



Unit 7: Reducing Risk

Differentiated Instruction Teaching/Learning Examples

Duration: Determined by Teacher

1 Jeopardy Game

2 Brainstorm

3 Modelling—Categorization

4 Decision Making

5 Reflection

Unit 7: Reducing Risk

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 a knowledge of key facts
- Demonstrates an understanding of terminology related to this unit

Thinking and Inquiry

- Demonstrates summarizing skills
- Describes information from the perspective of an unbiased researcher

Communication

- Organizes and expresses ideas clearly and concisely
- Demonstrates effective note-taking skills using informal outline, web, combination notes
- Uses conventions of selected genre

Application

- Applies understanding to specific situation(s)
- Makes connections between familiar concepts and extends into new concepts

Assessment Tools

> Rubric

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Prior Learning

Prior to this lesson, students will have:

- Awareness of a variety of graphic organizers
- Understanding of collaborative learning techniques
- Familiarization with key fact techniques and understanding of bias
- Some skill with SMART Ideas
- An understanding of necessary terminology affecting their understanding of the new material in this unit
- Understanding of choice board of differentiated learning

Materials and Resources

MATERIALS

Appendix A

- Student Resource 1: Jeopardy Game
- Student Resource 2: Scenario Card—What Is the Problem?
- Student Resource 3: Sample Influences
- Student Resource 4: The 3 Rs of Reflection

Appendix B

- Teacher Resource 1: Factors That Influence Risk and Decision-Making
- Teacher Resource 2: Biopsychosocial-Cultural-Spiritual Model
- Teacher Resource 3: What Is the Problem? Sample Answer Sheet

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

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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>

The Toronto Star

Article. "The brain: For adolescents, a scary path to full development"

www.thestar.com/article/839695--the-brain-for-adolescents-a-scary-path-to-full-development

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

- Students engage in a *Jeopardy!*-style game (Student Resource 1: Jeopardy Game), winning points with their responses about variables that are positive and negative factors of a healthy lifestyle.
- Teacher helps students to review material of past classes and focus on the importance of maintaining a healthy lifestyle to reduce the risk of any problems.
- Add to word wall if necessary (collection of terms developed over the study of this theme and left on display in the classroom).

AfL: Jeopardy game, Word Wall, Anecdotal Comments

Action

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

WHOLE CLASS

- Students brainstorm items that influence risk and decision making. Teacher Resource 1: Factors That Influence Risk and Decision Making.
- Students classify brainstorm items into “outer” influences from outside the mind and body and “inner” influences. Record on flip charts. A comparison is made. Based on content, although some influences are clearly inner and some outer, there will be some that are unclear or are linked together. For example, peers can be considered an outer influence, but the inner world of wanting to belong to a group interacts with that influence.
- Teacher introduces concept of BPSCS model. Teacher Resource 2: Biopsychosocial-Cultural-Spiritual Model
- Students each receive a scenario card. Student Resource 2, Scenario Card—What Is the Problem? Working individually, students will identify the issues in the scenario and place them under the appropriate headings in the chart.

AfL: Chart, Graphic Organizer

SMALL GROUP SHARING

- Students join with a group and share their results.

AfL: Group Anecdotal Comments

WHOLE CLASS DEBRIEF

- Teacher directed and concentrating on a) humans are complex; b) many influences affect each person on a daily basis; one must always understand the underlying motivation of each person’s action(s) and that each high-risk behaviour appears in a different perspective depending on the individual’s role and emotional and physical state.

AfL: Anecdotal Comments

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EXPERT GROUPS

- Teacher provides material to be read about the range of influences, fighting reductionism, motivation, calculated risk, genetic and personal biological factors, cultural and media factors, existential issues and magical thinking, peer pressure and societal expectations.
- Individuals will study their topics and summarize information for a fact sheet.
- Students are to define and clarify terms as needed.
- Each student presents the information summation for group.

WHOLE CLASS DEBRIEF

- Teacher highlights key findings using SMART Ideas on PowerPoint.
- Students are encouraged to form generalizations from specific facts.
- Conclude with a summary of key learning from this unit.

Connections

AfL: Fact Sheet, Summary, Oral Presentation

AfL: Anecdotal Comments, Generalizations, Big Question Ideas

Consolidation and Connection

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

INDIVIDUAL

- Students create a schematic form of the influences affecting decision making, using a variety of graphic organizer styles.

AfL: Schematic Form

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 topic, and rubrics need to be supplied for all topic possibilities.

