

# SENSE & nonsense

*Healthy choices about  
alcohol, drugs and gambling*

CURLB  
362.29  
Sen  
Gr. 4-8  
v. 2

GRADE  
**5**

AADAC

CURLB  
362.29 Sen Gr.4-8  
v. 2  
Sense & nonsense : healthy  
choices about alcohol, drugs  
and gambling. --  
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# CURRICULUM LABORATORY

UNIVERSITY OF LETHBRIDGE

## Acknowledgements

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The revised version of Sense & Nonsense Healthy Choices About Alcohol, Drugs and Gambling involved the following contributors:

Sharon Enslen — Writer

Patricia Shields — Education Consultant/Writer

Leona Peter — Addictions Counsellor, AADAC

Review of Resources by:

Laura de la Salle, grade 5 teacher

Velma E. Baker School, Edmonton

Edmonton Public Schools

Project Coordinators:

Karen Krawchuk

Darlene Gartner

Marcy Dibbs

Edited by:

Ruth Lineker

Graphic Design:

Greg MacIntyre

Many individuals have contributed significantly to the development of this material. The original version of Sense & Nonsense Making Decisions About Drugs involved the following AADAC staff:

Marilyn Thurston

Leona Peter

Kathy Huebert

Tom Wispinski

Marshall Hoke

Allan Aubry

Carol Robertson Baker

Mary Wilton

Barbara Davis

Darlene Gartner

Shirley Gibson

Sharon Steinhauer

Joan Engler





# **Sense & Nonsense**

## **Healthy Choices About Alcohol, Drugs and Gambling**

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### **A Sneak Peek at Sense and Nonsense**

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Sense and Nonsense is a curriculum resource to educate children in grades 4, 5 and 6 about issues around alcohol and drug use as well as gambling. Each manual is grade specific and designed to help teachers present factual information about drugs like medications, caffeine, tobacco products, and alcohol as well as lifestyle choices and information on gambling so that students will be able to make sound decisions about their use of these products in the present and future. Take a quick look at what we have to offer.

#### **Grade 5**

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**At this grade level students begin with an exploration of reasons for drug use. It is followed by an in-depth look at smoking. Topics include the effects and consequences of smoking, and smoking as a dependency. Students conclude with a look at advertising and its uses.**

**Students examine how people and events influence decisions and attitudes and focus on the concepts of competition and cooperation to look at reasons people gamble. They examine the effects and impact of gambling and gain an increased understanding of relationships and the positive and negative effects of actions on self and others. Students examine the advertising used to promote gambling and how it can affect them.**

## **Grade 4**

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At this grade level children will develop an understanding of commonly-used drugs, such as medications and caffeine, and an understanding of the purpose of drugs in our lives. They will learn the difference between prescription and non-prescription drugs and how to use these drugs safely with adult supervision. An overview of caffeine is provided. Finally, they will explore some risks of drug use.

Students are introduced to the concept of gambling and how it involves aspects of risk and uncertain outcomes. Students are encouraged to compare gambling with other activities that promote enjoyment and healthy lifestyle choices. They examine the decision-making process and how their own and others' decisions are interrelated. Students then focus on how gambling can affect individuals and relationships and conclude with a project designed to demonstrate respect.

## **Grade 6**

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After identifying personal views on alcohol, students will explore why people use alcohol, and the influences of advertising on alcohol purchase and consumption. They will also learn about how alcohol affects the body, and develop an understanding of alcohol abuse and dependency.

Students examine how they manage their personal and financial resources. They discuss situations that involve conflicting points of view and examine how harmful involvement in gambling affects family members and friends. They are asked to focus on their personal interests and abilities, then discuss the difference between use and abuse as it relates to gambling. They develop a problem-solving model and an action plan for making healthy choices.

# Sense and Nonsense

## Resource Evaluation Form

Now that you have had a chance to review and use Sense and Nonsense, AADAC would like to hear from you. You, the resource user, are the key to the success of this program. Your suggestions and comments will be taken into consideration during future revision and development of the resource.

