

smartwheels



A Mobile Experiential Program

For Grades 4-6

Educators' Guide Ontario

madd^{🇨🇦}
No alcohol. No drugs. No victims.

Dear Educator,

On behalf of MADD Canada and our sponsors, we would like to thank you and your staff for choosing the *MADD SmartWheels* experience to educate your students about making smart choices to prevent driving while impaired with alcohol and/or drugs.

MADD Canada wants to ensure that you have the resources to lead meaningful lessons before and after the *MADD SmartWheels* experience. In this package, you will find two lessons with activities that can be taught prior to the *MADD SmartWheels* experience and two follow-up lessons with activities that you can use to reinforce the messages shared through the RV experience.

These activities build upon the main concepts covered in the *MADD SmartWheels* experience. Choose from a variety of topics and activities that are most relevant for your students.

The pre-RV lessons introduce your students to the concepts delivered through the RV experience. Similarly, post-RV lessons help students consolidate their learning, facilitate meaningful discussions including answering any questions they may have.

MADD Canada welcomes any feedback you may have on the *MADD SmartWheels* experience. Please send any comments to dregan@madd.ca.

Happy teaching!



Dawn Regan
Chief Operating Officer
MADD Canada



Official Sponsors

LCBO



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MADD Canada: Grades 4-6 Combined Substance Use, Addictions and Related Behaviours Health Unit

Big Idea

(Overarching Learning Goal)

Understanding what makes ME healthy and happy. I have the knowledge, strategies and skills to make me have a safe and healthy life.

Learning Goals

- What are the effects of alcohol and drug use on our minds, bodies and how it affects people around us?
- How to apply decision-making, assertiveness, refusal skills, and reflection skills to deal with pressures.
- Make smart, healthy choices.
- Identify individual behaviours and social influences, such as social drinking and cannabis use that affect a person's decision making.
- Recognize the responsibilities and risks associated with caring for ourselves and others and related safety practices and appropriate methods of dealing with dangerous situations.

Lesson 1: In-School Pre-Visit:

- *Decision making and assertiveness skills;*
- *Making healthy and safe decisions.*

Lesson 2: In-School Pre-Visit:

- *Short-term and long-term effects of alcohol use;*
- *Factors of impairment*

Lesson 3: Mobile Classroom (*SmartWheels* RV):

- *The SmartWheels RV Experience*

Lesson 4: In-School Post-Visit:

- *Decision making and personal safety*

Lesson 5: In-School Post-Visit:

- *Making connections to everyday situations*

	Grade 4	Grade 5	Grade 6
Overall Expectations	<p>C1. Demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p>		
Specific Expectations	<p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.5 Use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p>	<p>C1.2 Describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication.</p> <p>C2.3 Demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction.</p> <p>C3.3 Identify personal and social factors that can affect a person's decision to drink alcohol at different points in his or her life.</p>	<p>C1.1 Describe the range of effects associated with using cannabis and other illicit drugs.</p> <p>C1.2 Identify people and community resources that can provide support when dealing with choices or situations involving substance use and addictive behaviours.</p> <p>C2.4 Use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis.</p> <p>C2.6 Make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills.</p> <p>C3.2 Recognize the responsibilities and risks associated with caring for themselves and others and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations.</p>
Living Skills	<p>1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.5 Use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p>		

In-School Pre-Visit Lesson 1 – Decision making and assertiveness skills; Making healthy and safe decisions

	Grade 4	Grade 5	Grade 6
Overall Expectations	C1. Demonstrate an understanding of factors that contribute to healthy development; C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.		
Specific Expectations	1.5 Use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.	C2.3 Demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction.	C2.4 Use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis. C2.6 Make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills.
Living Skills	1.5 Use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.		

Learning Goals:

- Applying decision-making, assertiveness, refusal skills, and reflections skills to deal with pressures.
- Making informed, healthy choices.
- Recognizing the responsibilities and risks associated with caring for ourselves and others and related safety practices and appropriate methods of dealing with dangerous situations.

Success Criteria:

- I know what makes me healthy and what makes me unhealthy.
- I know my choices can affect others.
- I am respectful to myself and to others' healthy well-being.
- I can make decisions based on how I feel and know about healthy living.
- I have the skills to stand up for myself and make good choices.
- I can use lots of different ways to solve problems.
- I know there are people that can help me make good decisions.

Materials and Prep	Vocabulary
<ol style="list-style-type: none"> 1. OLG and Learning Goals on the wall 2. White board for Success Criteria 3. Chart paper and markers 4. Choices chart 5. Cards with choices 6. Dice 	Decisions Cause and Effect Impact Consequences Assertiveness Refusal

Minds ON (establish a positive learning environment, activating prior knowledge, set context for new learning)	Action (introduce new learning or extend or deepen learning)	Consolidation and Making Connections (opportunity to reflect on learning)
<p>Standing up for what you don't want to do and know is unsafe can be very difficult, especially when dealing with peers or a trusted adult. We need to learn and practise ways to say "no".</p> <p>Read the book <i>Peer Pressure Gauge</i> or simply watch the trailer: http://www.juliacookonline.com/book/peer-pressure-gauge/</p>	<ul style="list-style-type: none"> • Divide students into small groups ask them to discuss scenarios and/or ask them to think of a scenario that they have been in or can think of where they have felt being pressured to do something they know wasn't safe or healthy for themselves. • Using the choices chart....ask them to give two choices they could make, the result of each and the consequences of each choice. • Have students present. <p>Share through google drive.</p> <p>http://teachingtools.ophea.net/sites/default/files/ophea-files/lesson_plan/gr5_hl_choices_sr12.pdf</p>	<ul style="list-style-type: none"> • Using emojis have students pick three or four that describe how they feel when they are being assertive and making healthy choices. • Send through google drive or as a google form exit card.

Differentiated Learning:

- Draw pictures or speak ideas, different languages
- Simplified chart
- Give scenarios and options

Next Steps:

- To learn how the short-term effects of drug and alcohol use affects driving
- Laws and outcomes of impaired driving






















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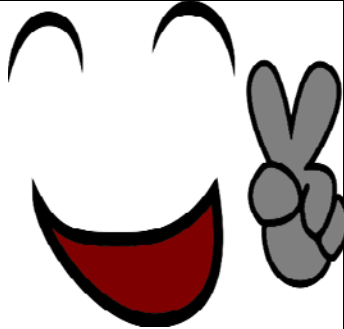
Date: _____

Roll your number cube.

Select one of the scenarios that corresponds to the number rolled and discuss it with your group.

If the same number is rolled again, a new scenario may be selected or you may add to or comment on the first answer.

