factors that can help us keep our game playing and gambling healthy and fun.(ELA) Students are encouraged to to examine the Gambler song lyrics by Kenny Rogers as a way to reflect on life and gambling. (ELA/ARTs) Song Lyrics Ode to the Dice - Students explore various gambling related themes based on the lyrics of a beautifully written but tragic Indian poem. (ELA/ARTs) Sticks, Stones & Broken Bones. Students explore meanings ancient peoples gave to gambling and reflect on what early notions might tell us about gambling. (Social)
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Grade	Big Ideas	Curricular Competencies	Content	SD #23 Lesson Topic Suggestions
6	We experience many changes in our lives	<i>Students are expected to be able to do the following:</i> <u>Healthy and Active Living</u> - Explore and plan food choices to support personal health and well-being - Describe the impact of personal choices on health and well-being	<i>Students are expected to know the following:</i> - Influences on Food Choices - Practices that reduce the risk if contracting sexually transmitted infections and life threatening	Vape and Tobacco Literacy Public Speaking Test Anxiety Conversations around gambling-Bingo

	that influence how we see ourselves and others. Healthy choices influence our physical, emotional, and mental well-being. Learning about similarities and differences in individuals and groups influences community health.	- Analyze health messages and possible intentions to influence behaviour - Identify, apply, and reflect on strategies used to pursue personal health living goals <u>Social and Community Health</u> - Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situation - Describe and assess strategies for responding to discrimination, stereotyping, and bullying - Describe and apply strategies for developing and maintaining healthy relationships - Explore strategies for promoting the health and well-being of the school and community <u>Mental Well-Being</u> - Describe and assess strategies for promoting mental well-being, for self and others - Describe and assess strategies for managing problems related to mental well-being and substance use, for others - Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence - Explore and describe how personal identities adapt and change in different settings and situations	communicable diseases - Sources of health information - Basic principles for responding to emergencies. - Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings - Consequences of bullying, stereotyping, and discrimination - Strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours. - Physical, emotional, and social changes that occur during puberty and adolescence - Influence on individual identity, including sexual identity, gender, values, and beliefs.	<u>Cross-Curricular Options</u> Exploring Drugs that Excite our Brains (ELA-Charlie and the Chocolate Factory) - Issues relating to gambling (Math-Charlie and The Chocolate Factory) Instructional idea Visual Student Worksheet Students invited to think about why people gamble & discuss the potential risk and benefits. (Social- I want to be Rich) Exploring themes relevant to to building drug literacy. (ELA-The Man Who Walked Between the Towers) Video Version Students think both critically and creatively about fundraising and raffles. (ELA, Math, Art) Probability and Games of Chance: Students learn probability and to think critically about gambling. (Math) Game of Pig
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