Send to:

AADAC  
Provincial Resource Services  
200, 10909 Jasper Avenue  
Edmonton AB T5J 3M9

Option

Fax to: (403) 422-5237

**1. How did you first learn about this resource?**

- school library
  - a professional association
  - Alberta Education
  - public media
  - another teacher
  - AADAC consultant
  - other (please specify)
- 

**2. How did you get a copy to use?**

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**3. How well does the resource ...**

- ... meet curriculum requirements?
- not at all    reasonably well    very well
- ... provide adequate support to fulfill the stated teaching objectives?
- not at all    reasonably well    very well
- ... provide age-appropriate, addictions-related content?
- not at all    reasonably well    very well

**4. How useful did you find ...**

- ... the background information
- very useful    somewhat useful    not useful
- ... the philosophy and content ideas
- very useful    somewhat useful    not useful
- ... the participant activities
- very useful    somewhat useful    not useful
- ... the parent-assisted activities
- very useful    somewhat useful    not useful

**5. Did you find the resource (check as many as apply):**

- easy to use
- relevant to your students
- worthwhile and useful
- well-balanced
- good enough to recommend to others

Comments

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**6. Specify changes that you feel would improve the resource. If possible, indicate page numbers and the changes you would like to see. (If more space is needed, please use an additional page.)**

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**7. Are there other alcohol/drug/gambling-related issues for which you feel a resource kit would be helpful?**

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# Grade 5 Resource

## About This Resource

This teaching resource is intended to increase and encourage student awareness and understanding of issues around alcohol and drug use/abuse as well as lifestyle choices associated with gambling.

This teaching resource addresses selected objectives in Alberta Education's Program of Studies for Health, Grade 5. It includes teaching suggestions and student and teacher resources that provide information about alcohol and drug use/abuse and gambling.

The content in this resource is organized in the following way:

### **Part I: Alcohol and Drug Abuse**

- Section 5.1: Why People Use Drugs
- Section 5.2: The Effects of Smoking
- Section 5.3: Dependence and Smoking
- Section 5.4: Advertising

### **Part II: Gambling and Lifestyle Choices**

- Section 5.1: Why People Gamble
- Section 5.2: The Effects and Impact of Gambling on Self and Others
- Section 5.3: Advertising

### **Part III: Brain Ticklers**

- Games and Puzzles that Reinforce the Vocabulary Associated with Alcohol and Drug Use as Well as Gambling

Each section contains the following:

- An overview of teaching and learning suggestions
- Menu of activities
- Health objectives and learner expectations
- Time and material requirements
- Teaching and learning suggestions

- Additional content for teachers

Note: Some sections contain additional information which provides you with a useful perspective on the content. These sections are intended for teachers only; they provide background information to enhance your understanding and comfort level in answering questions.

- Teaching aids, such as handouts and transparencies.

Additional sources of information and a glossary of terms are located at the end of the resource.

**The activities can be followed in the suggested sequence; however, it is recommended that you make choices about the activities in ways that best meet the needs of your individual students. The activities in this resource can provide a complete unit for teachers to follow. Activities can also be integrated into existing units, or used to supplement your lesson plans.**

# AADAC

## Sense and Nonsense

### Table of Contents

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- Teaching with the Sense and Nonsense Resources
- Sense and Nonsense: Fit with the Grade 5 and the Alberta Education Health Curriculum
- Adult Involvement
- Before You Start
- Tips for Teachers on Dependent Behaviors
- How to Help
- Checklist and Planning Guide

### **Part I: Alcohol and Drug Abuse**

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#### **Section 5.1: Why People Use Drugs**

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Overview

**Activity 5.1.1: Why Do People Use Drugs?**

Students examine various types of drugs and identify the reasons why people would use them.

**Activity 5.1.2: Why Do People Smoke?**

Students investigate reasons why people smoke and discover how attitudes toward smoking have changed.

Additional Content for Teachers

Student Resources and Transparencies

#### **Section 5.2: The Effects of Smoking**

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Overview

**Activity 5.2.1: Smoking: Risks and Consequences**

Students identify some of the risks and consequences involved in using the drug nicotine.

**Activity 5.2.2: Recreation and Smoking**

Students examine the impact of smoking on recreation.



### **Activity 5.2.3: At What Cost?**

Students calculate how much money it costs to smoke.

### **Activity 5.2.4: The Positive Effects of Being Smoke-free**

Students examine the positive effects of living in a smoke-free environment.

Additional Content for Teachers

Student Resources

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## **Section 5.3: Dependence and Smoking**

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Overview

### **Activity 5.3.1: "I Can Quit Anytime"**

Students learn what constitutes a drug dependence, specifically a dependence to nicotine.

### **Activity 5.3.2: On-the-Street Interviews**

Students are given an opportunity to obtain first-hand information on the phenomenon of smoking dependency.

Student Resources and Transparencies

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## **Section 5.4: Advertising**

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Overview

### **Activity 5.4.1: Why Advertise?**

Students define the purpose of advertising and examine the methods advertisers use to promote their products.

### **Activity 5.4.2: Insights Into Drug Advertising**

Students examine the strategies used to advertise products that contain drugs.

### **Activity 5.4.3: Selling Your Product**

Students get to develop their own advertisement.