	 	  	   	    	     
Scenario 1: While walking to school, you see fire coming out of the engine of a parked car.	Scenario 5: Someone is bullying you, threatening to beat you up if you don't give him or her money.	Scenario 9: You see a stray dog running around at the park.	Scenario 13: You wake up for school and have a fever.	Scenario 17: There is a crack in the ice on the pond where you are about to go skating.	Scenario 21: You are about to go bike riding with your friends and can't find your helmet.
Scenario 2: You miss your school bus in the morning.	Scenario 6: You have a sore tooth and it hurts to eat.	Scenario 10: You go to a friend's house and your friend's older sister offers you a drink from the alcohol cabinet.	Scenario 14: Your friend keeps asking you for the log-in password for your email account.	Scenario 18: The traffic lights are not functioning and you need to cross the road.	Scenario 22: Your dog drank household cleaner.
Scenario 3: While making an after-school snack, you cut your finger with a knife.	Scenario 7: A stranger asks you to get in a car to show him where a street is.	Scenario 11: The toilet is overflowing at your home.	Scenario 15: The swing at the park is broken and there is a very sharp piece of metal sticking out.	Scenario 19: While helping your babysitter make dinner, you burn your arm.	Scenario 23: Untrue things are being posted about you on the Internet.
Scenario 4: You need help with your homework.	Scenario 8: You are locked out of the house because you forgot your key.	Scenario 12: A tree has fallen across your driveway.	Scenario 16: After walking through a bush, you notice a rash from poison ivy.	Scenario 20: While walking home, you see electrical wires hanging from an electrical pole.	Scenario 24: Your friend is feeling really depressed.

Having someone pressure me makes me feel.....	 But I'm learning to deal with it!!
I know what makes me feel happy and comfortable.	
I have lots of knowledge about things that make me healthy and things that make me unhealthy.	
I still want to learn to.....	

Having someone pressure me makes me feel.....	
I know what makes me feel happy and comfortable.	
I have lots of knowledge about things that make me healthy and things that make me unhealthy.	
I still want to learn to.....	

In-School Pre-Visit Lesson 2 – Short-Term and Long-Term Effects of Alcohol Use; Factors of Intoxication/Using

	Grade 4	Grade 5	Grade 6
Overall Expectations	C1. Demonstrate an understanding of factors that contribute to healthy development; C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.		
Specific Expectations	C2.2 Apply a decision-making process to assess risks and make safe decisions in a variety of situations, such as impaired and distracted driving	C1.2 Describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication.	C1.1 Describe the range of effects associated with using cannabis and other illicit drugs.
Living Skills	1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. 1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. 1.5 Use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.		

Learning Goals:

- Know the effects of alcohol and drug use on our bodies and how it affects people around us.
- Recognize the responsibilities and risks associated with caring for ourselves and others and related safety practices and appropriate methods of dealing with dangerous situations.

Success Criteria:

- I know what makes me healthy and what makes me unhealthy.
- I know my choices can affect others.
- I know the short-term effects of alcohol use.
- I know the short-term effects of cannabis use.

Materials and Prep		Vocabulary
1. OLG and Learning Goals on the wall 2. White board for Success Criteria 3. Chart paper and markers/t-charts 4. Tablets/computer access		Impairment Cause and Effect Impact Consequences Short term and long term Reflex
Minds ON (establish a positive learning environment, activating prior knowledge, set context for new learning)	Action (introduce new learning or extend or deepen learning)	Consolidation and Making Connections (opportunity to reflect on learning)
Brainstorm in small groups as a 'Knowledge Dump' type chart, e.g. https://drive.google.com/file/d/0B2K5V1tw33EXNlidaa2xLb0t1ZnM/view Gr 4: What do you know about: 1) Distracted driving? 2) Driving a car while texting? 3) Driving a car while texting, after drinking? Gr 5: What do you know about the short term effects of drinking alcohol? Gr 6: What do you know about the short term effects of using cannabis? Have the students individually doodle on a body shape comparing what you need to do to be a safe driver vs how drinking affects your body....see resource below.	Give each group a link to do some quick jot notes on the laws and stats on impairment http://madd.ca/pages/impaired-driving/overview/youth-and-impaired-driving/ http://www.mto.gov.on.ca/english/safety/impaired-driving.shtml http://www.ccsa.ca/Eng/topics/Impaired-Driving/Pages/default.aspx https://saaq.gouv.qc.ca/en/road-safety/modes-transportation/automobile/alcohol/ https://www.drugabuse.gov/publications/research-reports/cannabis/does-cannabis-use-affect-driving http://www.680news.com/2016/02/04/drinking-driving-and-blood-alcohol-levels-what-you-need-to-know/ https://canadasafetycouncil.org/traffic-safety/how-cannabis-use-affects-driving http://www.textinganddrivingsafety.com/texting-and-driving-stats	Students create a meme stating a fact/law/stat that they just learned as a persuasive piece to choose NOT to drink and drive (text/use of drugs) or get into a vehicle with someone who is impaired/distracted) and share (through Google drive) https://makeameme.org/memegenerator https://imgflip.com/memegenerator

