

**LAS VEG**



# Unit 4:

## What Is Problem Gambling?

### Differentiated Instruction Teaching/Learning Examples

**Duration:** Determined by Teacher

1 KWL Chart

2 Continuum

3 Group Discussion

4 Scenarios

5 Reflection

## Unit 4: What Is Problem Gambling?

### Differentiated Instruction Details

#### KNOWLEDGE OF STUDENTS

##### *Differentiation based on student:*

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

#### NEED TO KNOW

- Students' preferred way of learning in order to support the in-class sessions and their RAFT choices

#### HOW TO FIND OUT

- Self-assessment based on the multiple intelligences

#### 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 an understanding of terms, scenarios, facts
- Demonstrates an awareness of actions and symptoms of problematic behaviour

##### *Thinking*

- Uses critical thinking processes to interpret actions of individuals
- Uses processing skills to make inferences

##### *Communication*

- Explains and justifies relationships between facts
- Organizes and expresses information in a variety of structures
- Uses conventions appropriate to the genre

##### *Application*

- Makes connections between real world and youth actions
- Creates a model for representation of information

#### Assessment Tools

> Rubric

## Unit 4: What Is Problem Gambling?

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### Prior Learning

*Prior to this lesson, students will have:*

- Collaborative classroom techniques
- Terminology regarding problem behaviour
- Some knowledge of probability
- Knowledge of risk and reward

### Materials and Resources

#### MATERIALS

##### *Appendix A*

- Student Resource 1: KWL Chart
- Student Resource 2: Gambling Continuum
- Student Resource 3: “Do I Have a Problem with Gambling?” Personal Reflection
- Student Resource 4: Youth and Gambling: Risk Factors
- Student Resource 5: Case Studies
- Student Resource 6: 3 Rs of Reflection

##### *Appendix B*

- Teacher Resource 1: Background Information
- Teacher Resource 2: Scenario: Context Is Key

#### INTERNET RESOURCES

International Centre for Youth Gambling Problems and High-Risk Behaviors

[www.youthgambling.com](http://www.youthgambling.com)

This web page provides prevention and treatment information about gambling for both youth and parents.

*The Mental Health and Well-Being of Ontario Students 1991–2009 Report*

[www.camh.net/Research/Areas\\_of\\_research/Population\\_Life\\_Course\\_Studies/OSDUS/Detailed\\_MentalHealthReport\\_2009OSDUHS\\_Final\\_June2010.pdf](http://www.camh.net/Research/Areas_of_research/Population_Life_Course_Studies/OSDUS/Detailed_MentalHealthReport_2009OSDUHS_Final_June2010.pdf)

This report describes mental health, physical health and risk behaviour among Ontario students in 2009.

*Ontario Student Drug Use & Health Survey*

[www.camh.net/Research/Areas\\_of\\_research/Population\\_Life\\_Course\\_Studies/OSDUS/Highlights\\_DrugReport\\_2009OSDUHS\\_Final\\_Web.pdf](http://www.camh.net/Research/Areas_of_research/Population_Life_Course_Studies/OSDUS/Highlights_DrugReport_2009OSDUHS_Final_Web.pdf)

This report examines epidemiological trends in student drug use. It summarizes the extent and patterns of alcohol, tobacco and other drug use among Ontario students enrolled in grades 7 to 12.

Wanna Bet?

[www.wannabet.org/](http://www.wannabet.org/)

This is an electronic magazine for kids concerned about gambling.

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Ontario Problem Gambling Research Centre

*Preventing Youth Problem Gambling and High-Risk Behaviour: A Longitudinal Study of Parenting as a Protective Factor*

<http://www.gamblingresearch.org/funding/fundingdetail.php?cid=2801&aid=12>

This link is for a research study that examined the role that parents may play in preventing the development of youth problem gambling.

Problem Gambling Institute of Ontario at CAMH

[www.ProblemGambling.ca](http://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. “The Facts About...” can also be found on this website at the following link:

[www.problemgambling.ca/EN/EventsNewsMediaRoom/Pages/FactSheets.aspx](http://www.problemgambling.ca/EN/EventsNewsMediaRoom/Pages/FactSheets.aspx)

Ontario Problem Gambling Helpline

<http://www.opgh.on.ca/>

The OPGH provides information about problem gambling treatment services in Ontario.