Additional Content for Teachers

Student Resources

## **Part II: Gambling and Lifestyle Choices**

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### **Section 5.1: Why People Gamble**

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Overview

**Activity 5.1.1: Influences Around Us**

**Activity 5.1.2: Competition and Cooperation**

Additional Content for Teachers

Student Resources and Transparencies

### **Section 5.2: The Effects and Impact of Gambling on Self and Others**

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Overview

**Activity 5.2.1: Looking at Consequences**

**Activity 5.2.2: Friendships**

**Activity 5.2.3: The Effects and Impact of Gambling**

Additional Content for Teachers

Student Resources and Transparencies

### **Section 5.3: Advertising**

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Overview

**Activity 5.3.1: Positive Lifestyle Choices**

Additional Content for Teachers

Student Resources and Transparencies

## **Part III: Brain Ticklers**

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**Brain Tickler 5.1: Crossword**

**Brain Tickler 5.2: Picturary**

**Brain Tickler 5.3: Word Scramble**

Additional References and Resources

Glossary of Terms

# Teaching with the Sense and Nonsense Resources

An incredible number of words have been used to describe information that implies choices. These words reflect a variety of connotations that range from half-truths to pure nonsense. One of the critical life skills that students must develop is an ability to sort out what they can believe and what they should simply toss into a large garbage can in the back of their minds.

The ability to distinguish sense from nonsense is particularly important when it comes to assessing information that affects lifestyle and health. In the areas of drug information, children and young adults are constantly bombarded, either directly or indirectly, by opinions and sales pitches on drugs. This also holds true for the proliferation of advertisements, and both implicit and explicit messages about the rewards of licensed gambling. Among the most prolific advertisers are those who promote beverage alcohol and non-prescription medications. In addition, some of the strongest opinions and sales pitches for alcohol, cigarettes, caffeine, pharmaceuticals, illegal drugs, and gambling come from the child's friends and family. These opinions are often expressed at a time when children are beginning to form their own personal views on these topics — a time when they are particularly susceptible to influence.

The addition of a component on gambling resulted from what was learned about adolescent gambling and informal wagering. There is a significant amount of gambling taking place among adolescents, much of it informal wagering, which these adolescents do not view as gambling. Prevention efforts are important in making young people aware that some activities can be considered gambling, and helping them to see that there are potential risks related to these types of lifestyle choices. Although gambling is not explicitly part of the Alberta Education Health curriculum, the activities provided in the gambling component fit into areas that deal with lifestyle choices.

The Sense and Nonsense resources are developed to help students critically analyze the information they receive from a variety of sources. This resource will help grade 5 students to distinguish sense from nonsense when it comes to information and messages about alcohol, drugs, gambling and lifestyle choices.

The Sense and Nonsense resources target this group for several reasons. Children in this age group are curious observers of drug use. They either observe it directly or are exposed through the media. They are affected by messages that influence choices they make about activities, and which also affect the decisions they are starting to make about what they value. Developmentally these children are entering into a key transitional stage. Increasingly they are making their own choices and strengthening bonds with peers. Attachment to the family changes as the child begins to explore the world outside the family, increasingly striving for independence. In addition, the transition in adolescence to junior high school is especially important in preventing alcohol and drug abuse, as it is an age and time associated with the onset of drinking and drug use.

This is where Sense and Nonsense fits in. It is a series of prevention resources for grades 4 to 6 designed to strengthen students' ability to make informed decisions and reduce their vulnerability when faced with choices about alcohol and drug use and gambling activities.

Why is prevention critical for children at this age? Most children are not yet engaged in this behavior, yet are exposed to others who are. This exposure can come through television, older children, siblings, parents, or other adults with whom they are in contact. It therefore is a topic of heightened interest and relevance to them. Their stance on issues relating to alcohol and drug use and gambling is likely to change as they move from concrete to more abstract thought. They start to learn that decisions are no longer black and white but involve different factors and points of view.

Students need practice in sorting through the information they are exposed to as well as their thoughts, feelings and experiences. They need to develop problem-solving and decision-making skills that help them to deal with the increasingly complex situations in which they may find themselves.

Most children begin to experiment around the ages of 12 to 13. Research has shown that the longer they delay experimentation with various substances and activities, the lower the risk of developing problems. Intervention through education and information before substance use or gambling start is a critical prevention factor.

Prevention is all about trying to reduce the risks and enhance protection against problems. Children who have had a chance to develop strong interpersonal and decision-making skills, who have been given accurate and meaningful information, and who have had a chance to grapple with their own beliefs, values and experiences in a supportive environment are much better equipped to avoid serious problems in the future.