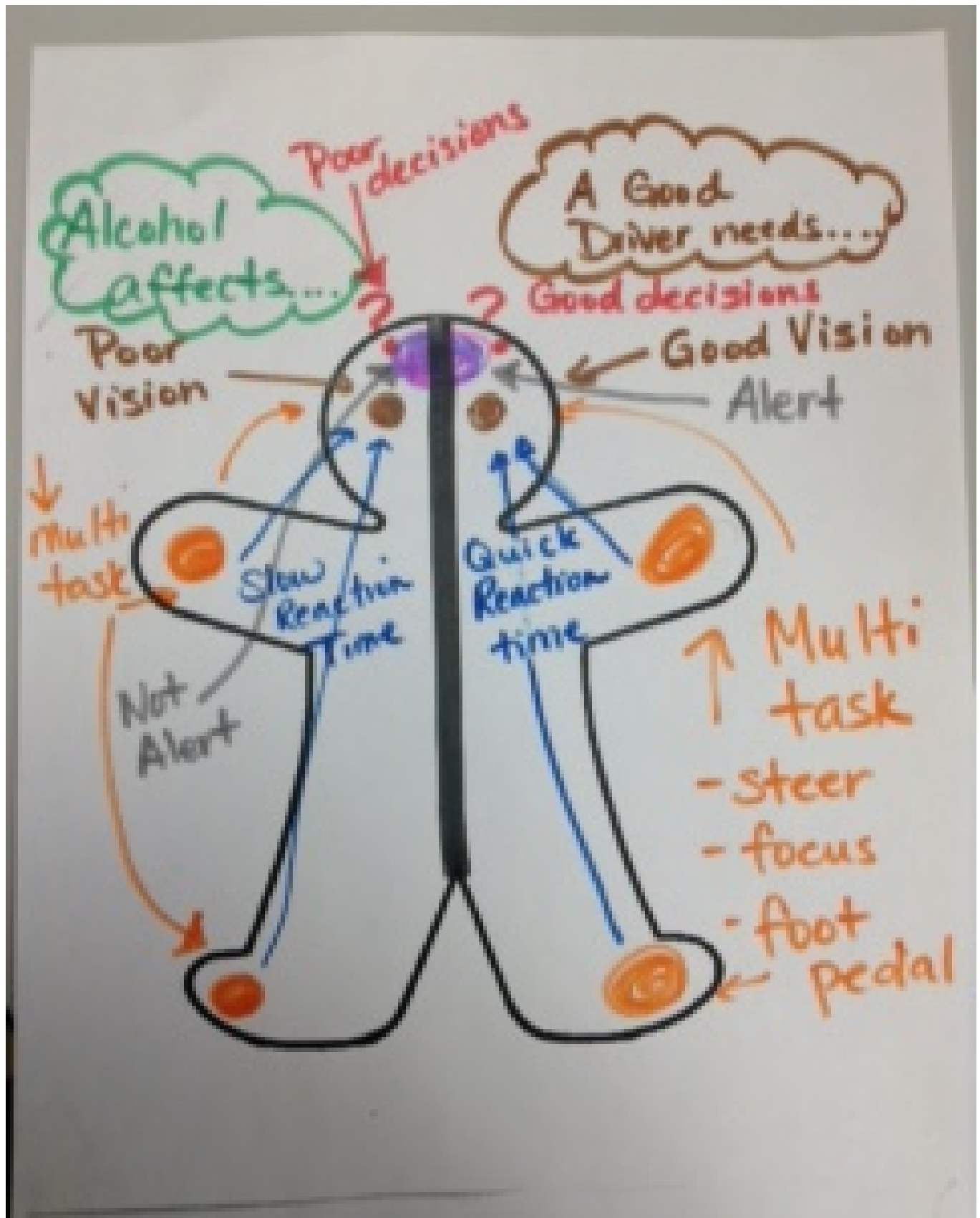
Differentiated Learning:

- Do all on google drive
- Put into different languages through Google translate
- Watch videos

Next Steps:

Students experience hands-on the effects of impaired driving.

The Effects of Impaired Driving





Drinking and Driving

Even one drink can reduce your ability to react to things that happen suddenly while you are driving. The effects of alcohol include blurred or double vision, impaired attention and slowed reflexes. Your life and the lives of others can change forever if you drive after drinking alcohol.

Blood Alcohol Concentration

The amount of alcohol in your body is measured by the amount of the alcohol in your blood. This is called **blood alcohol concentration**, or BAC. Once you take a drink, there is no way to guess what your BAC is.

Many factors can affect your blood alcohol level including:

- how fast you drink
- whether you are male or female
- your body weight
- the amount of food in your stomach

In Canada, the maximum legal BAC for fully licensed drivers is 80 milligrams of alcohol in 100 millilitres of blood (0.08). **Driving with BAC over 0.08 is a criminal offence.** (This may be lowered to 0.05 in the future.)

Warn Range

Your BAC does not have to be over the 0.08 legal limit to result in serious consequences. If you register a BAC from 0.05 to 0.08 (commonly referred to as the **warn range**), you will face provincial administrative penalties.

Drug Impaired Driving

Drug impaired driving is illegal. Drugs can impair your ability to drive. This is true for both illegal drugs and prescription or over-the-counter medication. Depending on the drug type, drugs can reduce alertness, alter depth perception, impair concentration and attention span, slow reaction time and affect motor skills and visual function. And what many people don't know is that if you drive while you are high, you will be impaired.

Cannabis – What is it?

Cannabis, hashish (hash) and hash oil come from cannabis sativa, a type of hemp plant. All three contain THC, a chemical that changes the way you think, feel and act. The word “cannabis” is used to refer to all three.

Cannabis street names:

Weed, marijuana, herb, chronic, jay, bud, blunt, bomb, doobie, hydro, sinsemilla, hash, joint, pot, grass, reefer, Mary Jane (MJ), ganja, homegrown, dope, spliff.

Who uses cannabis?

- Cannabis is one of the most commonly used drugs in Canada.
- In 2015, 21.3% of Ontario students (grades 7–12) said they had used cannabis in the past year.
- The average age of first cannabis use among Grade 12 users was 15.3.
- By the time they have reached Grade 12, nearly half (37.2%) of Ontario students have used cannabis in the past year.
- About one in eight students (2.1%) who use cannabis use it every day.
- 9.8% of students who drive say they have driven after using cannabis.

Is cannabis harmful?

Yes. If you smoke cannabis, it can harm you. Many people don't know this, but cannabis smoke contains more tar and more of some cancer-causing chemicals than tobacco smoke.

Here are some other ways that cannabis use can harm you:

- You may make decisions while using cannabis that you regret later.
- Cannabis affects your co-ordination and makes it harder to concentrate and react. This makes it dangerous to do things like ride a bicycle, drive a car or operate machinery.
- You may find that time seems to pass more slowly and distances become distorted.
- You may have trouble keeping your balance.
- You may have trouble concentrating: thinking clearly, remembering things that just happened, and doing some tasks (e.g., homework).
- You may have increased heart rate.
- You may also hallucinate, especially if you use a lot of cannabis at one time.
- Have trouble with coordination and a slower reaction time.



The Dangers and the Law

Is it dangerous to smoke cannabis and drive?

Yes. Cannabis makes it harder to concentrate, pay attention and tell how far away things are, for up to five hours after you use it. It also makes your hands less steady and slows your reaction time; this means you wouldn't be able to react as quickly to a sudden, unexpected emergency. Your risks go up when you combine smoking cannabis with drinking alcohol. All these things may make it harder to drive safely. There is a roadside saliva test for cannabis and also there are specially trained police who can tell if you are high, and you could be charged.

Can smoking cannabis affect my school performance?

THC remains in your brain for days or weeks, and may affect your memory, speech and learning. Using cannabis regularly also affects your thinking and can make you less motivated.

Is cannabis legal?

Yes. Cannabis possession is legal in Canada however one must be of legal age, 18 or 19 depending on the province. In Ontario, the legal age is 19.

Reducing risks and getting help

How can I reduce my risks?