DIFFERENTIATED INSTRUCTION TEACHING/LEARNING EXAMPLES

	Role	Audience	Format	Topic
1	Poll researcher	Youth	Survey	The provincial government has asked for statistics on the ability of youth to deconstruct incidents in their lives. Create a survey that can gather information about how much youth are able to deconstruct, and outline factors influencing their actions.
2	Youth counsellor	Youth	Flyer	Create a flyer, which you will hand out at the next school assembly, that will tell students about a conversation group for youth and adults in which the youth attempt to explain their age group's interest in gambling.

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Connections

	Role	Audience	Format	Topic
3	Youth counsellor	Youth and adults	“My Life in Two Minutes”	Create a series of questions or sentence starters to be handed out to a group of youth and adults meeting for the first time to learn from each other about the link between youth and gambling. The completed statements will act as an introduction, allowing youth and adults to get to know each other in order to feel comfortable in sharing.
4	Principal	Adults	Business letter	As principal of your school, create a letter to inform the parents of your students of the growing concern over youth gambling.
5	Researcher	Adult	Report	Create a report to present on a subject related to the issue of gambling.
6	Speaker’s corner chairperson	Youth	List	As chair of the student “speaker’s corner,” create a list of speakers for a variety of topics relating to gambling. Try to locate specialists or experts in their field who work in your local community.
7	Civil rights worker	Adult	Civil rights case	There is a push to locate a casino in your local neighbourhood. As part of the Civil Rights Action committee for the city, create a list of pros and cons that the mayor can study before the issue comes to the council chambers for a vote.
8	Lobbyist	Adult	Speech	You are a psychologist with a local health centre. Write a speech for a talk you’ve been asked to give to parents about how common gambling is in the lives of young children and youth.
9	Debater	Youth	Debate	With a partner, prepare both sides of a debate over the expansion of Internet gambling.
10	Blogger	Youth	Blog	Create a blog that sends information in pertinent “snippets” out to youth about issues concerning gambling.

INDIVIDUAL METACOGNITION

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

Student Resource 1

Healthy Lifestyle Jeopardy

CATEGORIES:

- *Positive Factors—Physical*
- *Positive Factors—Emotional, Social*
- *Negative Factors—Physical*
- *Negative Factors—Emotional, Social*

POINTS: 5, 10, 15 and 20 point questions for each category

- **5- and 10-Point Questions**
 - No answer options will be given from which to choose.
 - Groups may quietly confer.
 - Group leader must write group’s answer on dry erase board.
 - Teacher will call “Boards Up.”
 - Unless it is a “blue dot” question (see below), all groups with the correct answer receive points.
- **15-Point Questions**
 - Group choosing category may decide to keep it as 15-point questions and have teacher read answer options along with the question, OR group choosing category may decide to make it a 30-point question by not having the answer options read with the question.
 - Groups may quietly confer.
 - Group leader must write group’s answer on dry erase board.
 - Unless it is a “blue dot” question, all groups with the correct answer receive points.
- **20-Point Questions**
 - Teacher will read answer options for all of these questions.
 - These questions will be answered verbally.
 - Unless it is a “blue dot” question, teacher will call on the first person to raise a hand. That person must immediately give the answer—no group discussion is allowed.
 - If the correct answer is given, only that person’s group receives points.
 - If an incorrect answer is given, all groups except group from which incorrect answer was given will be allowed to confer and write their answer on the dry erase board. All groups with the correct answer will receive points.
- **Blue Dot Questions**
 - Teacher will randomly place a blue dot behind one 5-, 10-, 15- and 20-point question. (One category will not receive a blue dot.)
 - The group choosing a blue dot question will be the only group allowed to answer the question for points.
 - If that group answers incorrectly, all other groups may confer and write an answer on the dry erase board. All groups with correct answers will receive points.

WINNING TEAM: The team with the most total points.

Student Resource 2

Scenario Card—What Is the Problem?

A 17-year-old male comes to the school counsellor saying “Help me! My mom tossed me out of the house and won’t let me back in until I’ve quit playing video-games! But I don’t have a problem with the games. Playing keeps my nerves steady, and all my friends play the games too... See, I’m thinking of quitting school. I’ve never been good at it. I hate reading—but I’m great at math! In fact, I’m so good I make a lot of money playing Texas Hold ’Em poker. I really don’t need to go to school. I really have felt like a loser most of my life...sad and very anxious. But since I started winning money online, people look at me like I’m a pro. The video games really do help me keep a good poker face. So, can ya help?! Well—can ya??”