Your ability to provide the kind of open and supportive environment needed for a frank discussion of these issues can immensely influence the lives of children. One of the most powerful predictors of resiliency in children and future well-being in adulthood is the establishment of a close bond with at least one other human being, usually an adult, who can provide caring and support. We call these people "key influencers." They include parents, extended family members, a best friend, family friends, parents of friends, coaches and teachers. Key influencers are important because they strengthen protective factors by increasing knowledge, motivation, desire and skills of young people.

You, in combination with this resource, can make a big difference in the future of the young people in your classroom.

The materials in this teacher resource have been developed by AADAC, the Alberta Alcohol and Drug Abuse Commission. The information and concepts in this package lay the groundwork for further exploration using resources developed by AADAC for junior and senior high school students.

# **Sense and Nonsense: Fit with the Grade 5 and the Alberta Education Health Curriculum**

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Sense and Nonsense is directly related to the content areas in Alberta Education's Elementary Health Curriculum. This resource meets the instructional objectives outlined below:

## **Part I: Alcohol and Drug Abuse**

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### **Section 5.1**

### **Why People Use Drugs**

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#### **HEALTH OBJECTIVE CORRELATION**

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Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the history of tobacco
- Harmful Effects of Drugs: recognizes some of the reasons why people begin to smoke

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#### **CONTENT FOCUS**

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- Students examine various types of drugs and identify the reasons why people would use them.
- Students investigate reasons why people smoke and discover how attitudes toward smoking have changed.

**Section 5.2****The Effects of Smoking****HEALTH OBJECTIVE CORRELATION**

Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: describes the immediate and long-term effects of tobacco
- Harmful Effects of Drugs: understands the effects of smoking on one's endurance in sports

**CONTENT FOCUS**

- Students identify some of the risks and consequences involved in using the drug nicotine.
- Students examine the impact of smoking on recreation.
- Students calculate how much money it costs to smoke.
- Students examine the positive effects of living in a smoke-free environment.

**Section 5.3****Dependence and Smoking****HEALTH OBJECTIVE CORRELATION**

Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: recognizes some of the reasons why people begin to smoke

**CONTENT FOCUS**

- Students learn what constitutes a drug dependence, specifically a dependence to nicotine.
- Students are given an opportunity to obtain first-hand information on the phenomenon of smoking dependency.

## **Section 5.4**

### **Advertising**

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#### **HEALTH OBJECTIVE CORRELATION**

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Theme 4: Body Knowledge and Care

F. Protecting People's Health

- Consumer Health — Advertising: recognizes the prevalence of advertisements aimed at children in relation to foods and lifestyle products

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#### **CONTENT FOCUS**

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- Students define the purpose of advertising and examine the methods advertisers use to promote their products.
- Students examine the strategies used to advertise products that contain drugs.
- Students get to develop their own advertisement.

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## **Part II: Gambling and Lifestyle Choices**

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### **Section 5.1**

### **Why People Gamble**

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#### **HEALTH OBJECTIVE CORRELATION**

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Theme 1: Self-awareness and Acceptance

C. Personality

- Influences and Characteristics: appreciates that the social and physical environment influences feelings and attitudes (elective)

Theme 3: Life Careers

B. Life Careers

- The World of Work: understands that cooperation among workers is important

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#### **CONTENT FOCUS**

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- Students will examine how people and events around us influence our decisions and attitudes. Students will focus on the concepts of competition and cooperation.
- Students will examine reasons why people gamble.

**Section 5.2****The Effects and Impact of Gambling on Self and Others****HEALTH OBJECTIVE CORRELATION****Theme 1: Self-awareness and Acceptance**

- Personal Accountability: learns the positive and negative aspects of the consequences of one's actions

**Theme 2: Relating to Others****A. Peers**

- Friendships: develops skills that promote open, authentic relationships with others

**CONTENT FOCUS**

- Students will look at the relationships around them and how those relationships can be strengthened through involvement in different kinds of activities.
- Students will examine how actions can have positive and negative effects on self and others.
- Students will look at the effects and impact of gambling on self and others.
- Students will examine the risks involved with gambling.
- Students will examine how gambling can become harmful and how people can become dependent.

**Section 5.3****Advertising****HEALTH OBJECTIVE CORRELATION****Theme 4: Body Knowledge and Care****F. Protecting People's Health**

- Consumer Health Advertising: recognizes the prevalence of advertisements aimed at children in relation to foods and lifestyle products

**CONTENT FOCUS**

- Students will examine the advertising used to promote gambling and look at how it can affect them.