- Don't get into a car with someone who has been using cannabis.
- Don't mix cannabis with alcohol or other drugs.
- Don't use cannabis before or during school.
- Choose not to use cannabis.

Did you know?

- Research shows that you have a greater chance of having a car crash when you drive after using cannabis. After cannabis, alcohol is the second most common drug found in dead and injured drivers.
- Mixing cannabis and alcohol is more dangerous than using each drug separately. Mixing even small amounts of cannabis and alcohol can make it dangerous to drive. Many impaired drivers test positive for cannabis and alcohol together.

Source: *The Centre for Addiction and Mental Health (CAMH)*

2015 OSDUHS Survey

*Canadian Centre on Substance Abuse

Lesson 3 - Mobile Classroom (*SmartWheels* RV)

	Grade 4	Grade 5	Grade 6
Overall Expectations	<p>C1. Demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p>		
Specific Expectations	<p>1.5 Use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p>	<p>C2.3 Demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction.</p> <p>C3.3 Identify personal and social factors that can affect a person's decision to drink alcohol at different points in his or her life.</p>	<p>C1.1 Describe the range of effects associated with using cannabis and other illicit drugs.</p> <p>C1.2 Identify people and community resources that can provide support when dealing with choices or situations involving substance use and addictive behaviours.</p> <p>C2.4 Use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis.</p> <p>C2.6 Make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills.</p> <p>C3.2 Recognize the responsibilities and risks associated with caring for themselves and others and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations.</p>
Living Skills	<p>1.2 Use adaptive management and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.</p> <p>1.5 Use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p>		

Learning Goals:

- The effects of alcohol and drug use on our bodies and how it affects people around us.
- Applying decision-making, assertiveness, refusal skills, and reflections skills to deal with pressures.
- How to make healthy choices.
- How individual behaviours and social influences, such as social drinking and drug use, affect a person's decision making.
- Recognizing the responsibilities and risks associated with caring for ourselves and others and related safety practices and appropriate methods of dealing with dangerous situations.

Materials and Prep		Vocabulary
1. OLG and Learning Goals on the wall 2. White board for Success Criteria 3. MADD RV!!! 4. Plickers/Google form		Decisions Cause and Effect Impact Consequences Assertiveness Refusal
Minds ON (establish a positive learning environment, activating prior knowledge, set context for new learning)	Action (introduce new learning or extend or deepen learning)	Consolidation and Making Connections (opportunity to reflect on learning)
Activation of prior knowledge with True/False questions.	Simulation of driving.	<ul style="list-style-type: none"> • Decision Making Case Study -interactive choose your own adventure style.

Differentiated Learning:

- Support systems in place to help those in need and how to access them.

Next Steps:

- Making choices and deciding on who to turn to for help.

In-School Post-Visit Lesson 4 - Decision Making and Personal Safety

	Grade 4	Grade 5	Grade 6
Overall Expectations	C1. Demonstrate an understanding of factors that contribute to healthy development; C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.		
Specific Expectations	C2.2 - Apply a decision-making process to assess risks and make safe decisions in a variety of situations.	C1.1 - Identify people and supportive services that can assist with injury prevention, emergencies, bullying, and abusive and violent situations.	C1.2 – Identify people and community resources that can provide support when dealing with choices or situations involving substance use and addictive behaviours.
Living Skills	1.2 Use adaptive management and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. 1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. 1.5 Use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.		

Learning Goals:

- How to solve problems, make decisions and evaluate choices related to personal safety and threatening situations.
- Identify people in the community and supportive services that can assist in personal safety and injury prevention situations.

Success Criteria:

- I know a variety of decision-making strategies to use when making personal choices about my safety
- I know a range of people and resources that can support me when making difficult personal choices

Materials and Prep	Vocabulary
<ol style="list-style-type: none"> 1. OLG and Learning Goals on the wall 2. White board for Success Criteria 3. Community Questions and Community Helpers Cards 4. Tweet Help Template 	Impairment Cause and Effect Impact Consequences Community Helpers

Minds ON (establish a positive learning environment, activating prior knowledge, set context for new learning)	Action (introduce new learning or extend or deepen learning)	Consolidation and Making Connections (opportunity to reflect on learning)
<p>Students will play an active matching game of Community Questions and Community Helpers.</p> <p>Spread all the Community Question and Community Helper Cards around the room and ask the students to spread out too.</p> <p>Using music as a stop/start cue (Ghostbusters Theme tune recommended), students will move around the room to the music. When the music stops, the students must quickly pick up a card and try and match the Question and Helper card they are holding - each time ask students to discuss their reasons why they matched up.</p> <p>In a large-group discussion, orally review students' thoughts and conversations and have students identify which of the listed (or similar) resources are available in their community.</p>	<p>Divide the class into pairs. Assign each pair one of the community resources/ agencies used in the Minds On activity. Have students research the resource/ agency that the community question is linked with.</p> <p>Students should consider the following for their research:</p> <ul style="list-style-type: none"> • Look up the agency and find the location closest to the school. • Find the address and telephone number. • Find out what help the agency offers. • Find contact name(s), and any other relevant information • Find the social media information (Twitter, Facebook, Instagram, etc.) 	<p>When students have completed their research and discussed it with the teacher or as a class, students will be asked to complete the Tweet Help Template.</p> <p>Working with their partner, students will summarize and "tweet" what they researched about their assigned Community Helper.</p> <p>Students should consider including:</p> <ul style="list-style-type: none"> • Brief description • Link to resource and/or Twitter Handle • A creative hashtag, funny gif, etc.

Differentiated Learning:

- Do all on google drive.
- Put into different languages through Google translate.
- Use real class Twitter account for consolidation activity.
- Provide pictures with the cards.
- Provide an example of a Resource Tweet.
- Allow students to draw a picture to explain their understanding.

Next Steps:

- To learn to make connections to situations in their lives.

Community Questions Cards	
Want information about a certain drug?	Want to play basketball?
Want to see a doctor?	Want to do better in school?
Want to learn to skateboard?	Want to take a hike?
Worried about a family member?	Want to know about drug laws?
Want to learn more about your faith or religion?	Want to complete a project on tobacco?
Want to take a leadership course?	Want to hear your favourite CD but have no money?

