



10

Unit 10: Where Do You Go From Here?

CULMINATING ACTIVITY

Differentiated Instruction Teaching/Learning Examples

Duration: Determined by Teacher

- | | |
|---|---|
| 1 | Discussion |
| 2 | Reflection Strips/
Response Journals |
| 3 | Gallery Walk |
| 4 | Reflection |

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Differentiated Instruction Details

KNOWLEDGE OF STUDENTS

Differentiation based on student:

- Readiness
- Interests
- Preferences: Styles Intelligences Other (e.g., environment, gender, culture)

NEED TO KNOW

- Multiple intelligences preferences
- Student groupings that will result in productive collaboration

HOW TO FIND OUT

- Observe students as they work with others; ask students to identify peers with whom they would like to work.

DIFFERENTIATED INSTRUCTION RESPONSE

- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

Assessment and Evaluation

ASSESSMENT/SUCCESS CRITERIA

Knowledge and Understanding

- Demonstrates knowledge of terms, concepts and relationships between concepts
- Demonstrates understanding of the relationships among themes and concepts

Thinking and Inquiry

- Uses planning skills to plan and process stages and material
- Gathers information and relevant evidence from multiple sources
- Demonstrates use of critical and creative thinking processes
- Summarizes key facts

Communication

- Organizes and expresses information from research in appropriate medium
- Demonstrates awareness of communication styles for different audiences

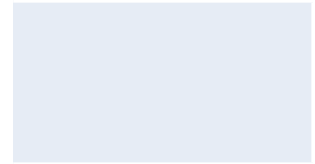
Assessment Tools

> Rubric

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Application

- Demonstrates application and transfer of knowledge and skills learned through sessions
- Uses appropriate systems to showcase product



Prior Learning

Prior to this lesson, students will have:

- Understanding of 5 Ws of gambling and relationships among themes and concepts
- Knowledge of collaborative processes
- An awareness of the inquiry process
- An awareness of timelines and goal setting

Materials and Resources

MATERIALS

Appendix A

- Student Resource 1: Reflection Strip
- Student Resource 2: The 3 Rs of Reflection

Appendix B

- Teacher Resource 1: Factors That Influence Risk and Decision Making
- Teacher Resource 2: Biopsychosocial-Cultural-Spiritual Model

INTERNET RESOURCES

Centre for Addiction and Mental Health

www.camh.net

This website provides information about alcohol, drugs and mental health prevention and addiction for the public as well as for professionals. This specific link is for information on youth risk and protective factors.

www.camh.net/education/Resources_teachers_schools/Drug_Curriculum/Secondary/curriculum_riskprotect.html

Problem Gambling Institute of Ontario at CAMH

www.ProblemGambling.ca

This multimedia, bilingual website provides screening tools, opportunities for online collaboration and training, and resources for professionals, people who experience gambling problems, and their family members. This specific link is for youth risk factors.

www.problemgambling.ca/EN/ResourcesForProfessionals/Pages/YouthAndGamblingRiskFactors.aspx

Lane County Prevention Program

www.preventionlane.org

This website provides educational prevention information about substance abuse, problem gambling and suicide prevention. This specific link is for information about youth risk factors for gambling.

<http://preventionlane.org/gambling/youth-risk-factors.htm>

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Lesson Plan

Connections

Minds On

- > Establishing a positive learning environment
- > Connecting to prior learning and/or experiences
- > Setting the context for learning

L: Literacy
ML: Mathematical Literacy
AfL, AoL: Assessment for/of Learning
SC: Skill Continua

WHOLE CLASS DISCUSSION

- Review major generalizations determined throughout the lessons.
- Discuss major learning strategies tackled and conquered throughout the process.

AfL: Anecdotal Comments

Action

- > Introducing new learning or extending/reinforcing prior learning
- > Providing opportunities for practice and application of learning (guided > independent)

WHOLE CLASS DISCUSSION

- Reflect on the learning that has occurred throughout the study of gambling addictions.
- Introduce purpose and assessment of the cumulative tasks.
- Review multiple intelligences in regards to possible venues for the final product.
- Present Final cumulative assessments in a marketplace format.

AfL: Graphic Organizer, Anecdotal Comments

Consolidation and Connection

- > Helping students demonstrate what they have learned
- > Providing opportunities for consolidation and reflection

INDIVIDUAL

- Using “starter sentences” as a guide, identify personal growth areas and reflect on issues personal to each student. (Students must receive prior guidance in reflection strips or response journals.) See Student Resource 1.
- Complete learning skills assessment.

AfL: Reflection

WHOLE CLASS

- Lead a “gallery walk” through the cumulative assessments after all the presentations in the market-place format have been done.

AfL: Peer Marking, Anecdotal Comments

INDIVIDUAL RAFT

- The RAFT assignments are differentiated based on student intelligence preferences. RAFT assignments can be done independently, or in pairs or in groups in class or out of class. In all cases students require an understanding of the aspects of a RAFT topic, and rubrics need to be supplied for all topic possibilities.