# **Adult Involvement**

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Some activities in this teaching resource are designed for students to do with parents, guardians or other adults. You should consider that not all students will feel comfortable completing this work with parents as the topics could be of a sensitive nature within the family and that not all parents would be willing to assist the children. Whenever assigning an activity that asks students to involve their parents, provide them with an alternative. Let them know that they have the choice of completing such activities with another adult such as a grandparent, aunt or uncle, adult friend, or a member of the school staff. Make sure that students understand whether you are asking them to involve other children from their peer group, older students or adults in the activity.

The purpose of these adult-assisted activities is to involve parents, guardians or other adults in the children's learning experiences and to reinforce the attitudes that their children are forming toward alcohol and drug use and lifestyle choices and gambling. Adult-assisted activities include a suggested note to the parent/guardian/other adult that describes the details, content and purpose of the activity.

For your convenience a letter of permission has been designed to distribute to the child's parent/guardian prior to presenting each part of Sense and Nonsense. It gives a brief overview of the learning objectives and content that students will be dealing with in the alcohol and drug use and gambling components of this unit.

Dear \_\_\_\_\_

As part of the health curriculum I will be presenting a unit on drug awareness. As you are aware, young people have many choices and decisions to make that will have a lasting impact on their lives. The choices they make will be influenced by family members, peers, the media and the information they have available to them. One of the decisions your child will someday have to make will be about drug use.

In the upcoming weeks the focus of our health classes will be drugs. Drugs are substances, other than food, which are taken to change the way the body or the mind functions. The focus will be on legal commonly-used drugs such as pharmaceuticals, tobacco products, caffeine and alcohol.

The content of the grade five unit consists of:

*Why Do People Use Drugs? Why Do People Smoke?*

*The Risks, Consequences, and Costs of Smoking*

*The Effects of Being Smoke-free*

*Quitting Smoking*

*Insights into Advertising*

As a result of completing this unit your child will learn some facts about drugs and explore some of the consequences of drug use.

I understand that you and your family have personal views about this topic and respect this. I am presenting this unit so that your child will be able to make the best informed decisions for herself/himself.

I welcome your feedback. Please call me at \_\_\_\_\_.

Sincerely,

Dear \_\_\_\_\_

As part of the health curriculum, I will be presenting a unit on lifestyle choices and gambling. As you are aware, young people have many choices and decisions to make that will have a lasting impact on their lives. The choices they will make will be influenced by family members, peers, the media and the information they have available to them. Some of these decisions may involve activities associated with gambling.

In the next few weeks, we will be focusing on gambling and lifestyle choices. Gambling is the act of risking money or something else of value on an event or activity of uncertain outcome. We will be asking students to think about what gambling is, how it can have both positive and negative effects, and when it can become a problem.

The content of the grade five unit consists of:

*Why People Gamble*

*The Effects and Impact of Gambling on Self and Others*

*Advertising*

I understand that you and your family have personal views about this topic and respect this. I am presenting this unit so that your child will be able to make the best informed decisions for her/himself.

I welcome your feedback. Please call me at \_\_\_\_\_.

Sincerely,

## Before You Start

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The subject matter in this teaching resource may be sensitive for some of your students and their parents or guardians. It is important for you to remain open-minded and non-judgmental. Remember that different attitudes and values may relate to religious, cultural or ethnic backgrounds and/or to particular family experiences.

In your classroom, there may be some students who have a greater risk of having to cope with dependency. These students may be experiencing problems related to alcohol use, drug use or gambling in their homes; other students may already be involved in these behaviors. In the course of presenting these materials students may feel encouraged to come forward and ask for help.

The following section, Tips for Teachers, provides some information that may be helpful if such occasions should arise. If you would like further information on these topics, or any other aspect of this resource manual, contact your local AADAC office, listed under Alberta Alcohol and Drug Abuse Commission in the telephone directory. If phoning long distance, an AADAC office can be contacted by dialing the RITE line number which is listed in your telephone directory under Government of Alberta.

# Tips for Teachers on Dependent Behaviors

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When teaching or working with pre-teens, you sometimes become aware of the problems that affect their lives. These can range from abuse issues to the dog eating the homework the night before. It is important to realize that each child has issues and concerns that are important to him/her. Points that come up in class or small group discussions must be respected for their importance and relevance to each individual child. It is important to give students opportunities to talk about those issues and concerns they feel comfortable sharing with the teacher and/or others in the classroom. Students should be encouraged to maintain an open and accepting attitude towards each other.

As a result of using this resource with students, some sensitive situations may arise relating to harmful and/or dependent behaviors. For example, children may ask for help, or say things that suggest harmful use and/or dependency of either a personal or familial nature. The following sections provide some background information that may help you be more comfortable and constructive in your responses to these situations.