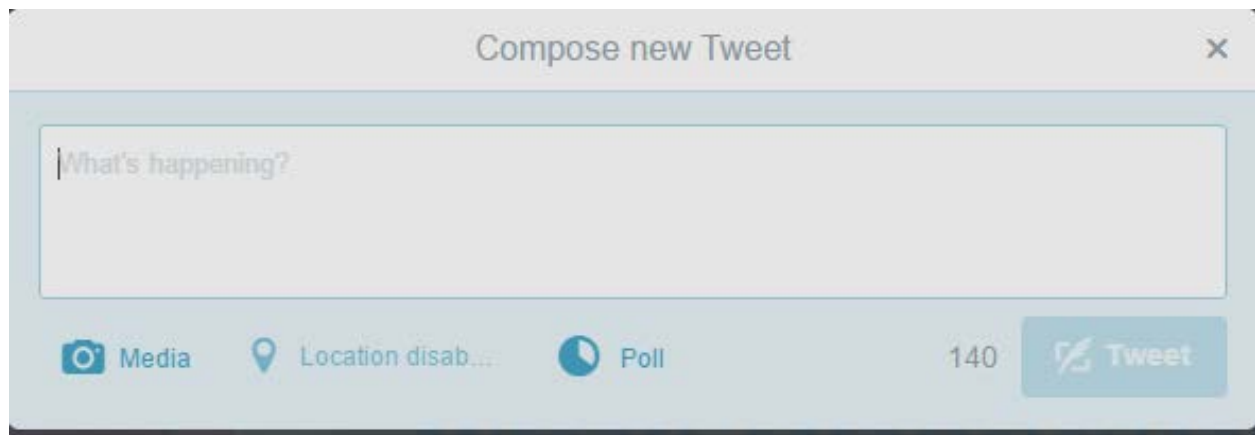
Community Questions Cards

Want to talk to someone about your problems?	Dealing with a medical emergency?
Want to learn more about your culture?	Want to learn more about alcohol?
Want to learn more about impaired driving?	Want to learn more about fire safety?

Community Helpers Cards	
Public Health Office	Community Health Centre
Police	YMCA/YWCA
City Parks and Recreation Office	Provincial Conservation Authority
Regional Office of the Centre for Addiction and Mental Health	After-School Programs, Boys and Girls Clubs
Focus Community Projects for Drug Awareness	Public Library
Girl Guides/Boy Scouts	Community Centre

Community Helpers Cards	
Kids Help Phone	9-1-1
The Lung Association or the Canadian Cancer Society	Friendship Centres (Aboriginal) and Cultural Centres
Churches, Temples, Mosques, Synagogues	MADD Canada

Tweet Help Template

A screenshot of the Twitter 'Compose new Tweet' interface. At the top, the title 'Compose new Tweet' is displayed in a light gray bar with a close button (X) on the right. Below the title is a large text input area with the placeholder text 'What's happening?'. At the bottom of the interface, there is a row of icons and text: a camera icon followed by 'Media', a location pin icon followed by 'Location disab...', a poll icon followed by 'Poll', the character count '140', and a blue 'Tweet' button with a paper plane icon.

You should consider including:

- Brief description
- Link to resource and/or Twitter handle
- A creative hashtag, funny gif, etc.

In-School Post-Visit Lesson 5 - Making Connections to Everyday Situations

	Grade 4	Grade 5	Grade 6
Overall Expectations	<p>C1. Demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p> <p>3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.</p>		
Specific Expectations	<p>1.5 Use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.</p>	<p>C2.3 Demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction.</p>	<p>C2.4 Use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis</p> <p>C2.6 Make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills.</p>
Living Skills	<p>1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education</p>		

Learning Goals:

- How to apply decision-making, assertiveness, refusal skills, and reflections skills to deal with pressures.
- Making healthy choices.
- Recognizing the responsibilities and risks associated with caring for ourselves and others and related safety practices and appropriate methods of dealing with dangerous situations.

Success Criteria:

- I can use different strategies to be assertive when communicating how I feel.
- I know how to refuse to do something that I know is not healthy for me.
- I can be respectful when dealing with conflict with other people.
- I feel confident communicating what I know about healthy choices.
- I know what makes me healthy and what makes me unhealthy
- I know my choices can affect others.
- I am respectful to myself and others' healthy well-being.
- I know that I can make decisions based on how I feel and what I know about healthy living.
- I have the skills to stand up for myself and make good choices.
- I can use lots of different ways to solve problems.
- I know there are people that can help me make good decisions.

Materials and Prep	Vocabulary
1. OLG and Learning Goals on the wall. 2. White board for Success Criteria. 3. Pictures printed and glued on to card stock then cut into 4 puzzle pieces.	Decisions Cause and Effect Impact Consequences Assertiveness Refusal

Minds ON (establish a positive learning environment, activating prior knowledge, set context for new learning)	Action (introduce new learning or extend or deepen learning)	Consolidation and Making Connections (opportunity to reflect on learning)
<p>See pictures on pages 31 - 34. Cut each picture in quarters (dependent on the number you want in each group) and mix them up in a bin. Each student takes one piece and needs to find the rest of the members of the group (those with the other puzzle pieces).</p> <p>Groups then use the picture to create a:</p> <ol style="list-style-type: none"> 1. Tableau of what may have happened prior to the event in the picture 2. Tableau of what they see in the picture 3. 2 different tableaus of what could have happened after the event in the picture 	<p>Students choose and create a type of media texts to demonstrate their learning on the dangers of distracted and impaired driving and how they could choose to make healthy choices.</p> <p>For example:</p> <ul style="list-style-type: none"> • A board game (e.g. Life) • Google slides • Podcast • Prezi • Paper53 • Brochure 	<p>Demo Smash down Showcase</p> <p>Half of the class sits at different tables with their work explaining to the other students within two minutes and then switch.</p>