## 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

#### INDIVIDUAL

- Individuals create a KWL chart (Student Resource 1) incorporating all that they know about the topic.

AfL: Chart

#### WHOLE CLASS DEBRIEF

- Using graphic organizer format and the information generated by the KWL, look for general sub-topic headings for the unit topic. Students will only complete section K and W.

### Action

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

#### WHOLE CLASS DISCUSSION

- What is problem gambling? Formulate a definition using the sentence starter: “Gambling is a problem when it...”
- Gambling continuum
  - Develop a continuum based on “No gambling” to “Pathological gambling” (Student Resource 2). Follow up with a discussion of
    - a. Low-risk gambling looks like...
    - b. Harmful gambling looks like...

AfL: Strategy/  
Assessment Tool

#### INDIVIDUAL

- “Do I have a Problem with Gambling?” Personal Reflection (Student Resource 3)

#### WHOLE CLASS DISCUSSION

- Provide the groups with a list of the risk factors (Student Resource 4). Have students discuss the risk factors and think about the following: When is gambling a problem?
- What is “well adjusted”?
- Adolescent growth
- Terminology: Use, misuse, abuse, harmful involvement, dependence, pathological, addiction, recreational use, crossing the line, vulnerable, invulnerable.

## Unit 4: What Is Problem Gambling?

### INDIVIDUAL

- Study real case scenarios (Student Resource 5) and analyze the situation to determine why gambling became an issue. Teacher Note: These case studies were also used in Unit 1.

### WHOLE GROUP

- Summarize the situations and make generalizations about the risk factors that had an impact on the situation.

### WHOLE GROUP

- Under teacher guidance, class discusses warning signs of a possible gambling problem.
- Class develops a list of indicators; once the list is formulated, students discuss whether these indicators can be placed in order of importance.
- Key to the discussion is an understanding of the word “context” and how it applies when we look at the indicators in regards to an individual’s problem with gambling. (See Appendix B, Teacher Resource 2). Class must realize that there are most often multiple factors involved in a problem with gambling.

AfL: Anecdotal  
Comments

## Consolidation and Connection

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

### WHOLE GROUP

*Teacher-led discussion should emphasize:*

- no person is immune to the effects of gambling
- no person is immune to the risk of gambling addiction
- reflection on the lessons using oral sentence starters.

AfL: Anecdotal  
Comments

### INDIVIDUAL

- Complete the L section of the KWL chart.
- Personal responses.

### INDIVIDUAL RAFT ASSIGNMENTS

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

## Unit 4: What Is Problem Gambling?

### DIFFERENTIATED INSTRUCTION TEACHING/LEARNING EXAMPLES

	Role	Audience	Format	Topic
1	Concerned friend	Adult	Personal letter	Write a personal letter to a friend whom you have identified as having a gambling problem. You have spoken of your concerns to the individual as well as to his or her parents and want to clarify that the individual is still an important friend.
2	Teenager	Adult	Letter of apology	Write a letter of apology that a teenager would write to an individual whom they have hurt while gambling problematically.
3	Parent of a teenager	Adult	Series of diary entries	Write a series of diary entries for a parent who is watching a son or daughter slip further into problem gambling.
4	Health teacher	Adult	Word wall	Create a word wall of problem behaviours and gambling terms learned so far that could be used in your classroom.
5	Social worker	Adult	Informational chart	Create a chart illustrating those behaviours that may lead to problem gambling.
6	School counsellor	Adult	Script	Create scenarios, which can be used in the next all-school assembly to make the student population more aware of the signs of problem gambling.
7	Public health nurse	Adult	Guiding questions	Create a series of questions that teachers, parents or community agencies workers could use in an interview with a youth who may be experiencing problem gambling.
8	Secondary school youth	Adult	Choice board	Create a series of activities that you feel would help your classmates to gain more knowledge about the topic of problem gambling.

### INDIVIDUAL METACOGNITION AFL: RAFT FORMAT

- 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.

AfL: RAFT format

**Student Resource 1**

# KWL Chart

K	W	L
What I already know	What I want to know	What I learned

## Student Resource 2

## Gambling Continuum

Gambling problems occur along a continuum. These are not discrete categories but possible points along a range of involvement.