INSTRUCTIONS

In the above scenario, identify the factors at play that fall under each of the headings in the chart below.

Biological	Psychological	Social	Cultural	Spiritual

Student Resource 3

P. 1

Sample Influences

A. Genetics and Personal Biological Makeup

Addictive and mental health disorders often run in families. This seems to also apply to some cases of problem gambling.

People with ADHD (attention-deficit/hyperactivity disorder), for example, often are at higher risk of developing substance use, gambling problems and other issues if they are not treated for the condition.

Certain medical conditions, such as diabetes or chronic pain syndrome, may directly or indirectly affect a person's overall life circumstances. For example, if you are persistently experiencing intense pain, that might increase symptoms of depression and anxiety. Having to cope with these ongoing physical and mental health issues can have psychological effects. People dealing with these effects might have trouble fitting in with friends. Gambling can become a problem for some people if they use it as a way to cope or to "escape" from other physical and mental health issues.

More research is being done to better understand the relationship between genetics, biology and problem gambling. For some people, medication might help fight urges to gamble. Scientists are now researching medication options for problem gambling.

B. Culture and Media

In our society, many forms of media are pervasive—video games, BlackBerrys and iPhones, Internet, e-mail. We also know that in relation to youth, time use and access to content are variable and can be unregulated by parents. We talk about how these forms of media may be influencing us, but in reality our culture has not yet taken major steps to put forth healthy guidelines, or a public health approach, for the use of technology.

What is the message our society is conveying when video games allow violence such as suicide bombings and the killing of prostitutes and police officers? What is the cultural message regarding how women should be treated? Is there covert or overt racism in the way "thugs" and "bad guys" are portrayed in games? Is it okay to steal a car or otherwise engage in illicit activities, as characters in video games like *Grand Theft Auto* do?

New devices are becoming fashion statements. Just like designer jeans, technology can "look" great and convey status in youth culture. Cell phones, video game consoles, computers and TV devices all allow sharing of Internet information and communication. However, access to sexual imagery, drug ordering and gambling websites and games disguised as video games has become easier than ever through all these portals and devices.

Student Resource 3

P. 2

C. Magical Thinking

“Magical thinking” is a thought or belief that certain coincidences are actually connected or that there is a causal relationship where none exists, for example, carrying an umbrella will ensure it doesn’t rain. When people are faced with ambiguity and the unknown, it’s natural for them to seek explanations or a sense of control, and depending how stressed they are, they may engage in magical thinking. In human development magical thinking is used to try to make sense of the world and keep our fears at bay. It usually occurs in childhood (e.g., a child who believes her disobedience caused her father to fall ill) and is not used as much as we develop more adult coping strategies to deal with life’s challenges. In highly stressful situations, however, people do regress to earlier ways of coping, and magical thinking is a common one they fall back on. Many people with problem gambling will resort to magical thinking; examples include blowing on dice to make them lucky, wearing a lucky shirt or choosing special numbers that have emotional significance.

D. Peer Pressure (School, Work, Games)

The effects of group influences on an individual’s behaviour have been a central concern of social psychologists. It has been shown, for example, that one is more prone to take risks when the group he or she identifies with engages in and supports such behaviour. The needs to belong and be accepted by peers are strong enough human motivators to impel a person to behave with greater risk in the context of a group than when alone. This is especially true with adolescents and young adults. Gambling is a common activity that youth engage in; for example, they may have their friends over to play Texas Hold ‘Em poker in their homes. Youth may also be bullied into gambling, or may feel compelled to gamble to fit in with popular kids.

E. Parental Role Modelling

Long after the school and work day is over, peer pressure and curiosity can impel youth to “need to know” what’s going on in their online “worlds.” Social networking appears to be the preferred communication method of 21st-century youth.

Parents need to take a more active role in knowing how their kids use technology. It’s not only important to look at youth’s use of technology, but how the parents themselves “role model” behaviour. For instance, many parents have slowly allowed their work-family balance to blur by checking BlackBerrys at the dinner table or answering business e-mails at 9:00 a.m. on a weekend. And there are many adults who also engage in video-game activities, some even becoming “pro-gamers.”

As with gambling, technology and gaming, this role modelling also applies to parents’ own use of alcohol, nicotine and caffeine and the impact that may have on their children. Sometimes one family member becomes what we call “the identified patient,” because his or her problems are the most obvious. This triggers the entire family to seek help from a therapist. What is often seen then is that other family members have addiction and mental health issues that have not been dealt with.