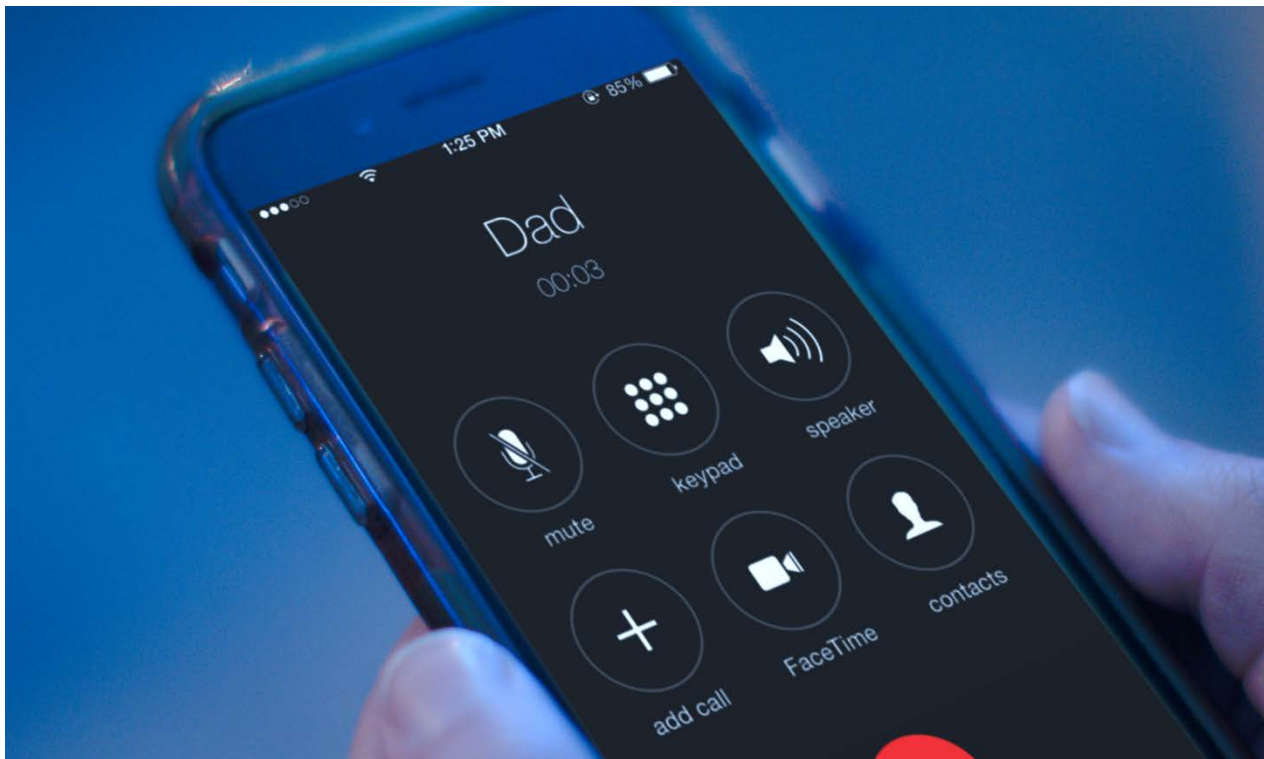
Checklist for culminating task:

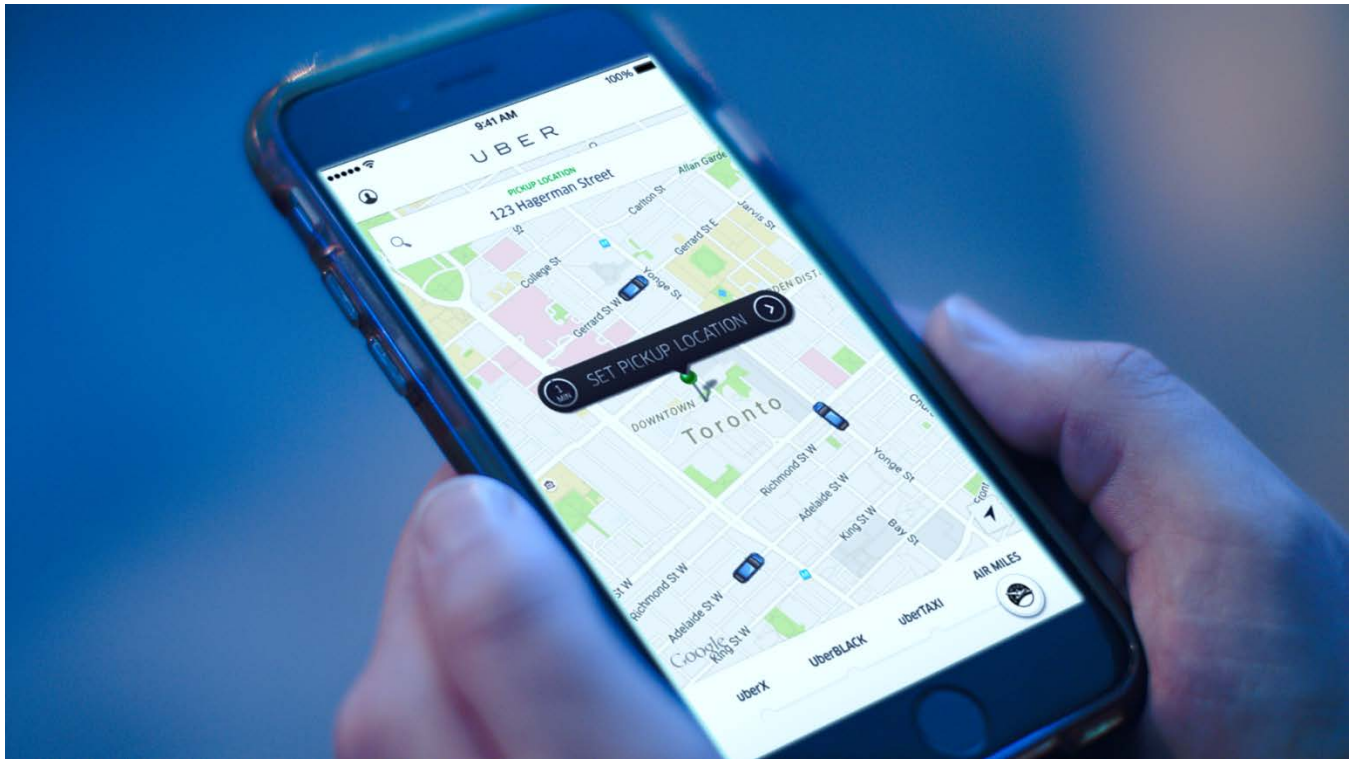
- I used persuasive language.
- It is eye catching.
- I used pictures and graphics.
- My title, headings and pictures stand out.
- My arguments are convincing.
- I proof read and asked a peer to proof read.
- My work makes you think about the issues.
- My work demonstrates what I know about making healthy and safe choices.

Differentiated Learning:

- Draw pictures or speak ideas, different languages
- Simplified chart
- Give scenarios and options











Additional Activities and Handouts

How you can stay safe if you are in a bus or car?

Objective:

Students will increase awareness of how to ride safely in vehicles and strategies for how to handle an unsafe driver.

Introduction:

Is what you see in a movie real-life? What is the safest way for you to ride in a car or what are the rules about bus safety? How can you recognize an impaired driver and how can you protect yourself or avoid the situation all together? You may be young, but you are not powerless and can still have a lot of control over a situation and over yourself.

Activities/Handouts:

1. Five Rules for Driving with Unsafe Drivers
2. Darren's Night Out
3. A Safe Conversation with an Unsafe Driver
4. "Top 10 Rules for Bus Safety"

Ask the students how we can tell if someone is impaired.