- **No Gambling:** Some people never gamble.
- **Casual Social Gambling:** Most people gamble casually, buying the occasional raffle or lottery ticket or occasionally visiting a casino for entertainment.
- **Serious Social Gambling:** These people play regularly. It is their main form of entertainment, but it does not come before family and work.
- **Harmful Involvement:** These people are experiencing difficulties in their personal, work and social relationships.
- **Pathological Gambling:** For a small but significant number of people, gambling seriously harms all aspects of their lives. People with gambling problems this severe are unable to control the urge to gamble, despite the harm it causes. These people are more likely to use gambling to escape from problems and to get relief from anxiety.

### Student Resource 3

## “Do I Have a Problem with Gambling?”

### Personal Reflection

Answering these questions honestly may help you better understand if gambling is a problem for you.

Do you spend a lot of your free time gambling?	Yes	No
Do you gamble with money intended for other things such as lunch, bus or clothes?	Yes	No
Have you ever borrowed money from others to gamble?	Yes	No
Do you want to gamble when you are upset?	Yes	No
Do you often gamble during lunch or other breaks at school?	Yes	No
Have you ever stolen money or sold something for money to gamble or pay off debt?	Yes	No
Have your friends or family criticized you for the amount of time and money you spend gambling?	Yes	No
Do you miss school or other important events because of gambling?	Yes	No
Have you ever been in trouble with your teachers or principal because of gambling?	Yes	No
Have you ever had trouble with your school grades because of gambling?	Yes	No
Have you ever had fights with your family or friends because of gambling?	Yes	No
Do you ever lie about whether you gamble or how much you lose?	Yes	No
Have you ever felt guilty about the way you gamble or what happens when you gamble?	Yes	No
Is gambling the main thing that you do to make you feel good about yourself?	Yes	No
Do you gamble alone?	Yes	No
When you are gambling, do you lose track of time or forget about all your problems?	Yes	No
Do you often gamble for a longer period of time than you intended?	Yes	No
Do you exaggerate or lie about how much you have won?	Yes	No
Would you like to talk to someone privately about your gambling?	Yes	No

If you've answered yes to a lot of these questions, it might be time for you to talk to someone about your gambling.

**Student Resource 4**

## Youth and Gambling: Risk Factors

Gambling problems are not specific to any one group. Anyone, regardless of age, race or gender can be affected.

The following are some of the risk factors for youth.

### *Individual*

- history of risk-taking or impulsive behaviour
- low self-esteem
- gambling began at an early age (as young as eight years old)
- need for sensation-seeking activities
- history of mental health problems, particularly depression, anxiety or trauma
- recent loss or change, a move to a new school or city, death of a family member or friend
- poor grades at school or low self-perceived academic achievement
- gambling or substances used to cope with negative feelings or events.

### *Familial*

- parents or siblings who have (or have had) a gambling (or other addiction) problem
- peers with gambling, drinking or substance abuse problems
- permissive attitude toward underage gambling participation
- disruption of familial relationships or poverty.

### *Environmental*

- easy access to gambling activities.

It is important to note that there are additional risk factors not listed here. Every individual is unique and will be impacted by risk factors differently. Just because someone has risk factors, however, does not mean that person will develop a gambling problem, because every individual also has different resources available to help cope with risk factors.