Student Resource 3

P. 3

F. Societal Expectations for Academics and Work

Education and school work and day-to-day professional communication in the 21st century require that we use computers. Those looking for jobs and careers are often expected to have some basic-to-advanced cyber skills. Thus the majority of youth will be exposed to the internet and its interactive wonders. The key is asking what, as parents, community, society and so on, we should be doing to help educate our youth (as well as everyone else) on the potential development of problems using this technology, as well as on methods for using it in as safe a way as possible.

G. Sedentary Lifestyle

Addictive behaviours may be linked. For example, many people attribute the increase in obesity in North American youth to fast foods and low physical activity; it is unclear, however, if there is not a link to the over-use of technology. Many of you may have heard of people who would rather send an e-mail to a person 15 feet away than get up and go talk with that person. Sedentary people see images of “beautiful” people on the Internet, video games and TV, and this can lead them to be concerned about their appearance, which can then impact self-esteem. People with low self-esteem may feel more comfortable interacting with people online versus in person, which can lead to exposure to online sexual activities such as interactive pornography sites. Also, some parents may feel it is “safer” for their kids to be gambling in the family room with their friends rather than for them to be out of the house, where the parents don’t know where they are or whom they are with.

H. Feelings of Mastery

People play video games and gamble for many reasons. For some adults and youth, they feel a sense of being able to “master” the skills it takes to win. That sense of mastery of online games becomes important because often there may be a lack of a sense of mastery in life offline. For example, if someone suffers from social anxiety, is being bullied or has physical ailments or a traumatic past, the anticipation of a win—not just with gambling but with video gaming too—can be quite powerful. Killing the 27th level Orc Mage in the Dungeon can be very exciting, and an actual win can create a feeling of euphoria. It can make a youth (and adult) feel important, successful, skilled and happy. When one loses, however, these feelings can be replaced by anxiety, sadness, desperation, frustration and anger. Because of these emotional ups and downs, people then feel drawn to play repeatedly. Both sets of positive and negative emotional responses can lead to what is called in psychology “intermittent reinforcement.” This form of reinforcement is one of the strongest psychological aspects of developing problematic patterns of behaviour in these activities.

CONTEXT IS KEY

It is important to not focus only on the problematic surface behaviour a youth engages in: one must also look at the big picture. For example, is the person someone with chronic pain who is more prone to stay at home? Is he or she depressed? Is he or she avoiding social situations? Understanding the *biological, psychological, social, cultural and spiritual* context of human behaviour is key to understanding what is actually going on in that person’s life, and ultimately understanding what can help the person get better.

Student Resource 4

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 were...
- b) A SMART goal for me in the next three months is...
- c) In my own life I need to reduce or redirect my energy to...
- d) The skills and strategies I used during this unit...
- e) 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) Blog or wiki

OPTIONAL

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

Factors That Influence Risk and Decision Making

Human behaviour is complex, and 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
- self-soothing
- 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
- suffering from social anxiety
- being identified as having a mental illness (stigma)
- being identified as having a physical illness (e.g., diabetes).

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.

Teacher Resource 1

P. 2

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 as to 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), social, cultural and spiritual belief systems are factors that play a significant role in human functioning in the context of mental health issues, addictions, disease and illness. The model assumes that mental health problems are hardly ever limited to just one domain of human experience. 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 practices.

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 small 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, alternatively, 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

P. 2

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 strategy interacts with his or her unique makeup that determines the seed of the problem.

Teacher Resource 2

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.

Facilitate a discussion of the content in the chart. The key is to demonstrate that people are complex and there are many factors that influence a person. We should avoiding “reductionism” in order to really understand motivation and what might be driving a problem that has surfaced. Reductionism occurs, for example, when someone labels a kid playing poker in the basement as a “bad seed.” Stigma and reductionism are related.

Teacher Resource 3

What Is the Problem? Sample Answer Sheet

Distribute Student Resource 2, Scenario Card—What Is the Problem?, and have students complete the activity following the directions on the handout.

A possible chart may look like this:

Biological	Psychological	Social	Cultural	Spiritual
Video-game effects	Gambling Feel good	Mother angry	Peer culture of video-game users and gamblers	Identifies as a winner when gambling, i.e., feeling like king of the world
Reading issue: learning disorder	Low self-esteem —“loser”?	Kicked out of house	School—bad grades	
Gambling		Video game		
Depression	Depression	Gambling		
Anxiety	Anxiety			