## **Early Drug Users**

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Drugs are any substance, other than food, which is taken to change the way the body or the mind functions. Factors such as peer pressure and curiosity can occasionally prompt pre-teens to experiment with alcohol or cigarettes or, less frequently, with medications, solvents or illegal drugs. While even one incident may pose a risk, any ongoing pattern, such as the development of a regular pattern of drug use, warrants concern. Cigarettes are clearly addictive, and early frequent use often leads to years of harmful use and/or dependence. Repeated non-medical use of any other type of drug, including alcohol, by this age group suggests a need for intervention.

## **Children Living with Dependency**

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One of the problems sometimes affecting young people is drug abuse within the family. Whenever a family member abuses drugs, whether it be a parent, child or extended

family member, there is an impact on the whole family. For students that could mean having to take care of one's own basic needs, not being able to invite friends home, having one's sleep disrupted in the middle of the night, and living in a household of inconsistency and chaos.

In any classroom, or similar-sized group, you can expect that about 5 out of 30 students are being affected by a harmful involvement and/or dependency. When people continue using a drug because they experience discomfort or distress when use is discontinued, or severely reduced, they can be said to be drug dependent. A dependency to drugs can be either physical or psychological in nature. Psychological dependence results when people hold a belief that their thoughts, emotions and activities would be less satisfying or even impossible without alcohol or the drug. Physical dependence occurs when a drug user's body becomes so used to alcohol or a particular drug that it can function normally only when the alcohol or drug is present. In the absence of the alcohol or drug, the user will experience withdrawal. Symptoms range from loss of appetite, nausea, anxiety, confusion and sweating; to more severe symptoms such as convulsions and hallucinations.

Living in a home with a dependent person is stressful and can lead to major traumas as well as a variety of emotional and behavioral problems. The influence of dependency is so far-reaching that it may be carried into the classroom and you may not know it.

## Gambling Dependence

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A recent focus of harmful involvement and dependent behavior is gambling. Gambling is the act of risking money, property or something else of value on an event or activity of uncertain outcome. Like all other dependent behaviors the effects of gambling are far-reaching in the family.

Dependency in a family is often kept secret from other people. Even within the family, the dependency may not be confronted openly. Many conflicting emotions and feelings are often associated with dependency, and the need to protect the family from the consequences of disclosure make it extremely hard for young people to discuss their experiences with others. Should a child share information of this nature with you it is important to realize that the child is probably taking a very large risk.

## How to Help

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The following suggestions may help you deal with your students' concerns about their drug or gambling practices and those of their family members:

- If a student begins to relate a personal or family experience in the classroom, which could indicate a problem behavior or dependency, be prepared to bring the conversation back to a more general context. Follow up with the student at a later time on a one-to-one basis.
- Show the student that you are willing to listen. Find a private space free of distractions. This will let the child know that she/he is important enough to have your undivided attention.
- Try to be open-minded and non-judgmental about what he or she is saying.
- Motivate the student to accept help. The student needs to hear statements such as:

*"I will help you."*

*"I will help you get help."*

*"I recognize that you're concerned."*

*"I believe you."*

*"You cannot solve your parent's problems, that is not your job."*

*"Thank you for telling me. I know it must be very hard for you."*

- Whenever possible, accompany the child to further assistance.
- Know your limitations. Get an assessment of the problem from a skilled professional. It is not your responsibility to assess and treat dependence-related problems, but you can support these students by referring them to other professionals.
- Make yourself available to the student. Let him/her know you are there to listen and help, even if he/she is getting help from someone else.
- By showing the student that you are concerned you are letting him/her know that he/she is important. Knowing that someone cares is very important to these children.  
Remember that an adult role model who believes that the

child can succeed can help him/her be more resilient. Having a caring, supportive person is a factor which helps prevent children from experimenting, and later developing dependencies themselves.

- Maintain the students' confidentiality. If during the process of your conversation you begin to think that you need to inform other professionals, inform the student of that possibility. Say something like: "I may need to get someone's help with this, like the school counsellor. What do you think about that?" Debrief any concerns that the student may have. Assure the student that you will try to maintain confidentiality and will only share information if you feel that you need help to respond or if the student is in a situation of possible harm.

- Remember possible resources, such as:

*School counsellors and psychologists*

*AADAC offices*

# Sense and Nonsense

## Checklist and Planning Guide

This checklist and guide is provided for teachers and class observers to help in analysis of the lesson(s). A record of impressions and ideas for improvements will help you adapt the materials to suit your personal teaching style.

1. Complete the information for as many activities as you feel are necessary.

Section \_\_\_\_\_

Activity \_\_\_\_\_

### A. Getting the message across

Students:

- Received accurate information relating to why people are attracted to drugs (tobacco, alcohol, etc.) and what risks are involved. The simplistic "drugs are bad" point-of-view was avoided.
- Received a realistic perspective that they will be able to apply when they are older. As a result, alcohol and drug use may be seen in a more responsible manner in the future.
- Were comfortable discussing these topics in the classroom.