## Student Resource 5

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## Case Studies

1. You and four of your friends have been playing cards together for years. The four of you have recently started playing poker together for fun. When one friend suggests playing for money, the group agrees and sets a limit of \$5 a game. Over time, however, this amount increases to \$10 a game, at your friend's request. A month later, he suggests playing for \$20 a game.
2. You are concerned about your older brother, who is always angry and secretive. One day you overhear him on the phone talking with someone about owing \$500 to a bookie.
3. You are concerned about your friend, who seems sad and anxious all the time. When you ask her if everything is okay, she tells you that her partner is not spending much time with her anymore because he recently got a fake ID and has been spending his weekends at the casino.
4. Your friend cancels plans with you for the fourth night in a row. When you ask her why she needs to cancel again, she shares that her mother has been going to bingo nightly so she has to stay home and babysit her younger brother.
5. A friend asks to you to borrow \$30. He shares that there is a poker tournament on Friday night and in order to join, he must pay a \$50 fee. He says he'll pay you back at school on Monday.
6. You've had a crush on a girl for some time now and finally got the courage to ask her out. Now that that she's accepted, you're concerned about how you will impress her. On the advice of a friend, you decide to spend the \$50 in your bank account on PRO-LINE tickets in the hopes of doubling your money. With \$100, you know you'll have enough money to take her out to dinner and a movie.
7. Your younger brother asks you to borrow \$10. When you ask him why he needs the money, he tells you he lost a few card games and owes someone \$20.
8. You received \$150 for your birthday. For some time now, you've wanted to buy a new iPod; however, it costs almost \$200. As you contemplate ways of getting an additional \$50, you remember that a group of friends are getting together to play poker on Friday night.
9. Your grandfather and you are spending the day together and he brings you to the local racetrack for a few hours. He's been losing most of his bets, so for the last race, he asks you to pick the horses. When the horse you chose wins, your grandfather tells you how lucky you are and gives you \$100.
10. Your favourite team has made it to the playoff. They have been undefeated in the last six games. Positive that they will win tonight's game, you decide to buy a few PRO-LINE tickets with the money that is meant to be used to pay your cell phone bill.

**Student Resource 5**

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11. Some friends are getting fake ID so that they can go to the local casino on Friday night. They offer to get you one too.
12. A friend of yours tells you her parents have been arguing constantly over the past few months. She knows something is wrong, but she's not sure what. When she gets home from school one day, she finds her mother crying because the telephone, cable and Internet have been cut off. It turns out that because of gambling debts her father has not been paying the bills.
13. Your best friend has been late for school three days in a row. When you ask him why he's late, he tells you he was up late at night playing free online poker.
14. You've noticed that your friend has not been paying attention during class because she's been busy on her cell phone. When you ask her what she's doing, she tells you she's been playing a free poker game. She also tells you how skilled she is because she's now up to \$8,000 in credits.
15. Your friend comes to you asking for some advice. He says he borrowed his father's credit card and has been placing bets online. He's lost \$1,400 and he's afraid the credit card statement will be arriving in the mail soon.
16. Your school assignment is due on Monday; however, you did not complete it since you were busy playing video games all weekend. After lying to your teacher about why your assignment is not done, he gives you an extra day to complete it. On Monday nights, however, you always get together with your friends to play online games.
17. You hear from a friend that the local convenience store has an illegal slot machine in the back room. And because it is not regulated, you're told the payout is set at a higher rate. Your mother gave you some money that morning and asked you to pick up a few things at the grocery store.
18. You entered a sports pool with some friends last year and lost a significant amount of money. Your parents paid off this gambling debt but told you that you weren't allowed to participate in sports pools again. The new season is about to start and you're contemplating joining. You feel like you learned from your mistakes last year and you'll be able to make better choices this time.
19. The new school year is about to start and in order to join the football team, you must make a \$200 deposit. When you go to your parents for the money, they tell you to use the money you made over the summer working at the local store. What they don't know, however, is that you've already spent much of this money on lottery tickets and all you have left is \$80.
20. As you're preparing to go on your school trip, you discover that all the money you'd saved up in your bank account is gone. When you tell your mother about it, she confesses that she needed to borrow this money and she plans on paying you back very soon. After talking with your older sibling, however, you discover that your mother has been spending many of her days at the local casino.

## Student Resource 6

# 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) Skills and knowledge that I acquired
- b) The importance of reserving judgment until all of the facts of a situation is known
- c) Ways that I can improve my critical analysis skills when studying situations
- d) I can apply the following information to my life:...

#### 2. Formats

*Select one of the following presentation formats for your reflection:*

- a) Written reflection—paragraph
- b) Recorded oral reflection (mini recorder)
- c) Presentation software—slides with images and graphics
- d) Twitter posts

### OPTIONAL

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

## Background Information

The main learning objective of this lesson is that students learn to understand when behaviours cross the line into problematic activities.

### OBJECTIVES

- to define what a “problem” is and the spectrum of behaviour involvement
- to understand when a behaviour or an activity becomes “problematic”
- to explore why it is often difficult for an individual to accept that some activities have become problematic.