AfL: RAFT Formats

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Connections

DIFFERENTIATED INSTRUCTION TEACHING/LEARNING EXAMPLES

	Role	Audience	Format	Topic
1	Architect specializing in clinics	Adult	Architectural design	Create a floor plan for a building project to which you have been assigned as lead architect. The building will house a community residential and walk-in clinic for substance abuse.
2	Documentary producer	Adult	DVD docudrama	Create a docudrama that focuses on the issues of gambling in the community.
3	Photojournalist	Adult	Photo-collage	Create a photo-collage of impressions and images of the issues of gambling.
4	United Nations Chair of Youth	Adult	Worldwide educational campaign	Create an awareness campaign to be sent out to United Nations agencies focusing on increasing knowledge of the risks of gambling.
5	Concerned citizens committee	Adult	Letter campaign	Create a series of letters to be sent to agencies, government representatives, lottery corporations, etc., expressing concern for the rising incidence of gambling and incorporating suggestions to change this situation.
6	Journalist	Adult	Series of interviews	Prepare a series of interviews to portray the reality of gambling and addictive behaviour.
7	Reality show jury	Adult	Reality show	Create a reality show that focuses on some aspect of problems associated with gambling.
8	Music artist	Adult	Music video	Create a music video to be used by the provincial ministry of health in its upcoming awareness campaign about the problem(s) of gambling.
9	Graphic artist	Adult	Series of billboards	Select a public location where you might put a billboard. Then create a series of billboards that portrays the negative impacts of problem gambling.
10	Television producer	Adult	Television vignettes	Create a series of television vignettes to be used on CBC television in the national responsible gambling campaign.

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INDIVIDUAL METACOGNITION

The 3 Rs of Reflection: Students use The 3 Rs of Reflection (Retell, Relate, Reflect) as a way for them to reflect on their learning prior to the next class.

Connections

AfL: Self-Reflection

Student Resource 1

Reflection Strip

Name:

Date:

This task/unit demonstrated that I am:

- setting goals
- gaining self-knowledge
- learning about issues in society
- able to analyze and organize things
- able to make plans to achieve goals
- taking action to implement plans
- using communication skills
- using decision-making skills.

1. The skills and knowledge I relied upon to complete this culminating task included:
2. By completing this task, I learned...
3. I can use what I learned in this task to...
4. Positive aspects of this task include...
5. Negative aspects of this task include...
6. Interesting aspects of this task include...

Student Resource 2

The 3 Rs of Reflection

NON-NEGOTIABLE

Use the 3 Rs (Retell, Relate, Reflect) to explain your learning.

NEGOTIABLE**1. Topics**

Select one of the topics below for your reflection:

- a) Thoughts that I had during the discussion of this unit
- b) The need for self-reflection in my life
- c) My oral skills are...
- d) My written skills are...
- e) My reading skills are...
- f) In a discussion I...
- g) The skills and strategies I used during this unit
- h) After this unit I will...

2. Formats

Select one of the following presentation formats for your reflection:

- a) Written reflection—point form or paragraph
- b) Recorded oral reflection (mini recorder)
- c) Presentation software—slides with images and graphics
- d) Twitter
- e) E-mail text

OPTIONAL

- A. Make a two-minute presentation of reflective learning during a class.
- B. Act as a guest speaker in the class.

Teacher Resource 1

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Factors That Influence Risk and Decision Making

Human behavior is complex and the underlying motivations may, in fact, be the opposite of what they appear to be. Some people are “unconscious” of the motivations that propel their high risk-taking behaviour.

Examples of biological factors that can influence risk and decision making:

- being intoxicated on alcohol or any other drug, e.g., cannabis, cocaine, opioids, etc.
- lack of sleep
- lack of food
- chronic pain
- schizophrenia
- major depression
- diabetes.

Examples of psychological factors that can influence risk and decision making:

- level of self-esteem
- ability to identify emotions
- cognitive ability
- ability to self-soothe
- fear of people judging one
- schizophrenia
- major depression
- ability to adjust and accept a chronic medical condition (e.g., diabetes).

Examples of social factors that can influence risk and decision making:

- being impoverished
- being from a large family
- being from a small family
- social anxiety
- being identified as having a mental illness (stigma)
- being identified as having a physical illness (e.g., diabetes).

Teacher Resource 1

P. 2

Examples of cultural factors that can influence risk and decision making:

- being an immigrant or refugee
- being part of a family culture that enjoys gambling
- being identified as someone with mental illness in a culture that does not recognize that condition's existence
- being homosexual or bisexual.

Examples of spiritual factors that can influence risk and decision making:

- being of a faith that will not accept medical aid
- being in an existential quandary about why we all exist anyway
- being homosexual and finding out your faith states homosexuals are an abomination
- being told that mental illnesses are actually curses from the Higher Powers.