Comments

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Changes to make it work better:

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### B. Check the process

- activity(ies) engaging
- time allotments appropriate
- students given opportunity to express opinions
- review needed
- supplementary materials needed
- possibilities for integration with other subjects

Comments

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Changes to make it work better:

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### C. Sort it out — useful or not

- ... background information
  - very useful
  - somewhat useful
  - not useful
- ... student worksheets
  - very useful
  - somewhat useful
  - not useful
- ... overhead transparencies
  - very useful
  - somewhat useful
  - not useful
- ... parent-assisted activities
  - very useful
  - somewhat useful
  - not useful

Comments

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Changes to make it work better:

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# Lesson Plans

## Note to Teachers

Many students will have questions as a result of these activities. Consider having students record their questions on a piece of paper and place them in a “Do You Know?” or “What About?” box or similar container. This can be kept in a low traffic area of the classroom so that the students can discreetly leave their questions. Use the questions to help you plan activities and guide the content of your lessons.

You may also wish to consider having students start a “Learning Log” to track their work and responses to activities in this unit. The learning log can contain worksheets, assignments, written responses to discussion questions and visual information. A “Journal” can be a separate notebook that is used to record feelings and emotional responses to the topics and content discussed. Teachers should ensure that students know their journals will be kept private, and try to establish a safe atmosphere for students to write and share their personal perspectives.

If journals or learning logs have been initiated with students, they should be continued. Teachers can choose to have students use these on a regular basis, and should continue to respond to students.

“Group Folders” can be used as a method of having students maintain a file of their group activities. These folders can contain work in progress, group evaluation/assessment activities, group processing activities and feedback. It is important, as with the journal, to respond to group responses on a regular basis.

Some of the activities used in this section may be sensitive for some students. It is extremely important to be aware of your students’ reaction to some of the activities. If it appears that a student is uncomfortable sharing information with the class or as an individual response, use your discretion in continuing with the activity.

# **Part I: Alcohol and Drug Abuse**

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## **Section 5.1**

### **Why People Use Drugs**

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#### **HEALTH OBJECTIVE CORRELATION**

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Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the history of tobacco
- Harmful Effects of Drugs: recognizes some of the reasons why people begin to smoke

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#### **CONTENT FOCUS**

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- Students examine various types of drugs and identify the reasons why people would use them.
- Students investigate reasons why people smoke and discover how attitudes toward smoking have changed.

## Section 5.1

# Why People Use Drugs

### Overview

Although there are many reasons why people use drugs, these reasons can be grouped into two major categories. Generally people will use drugs:

- to change the way the body or the mind functions;
- to create an image of themselves.

These two basic concepts of drug use will be expanded and explained in the sections that follow.

This section includes a suggestion for an activity for students to complete with the help of their parents or guardians. The purpose of this activity is to:

- involve the parents or guardians in the student's learning experiences;
- reinforce the student's positive attitudes toward proper drug use;
- inform the parents or guardians of the concepts their children are learning with respect to drug use.

Although this activity was designed to be completed with a parent or guardian some children may feel uncomfortable completing the task. This can be respected by permitting the children to complete the activity with an adult family member or adult friend.

## Activity 5.1.1: Why Do People Use Drugs?

### Objectives

Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: recognizes some of the reasons why people begin to smoke

### Students will:

- state several reasons why people use drugs.

**Time: 40 minutes**

### Materials

Transparencies 5-1, 5-2, and 5-3

Class set of Student Resource 5-1

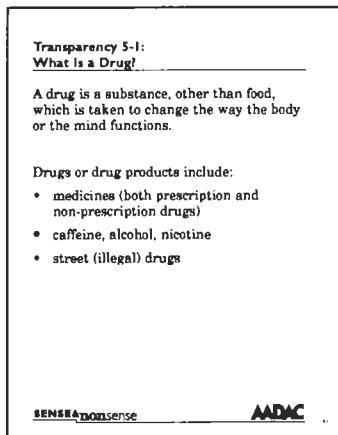
### Teaching and Learning Suggestions

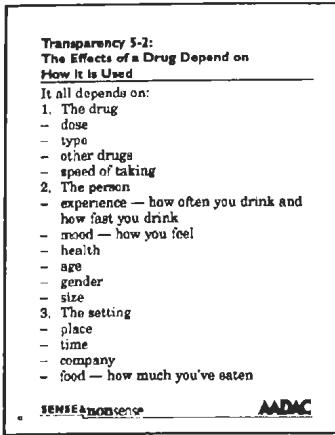
Class Discussion, 10 minutes

- Ask the students if they can define what a drug is. Discuss **Transparency 5-1: What Is a Drug?** with students. State that a drug is a substance, other than food, which is taken to change the way the body or the mind functions.
- Have students list the various types of drugs. Try to get them to include prescription drugs, non-prescription drugs, alcohol, tobacco and caffeine in the list.
- Ask the students if they can think of any drug that can be taken without risk. State that all drugs have risks.