- Swerving on the road, crossing over the line
- Stumbling or weaving when they walk
- Red or glassy eyes
- Slurring their words
- Smell alcohol or weed on them

What should you do if you suspect a driver is impaired?

- Call 911
- Call your parents or a safe relative
- If you are in the car with them ask them to pull over
- If you can't get out of the car safely, follow the five rules for driving with unsafe drivers (below)

Five Rules for Driving with Unsafe Drivers

1. Sit in the back seat.
2. Buckle up your seat belt tightly.
3. Take everything off the seat and the back window shelf and put it on the floor under your feet or under the front seat.
4. Be quiet and try not to distract the driver.
5. Tell a trusted adult immediately about the unsafe ride.

Amarra's Decision

The following are guidelines on how to use the upcoming story, "Amarra's Decision".

Explain:

Today we're going to read a story about Amarra. Amarra lives with her aunty and cousins. She has learned about impaired driving at school. She has also heard her Kokum warn her aunty about driving impaired.

Group Work:

Have students get into pairs and discuss the following questions...

1. What are Amarra's options?
2. If Amarra called you, what would you tell her? What would you do if you were Amarra?
3. What are possible consequences if she and her cousins ride with Yolanda?
4. What do you know about cannabis use and driving?
5. What do you know about impaired driving that would help you know what to do if you were ever in this kind of situation?

Confirm:

One of Amarra's problems is that she doesn't know how to say NO to grown-ups. She is polite and respectful towards adults and elders, but she just doesn't know what to say to grownups when in tough situations. It is important to plan ahead in case you get into a situation where you need to say NO to an impaired driver.

Amarra is 11 years old. She lives on a Saskatchewan reserve with her aunty and cousins. She is very smart and helpful. The aunty works hard to provide for Amarra and her cousins.

As the weekend approaches, Amarra's aunty tells her that she has to work extra hours on Saturday and asks Amarra to babysit her cousins. She has babysat them a few times before and found her cousins to be busy but fun to take care of.

Saturday comes and Amarra's aunty leaves for work. As she leaves, she tells Amarra that Yolanda, a neighbour who lives close by, might stop by to check in and to take her and her cousins to their kokum's. Amarra is relieved to know that she won't have to babysit all afternoon and evening.

Amarra and her cousins are playing outside when she notices a car approaching. She recognizes the driver to be her aunty's friend who has been at the house before. The car stops and two of the cousins go running over to greet Yolanda. Yolanda waves to Amarra as she gets out of her car.

Amarra runs to the house to grab her bag and lock the door. As she returns and approaches Yolanda and her cousins, she notices that the neighbour's eyes are very red. Amarra wonders if she has been crying? When she gets close enough to the car, Amarra smells weed. She knows why Yolanda's eyes are so red.

Amarra hesitates as she considers what she should do. She can't phone her aunty at work unless it is an emergency – that is a rule for her and her cousins. She wonders if this is considered an emergency? As she thinks about what to do, Amarra remembers hearing her kokum talk to her aunty about how disappointed she was when her uncle had been charged for impaired driving. Amarra knew her kokum would be very disappointed to know that her grandchildren had ridden with an impaired driver.

She feels her heart begin to beat faster and feels anxious about what to do ...

To be continued ...

You (students) are going to help write the end of this story. There are some questions for you to discuss and then as a class, you will decide how this story should end.

Darren's Night Out

The following are guidelines on how to use the upcoming story, "Darren's Night Out".

Explain:

Today we're going to read a story about Darren. Darren lives with his father and grandmother, and promised his father and grandmother that he would never ride with anyone who was an unsafe driver. Although he promised, Darren makes decisions that put him in a very unsafe situation.

Group Work:

Have students get into pairs and discuss the following questions...

1. What was Darren's problem?
2. How many times did Darren have the opportunity to say NO, but didn't?
3. What made Darren hesitate and not accept the ride from his friend's mom?
4. What would you have said if you were in Darren's situation?
5. Why is it important to have an action plan ahead of time?

Confirm:

One of Darren's problems is that Darren doesn't know how to say NO to grown-ups. He is polite and respectful towards all his friends' parents and grandparents, but he just doesn't know what to say to grownups when in tough situations. It is important to plan ahead in case you get into a situation where you need to find a different ride home. Having alternatives and a plan will help keep you safe.

“Darren’s Night Out”

Darren is 12 years old. He lives with his parents and grandparents. He is very smart and lots of fun!

One Saturday night, Darren was over at his friend Jay’s house. Darren and Jay watched a movie, ate pizza and played video games. They had a really good time.

When it was time to go home, Jay’s dad said, “**Darren, I’ll take you home. I have to go out anyway, and it’s no trouble. I go right by your house.**”

Darren knew that Jay’s dad had been drinking beer while he watched TV. He thought to himself, “***I don’t know if Jay’s dad can be a safe driver, but I don’t know what to say. I don’t want him to be embarrassed, so I guess it will be okay. I don’t live far.***”

He thought about saying something to Jay’s mom about his promise to his own mother, **but he didn’t know how to say it.** He guessed that it would embarrass Jay’s mom. So he didn’t say anything.

Darren thought to himself, “***I could call my dad...he would want me to...but I just don’t know how to say I want to call him. Jay’s dad was really nice to offer, but I just don’t think he’s safe to drive. I don’t know what to do...but...I guess it will be okay.***” so he didn’t say anything.

It was cold outside and the streets were very icy, and Darren wondered if Jay’s dad’s brain was working well enough to drive. Darren knew that when a person drank alcohol, the alcohol interfered with the messages to and from the brain.

He also knew that alcohol made things more difficult to hear, see and do. Jay’s dad could sit down and watch TV okay, because that didn’t take much brain power. **But driving a car...and on icy streets...would take a brain that was working in great condition.**

Darren started to say something to Jay’s mom about his dad really wanting to pick him up so he could go in the store for him...or anything...not to get into the car with Jay’s dad. But...**he guessed it would be okay**, so he didn’t say anything.

Jay’s dad opened the back door and said, “**Hop in. You can’t ride up front; the seat belt doesn’t work.**” He slipped on the ice going around the car. Darren thought to himself...“***I could say I forgot something in the house and then call my dad to pick me up...but I’m already in the car so I guess it will be okay.***” So he said nothing.

Darren thought about what his grandmother told him if he ever found himself in a car with an unsafe driver. **He tightened his seat belt and leaned back against the seat. He didn’t say anything so he wouldn’t distract Jay’s dad.** He knew that Jay’s dad’s brain was already affected because of the alcohol in it.