### OVERVIEW

Most youth are well-adjusted individuals who need to experience life in a normative fashion, taking healthy risks that allow the development and growth of decision making, conflict resolution and social skills. Many youth engage in a number of behaviours that involve risk-taking activities. Most do not go on to develop problems with these behaviours, but some do. The question is, when is it a problem? For example, many youth occasionally use substances but most do not develop a problem or abuse these substances. The CAMH Ontario Student Drug Use Survey (OSDUS)<sup>1</sup> and other studies have confirmed that around 60 per cent of youth are experimenting with alcohol, 26 per cent are using marijuana and 5 per cent are using rave drugs. Most adolescents, despite all this, are well-adjusted individuals who get along with their parents, do their homework and have good friends. Research suggests that youth are using substances but not in a way that is adversely affecting their lives.

### YOUTH DEVELOPMENT

Adolescence marks a stage of incredible physical and cognitive growth. Social and emotional development also occurs at a surprising—and sometimes bewildering—rate. Research at UCLA’s Lab of Neuro Imaging suggests that during adolescence, boys and girls undergo significant neuronal rewiring, which helps to explain changes in such functions as self-control, judgment, emotional regulation, organization and planning.<sup>2</sup> This research, in tandem with studies performed at the National Institute of Mental Health and McLean Hospital in Massachusetts, challenges traditional thinking that brain development is complete by age eight or ten. Risky behaviours that previously may have been attributed to hormones or a lack of emotional maturity are now increasingly linked to a natural, even predictable, neurochemical process.

Youth often feel and act as if they are invulnerable, which is normative for this developmental level. Usually, nothing traumatic has happened to them, they have been given support by their family, they have been developing more physical and mental strength, and the world is full of new things to explore. Although they worry about what their friends think about them and about who is going to say what about them at the cafeteria table, they don’t believe they are physically in much danger in the world.

## Teacher Resource 1

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**WARNING SIGNS**

A particular activity becomes a problem when an individual continues to engage in the activity despite experiencing negative consequences. Preoccupation with and loss of control over the activity are signs that there is a problem.

*The following are indicators of a possible problem:*

- preoccupation with video arcades, Internet gambling sites, sports results or TV poker
- skipping school, dropping grades, loss of interest and poor work performance
- money or valuable objects missing, borrowing or stealing money from friends and family, asking for more money for lunch and transportation or other personal expenses
- new groups of friends (which might also include a social network only on the computer)
- large unexplained amounts of cash or material possessions which cannot be accounted for
- lying about activities
- changes in behaviour or attitude (e.g., mood swings)
- fake ID, casino entry cards, or racetrack receipts among belongings
- an Internet trail
- problems with other family members or with friends
- generally a regular downward shift in functioning.

Other changes in behaviour may also indicate a possible problem. When one or more of the following occur and appear to be associated with the use or overuse of an activity, further investigation is warranted. Some of these changes may be a result of a mental health concern, for example depression:

- sleep disturbance
- appetite disturbance
- withdrawal from usual social activities
- less time spent with family and friends (although may claim many relationships online)
- deterioration in personal hygiene
- mood changes
- personality changes
- lying, stealing and other similar activities
- a drop in school marks
- difficulties maintaining jobs
- chores not done

## Teacher Resource 1

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At the same time though, most adolescents are going through lots of changes, so a downward shift in function is normal. What isn't normal is if that downward shift continues.

Healthy youth don't usually get into trouble with the law or sneak out for secretive meetings with people they meet through Internet chats. They don't regularly post inappropriate pictures of themselves online or lose sleep from spending excessive hours glued to their computer. They don't end up becoming inebriated and driving under the influence, have blackouts, engage in risky sexual activities and so on.

The key to knowing if an activity has become a problem is that the youth will start to function less well in one or more spheres of her life. While people often try to define Internet or videogame "addiction" based on the number of hours spent on the activity, what really counts is what that amount of time does to the person, for example:

- Youth A plays three hours a day of online chess. This youth still gets good grades at school, maintains his friendships, eats and sleeps well and so on.
- Youth B plays seven hours a day (mostly at night) of online role-playing games. This youth has disrupted her sleep cycle, and this begins a chain of consequences including arriving at school late and marks beginning to suffer.
- Youth C plays 20 minutes a week of online poker. He often steals one of his parents' credit cards. He usually breaks even but recently he lost over \$8,000 in the span of 10 minutes.