Biopsychosocial-Cultural-Spiritual Model (The Inner and Outer Influences of Risk)

The Biopsychosocial-cultural-spiritual (BPSCS) model is an approach that assumes that biological (medical), psychological (which entails thoughts, emotions and behaviours) and social, cultural and spiritual belief systems are factors that play a significant role in human functioning in the context of disease or illness. The model assumes that mental health problems are hardly ever limited to just one domain of human experience (say, just a “mental” problem). Instead, most mental health problems are influenced by multiple domains of human experience, and have biological, psychological, social, cultural and spiritual impacts. The model provides a framework for understanding what causes and sustains addictive behaviours and experiences and provides direction in framing both clinical and prevention practice.

In a philosophical sense, the BPSCS model states that the workings of the body can affect the mind, and the workings of the mind can affect the body, and that outside influences can affect both. For example, research in the field of addiction has made major strides in recent years in demonstrating the contributions of internal and external stressors in the initiation and maintenance of substance use disorders. While gambling itself can be a stressful activity, pathological gamblers often report gambling in order to escape life stress. Research on the relationship between pathological gambling and stress is in its infancy.

MAKING HEALTHY LIFESTYLE CHOICES THAT INVOLVE RISK

Everything we do involves calculation and risk taking. Looking at benefits versus risks is something people do to various degrees all the time. It is important to take into consideration the various factors from the BPSCS model when understanding the decision making process of someone who is addicted to gaming, gambling or substances. For instance someone with ADHD (biological) may gravitate to using substances and gambling behaviours to cope with the condition (psychological). This in turn results in the person dropping out of school (social), which brings shame to the family (cultural).

Crossing a street is a risk, although a low one in terms of something bad happening. Having unprotected sex can be riskier, and drinking and driving even more of a risk. Some risks may have positive outcomes, such as wise stock investments. There are varying degrees of risk that may put someone in danger or, alternately, may result in positive rewards.

A “calculated risk” is one that has been considered and weighed for the potential costs and benefits of both positive and negative outcomes. Many youth take risks based on “hunches.” A hunch is a guess or a feeling not based on known facts or else based on intuition or an impression that something might be the case.

Teacher Resource 2

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MOTIVATION (FOR CHANGE)

People are often coping with multiple concerns. A particular concern might not seem as pressing to one person as it will to another. Having conflicting feelings about something or a situation affects motivation and readiness to change, and inhibits a person's ability to adapt coping strategies for change. However, exploration of a person's multiple concerns helps illuminate how to make decisions and calculate risks. Sometimes an individual may not be aware that change is truly needed or may have misinterpreted the seriousness of the condition.

Most mental and physical health problems are identified when a youth is having a decline in function or is exhibiting difficulties with mood, handling stress or controlling his or her actions. Often many of these issues occur together. But the identified problem (such as a gambling behaviour that may have arisen due to a person developing a clinical depression), may be considered a red flag for the possibility that concurrent mental health and other problems are present.

It is important to realize that concurrent problems are more “combined” as opposed to simply “concurrent.” This implies that the issues are not independent, but rather influence each other. The point is, one shouldn't jump to conclusions that could lead to stigmatizing the person. For example, some people gamble to help cope with depression because the excitement while gambling alleviates some of the depression symptoms. Sometimes gambling allows people to dissociate (go into a trance-like state in which they do not have to feel any emotions at all). Unfortunately, most people who use gambling as a way of coping with depression end up worsening that condition over time due to the consequences of losses and other consequences of gambling.

The following mental health issues are common in youth with problem gambling:

- substance use
- attention deficit hyperactivity disorder and other impulse control issues (spending, sex, etc.)
- “over use” of Internet, cell phone, etc.
- depressive disorders
- anxiety disorders (social anxiety disorder and posttraumatic stress disorder)
- history of trauma
- personality disorders (conduct disorder, self-cutting behaviours, etc.).

WHAT IS “INTERNET ADDICTION”?

Although there are many parent groups and health professionals lobbying to have gaming and Internet “addiction” recognized as a condition separate from other mental health problems, it's important to realize that individuals can have many reasons for developing difficulties with digital media. This applies to substance use disorders as well. In many instances, the problem behaviours arise out of a failure to find a coping strategy for underlying mental health problems such as the ones listed above. Problem behaviours can also arise when youth experience significant tumultuous events in their lives such as loneliness, bullying or parental divorce. In short, the technology is not the sole issue—it's really how the youth's chosen coping strategies interacts with his or her unique makeup that determines the seed of the problem.

Teacher Resource 2

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BPSCS MODEL CHART SAMPLE EXAMPLE OF “INTERNET ADDICTION”

Biological	Psychological	Social	Cultural	Spiritual
Genetics of anxiety, depression and gambling	Impact of having these conditions may lead to low self-esteem	Person decides to be with people who have similar issues	Stigmas—personal and public—keep problems a secret until a crisis	“Why did this happen to me? Why did I get these genes?”
Learning disorder, family history of depression	Feels “stupid” because failed school, picked on by peers and feels isolated	Person anxious and depressed so easier to have online relationships; lack of friends	Family culture is not to talk about problems, and especially never go see any mental health experts. It may bring shame to the family if others found out.	Giving up going to a place of worship as feeling there is no reason to go due to feeling so horrible. This is a loss as person used to enjoy this activity.