He noticed Jay’s backpack on the back window shelf. **He took it down and put it on the floor, under the front seat.**

Jay’s dad was driving much too fast to be safe on the icy roads. It made Darren very nervous. The car

slid around a corner. Darren was glad he was buckled up tight. He wanted to say, “**Slow down and be careful,**” but he guessed they would be at his house soon, so he didn’t say anything.

Suddenly, there was a bright light, horns honking and a huge crash and glass went everywhere. A piece of glass hit Darren in the forehead and he started to bleed. He was so scared that he started to shake all over.

Just then, there was a siren and a police officer opened the door. She told someone to get an ambulance. She asked Darren who he was and what he was doing in the car. Darren told her, and the officer said, “**Come on, you are going to the hospital and let them look at your head.**”

On the ride to the hospital, Darren asked the officer, “**What happened?**”

“**Your driver ran a stop sign. I don’t think he ever saw it because I was right behind him and his brake light never came on. He is in a whole lot of trouble.**”

“**I think I am too,**” said Darren with tears in his eyes.

“**Why are you in trouble?**” the officer asked patting his shoulder.

“**I am never supposed to ride with someone who has been drinking beer or wine or anything with alcohol in it.**”

“**So why did you?**” the officer asked looking right into his eyes.

Darren whispered, “**I didn’t know what to say.**”

THE END

“A Safe Conversation with an Unsafe Driver”

Student Role Card:

“No, thank you.

I have to call my _____.”

I promised I would.”

Teacher’s Role Card:

(Use various comments to convince the student it is okay for you to drive them home.)

“Come on _____ it’s time to head home. I can give you a lift. I’m going to the video store and on the way I can drop you off.”

“Don’t worry about calling your parents... it’s no trouble for me to drive you home.”

“You don’t live that far...it won’t take very long for me to drive you home.”

“Don’t be shy; it’s nothing for me to drop you off on my way to the video store.”

“It’s pretty late, I’m sure your parents are sleeping...Don’t bother to wake them. I will give you a lift home.”

“The car’s warming up... are you ready to go?”

“Top 10 Rules for Bus Safety”

1. Be on time at the bus stop.
2. Wait well back from the curb.
3. Get on the bus in single file. Use the handrail.
4. Stay seated and keep aisles clear.
5. Talk quietly, don't shout.
6. Never put your head or arms out the window.
7. Never throw anything in the bus.
8. Always stay where the bus driver can see you.
9. Always obey safety patrol and bus driver.
10. Only cross the street when told it's safe to go.



You can make a difference!

Objective:

Students will increase awareness of how to make a difference in their schools, communities and in the world.

Introduction:

How can kids make a difference in their communities and in the world around them? How do YOU have the power to change things? As the saying goes, “the journey of a million miles begins with a single step”. It’s about finding the courage to take that first step and then taking it step by step.

Please see activities below in the following pages:

1. You CAN Make A Difference!
2. Spread the Word Through A Poster Campaign!
3. MADD Canada Contests

You CAN Make A Difference!

Here are some tips to get you started:

1. Find your **ISSUE** – What are you passionate or excited about?
2. Do your **RESEARCH** – Ask teachers, parents, friends, etc.
3. Gather your friends and **BUILD** your team – Hold a meeting, talk at school, etc.
4. Plan an **ACTION** – Raise funds through car washes, bake sales, etc.

Try some of these fundraising ideas to get you started:



1. **Car Wash** ~ Work with a local gas station or public parking lot. Don't forget to do up posters to advertise!



2. **Bake Sale** ~ Include foods from around the world!



3. **Neighbourhood Yard Sale** ~ Ask friends and family to donate items and have part or all of their proceeds go to your cause!



4. **Halloween Haunted House** ~ Charge admission!



5. **Host an "A-Thon"** ~ Read, Dance, Bike, Run or Walk-A-Thon. Collect pledges for each hour or mile students walk or dance, or for each book read.



6. **Student/Teacher Play-Offs** ~ Choose a sport - volleyball, basketball, etc., and invite the rest of the school as well as parents to watch and cheer. Sell tickets or charge admission at the door.



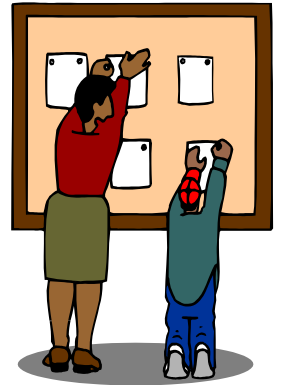
7. **Talent Show and/or Battle of the Bands** ~ Hold a talent show for students and teachers. Sell tickets, advertise the event and donate the proceeds.

Spread the Word Through A Poster Campaign!

With each event you hold you can create awareness! A great way to advertise is to create your own Poster Campaign!

Instructions/Ideas:

1. Create awareness posters. The more creative the posters are, the better.
2. Announce that there will be prizes for the top entries (seek donations to help you out).
3. Post them around your school and in high traffic areas where lots of people will see them (i.e. local grocery store, community centre, etc.).



Resources/Supplies required:

- Paper
- Art Supplies
- Creativity
- Locations to display posters

MADD Canada Contests

Instructions:

- Ⓢ MADD Canada holds 2 National contests annually:
 - **The Matthew Paul Carvalho Poster Contest**
 - **Multi-Media Contest**
- Ⓢ The Matthew Paul Carvalho Poster Contest is directed towards children 14 and under.
- Ⓢ Within the contest there are two categories:
 - 10 years and under category
 - 11 to 14 years category
- Ⓢ In the past we have had close to 700 entries from across Canada
- Ⓢ The theme of the contest changes every year.
- Ⓢ The Multi-Media Contest is directed towards youth up to age 24.
- Ⓢ There are 3 categories within this contest:
 - Short Film/Presentation category
 - Multi-Media Public Service Announcement category
 - Audio Public Service Announcement
- Ⓢ Local poster contests and writing contests can also be held.
- Ⓢ The important part of any contest is to award the work of the participants.
- Ⓢ To find out details about the contests check www.madd.ca.
- Ⓢ Any entries for the MADD Canada contests can be sent to your local MADD Canada Chapter, or to the MADD Canada National Office.
- Ⓢ *Deadline is May 1st annually*



Resources/Supplies required for the Matthew Paul Carvalho Poster Contest:

1. Art supplies – for posters
2. Mailing costs (unless they are dropped off at your local Chapter)



Resources/Supplies required for the Multi-Media Contest:



1. Recording devices for short film/presentation category
2. CD/DVD burner
3. CDs/DVDs or VHS
4. PowerPoint (optional)
5. Electronic devices (video recorder, camera, computer, etc.)
6. Mailing costs (unless they are dropped off at your local Chapter)



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