In the end, if risk-taking behaviours begin to interfere with a youth's social, academic, vocational, psychological, physical or interpersonal spheres, this is of major concern. If risk taking becomes a major ongoing pattern of behaviour, it may indicate the presence of a physical or mental health disorder or family issues, or both, for example, substance use, gambling, depression, trauma, ADHD, etc.

**REFERENCES**

<sup>1</sup> Paglia-Boak, A., Mann, R.E., Adlaf, E.M., & Rehm, J. (2009). *Drug use among Ontario students, 1977–2009: OSDUHS highlights*. (CAMH Research Document Series No. 28). Toronto, ON: Centre for Addiction and Mental Health.

<sup>2</sup> National Institute of Mental Health. Press Release May 17, 2004, Imaging Study Shows Brain Maturing. <http://www.nimh.nih.gov/science-news/2004/imaging-study-shows-brain-maturing.shtml>

## Teacher Resource 2

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## Scenario: Context Is Key

### PROCEDURE

Have students break into small groups and identify a behaviour that can lead to unanticipated problems. Record responses on flip chart.

### DISCUSSION

Ask students to consider when these behaviours might lead to problems.

### PROCEDURE

Have students in groups make a list of activities youth engage in.

Have students share their answers with the class and record on flip chart. The list should include activities such as sports, videogames, eating, sex, substance use, gossip, sleep, hygiene, etc.

Teacher draws out the continuum on the board. Students select a behaviour from the list they made earlier and brainstorm activities and actions that fit in the different sections on the continuum. The continuum consists of the following:

- No Activity
- Activity within Healthy Limits
- Serious Involvement
- Activity with Some Misuse
- Serious/Problematic Use
- Pathological Dependence.

Note most of the population is about 80 per cent no activity, and 10 per cent misuse, 10 per cent serious > pathological.

### DISCUSSION

This may create a rich discussion on the blurriness of some activities and more clarity on others, for example, if the behaviour is “sex,” does “kissing only” count as No Activity, Activity within Healthy Limits, Serious Involvement...? And if one of the people involved in kissing knows he or she has mononucleosis, could kissing then be crossing the line? The teacher brings home that the “grey” areas become more clear when warning signs and impact on function occur.

Kissing is taking a risk. All of life is risk. Likely the chances are low, but if you are kissing someone whom you know has herpes, mono, etc., what exactly does this mean? Do you engage in the behaviour despite the increased chances of risk? Then it could be a problem.

Another example: “Smoking pot.” The continuum for this might involve no use, use only at a party, use every weekend, use every day, use multiple times a day. The teacher can facilitate discussion to get beyond merely the amount of use, e.g., “Would getting it from a friend versus a dealer indicate problems?” etc. And then on to “What about missing school because student is too high?” and so on.

## Teacher Resource 2

P. 2

**PROCEDURE**

Create five posters, each featuring one of the following phrases:

***SKIPPING SCHOOL ONCE A WEEK***

***PUTTING ON WEIGHT***

***AVOIDING PARENTS***

***DRINKING CAFFEINATED BEVERAGES***

***LYING TO IMPRESS OTHERS***

Put the posters up on walls around the room.

Ask students to think about the continuum and then choose and stand next to whichever poster they think represents the most problematic behaviour or issue. Once they have divided themselves, the teacher asks students why they chose what they chose and facilitates a discussion.

**DISCUSSION**

It is highly unlikely that only one sign will be chosen. Discussion around each of the topics can be made into a discussion regarding context of the behaviour. This can be linked back to looking at the continuum of engagement in an activity. The multiple factors involved (biological, psychological, social, cultural and spiritual), which will be much further elaborated on in lessons 6 and 7, can be alluded to. For example, if the activity is drinking caffeinated beverages, discussion could involve the following:

***BIOLOGICAL:*** dependence on caffeine and/or caffeine withdrawal, speeding up to do work, staying awake to do work

***PSYCHOLOGICAL:*** (or bio-psycho) self-treating ADHD

***SOCIOLOGICAL:*** peer pressure, or feeling better about caffeine use than alcohol use

***CULTURAL:*** youth images, what is “in” right now, e.g., Red Bull, etc.

***SPIRITUAL:*** perhaps less at play with caffeine use than other activities, but maybe some guilt re: dependence; a person might also give it up for Lent, etc.

**WRAP-UP**

A full-group reflection discussion of what the youth will be taking away.