Explain that many drugs are of great benefit to people who are ill. The drugs contained in medications are important for maintaining or restoring health. In order to gain these benefits, however, drugs must be used properly and taken only when necessary.

When used incorrectly, all drugs can be harmful. Some drugs can cause your body to act in ways that would make it dangerous for you to do certain activities. For example, some medications cause drowsiness, and it is dangerous to drive after taking them. Drugs can be poisonous if you take too much of them. Some people are more sensitive to certain drugs; they can get sick if they use even small amounts of those drugs.

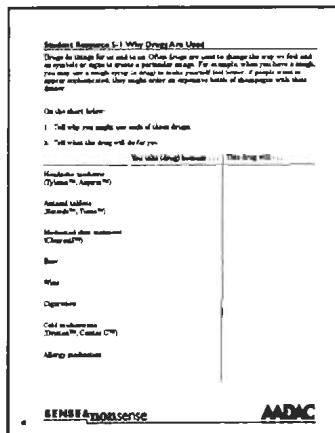




- Ask students to list any other risks they can think of.
- Discuss Transparency 5-2: The Effects of a Drug Depend on How it is Used** with students. State that the effects of a drug often depend on
1. **The drug**
    - dose
    - type
    - other drugs
    - speed of taking
  2. **The person**
    - experience — how often you drink and how fast you drink
    - mood — how you feel
    - health
    - age
    - gender
    - size
  3. **The setting**
    - place
    - time
    - company
    - food — how much you've eaten

### Think-Roundrobin, 20 minutes

- Have students work in groups of 4. Distribute Student Resource 5-1: Why Drugs Are Used to each student in the group. Have students think about each response, then share their thoughts with their group before writing their answers down. Ask the students to think about situations when they might use a drug. For each situation, ask them to describe the effects the drug could have. Do several examples on the board to get them started. For instance:



<b>You take (drug) ...</b>	<b>Because ...</b>	<b>This drug ...</b>
You take cough syrup	your cough keeps you awake	will stop your cough so you can sleep
You drink coffee	you feel sleepy in the morning	will speed up your body and make you feel more awake
You smoke big cigars	you want to impress certain people	is a symbol of wealth

- Review the activity by having each group present its thoughts on why these drugs could be used and what their outcomes would be. Get the students to share their feelings and opinions on reasons for using coffee, alcohol and cigarettes.
- Discuss Transparency 5-3: Drugs May be Used for Many Different Reasons with students. State that people may use drugs for many reasons: to treat a medical disorder, as part of a religious ceremony (e.g., tobacco has religious significance in Native culture), out of curiosity or because of peer pressure. When people use drugs for other than medical purposes, they tend to use drugs either:

To change the way the body or the mind functions, or

To create a personal image; that is, the drug becomes a sign or symbol. For example, teens often smoke because they think it makes them look cool or grownup.

#### Journal, 10 minutes

- Have students think about their own personal image. Ask them to record some thoughts on how they see themselves. Ask students to review their list and identify which drugs people might use to create a personal image.

#### Transparency 5-3: Drugs May be Used for Many Different Reasons

Other than for medical reasons, different people use different drugs for different reasons. Some of the reasons people may start to use drugs include:

- curiosity
- problems that cause anger, stress, boredom or anxiety
- being influenced by other people such as famous singers, musicians, or athletes who are known to use drugs
- being influenced by your group of friends
- regularly using other drugs

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## **Activity 5.1.2: Why Do People Smoke?**

### **Objectives**

Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: investigates the history of tobacco
- Harmful Effects of Drugs: recognizes some of the reasons why people begin to smoke

### **Students will:**

- present reasons why people might smoke.

**Time: 40 minutes**

### **Materials**

Class set of Student Resource 5-1 from Activity 5.1.1

Class set of helper letter

### **Teaching and Learning Suggestions**

Interview, 10 minutes (and additional time outside of class time)

- Explain to students that they will be asked to interview an adult to find out why people use tobacco.
- Review student responses to **Student Resource 5-1: Why Drugs Are Used** from Activity 5.1.1. Ask them to take the worksheet home, along with the attached note to the helper. Tell the students to talk with their helper about what they learned about why people use drugs. Have them show the helper the worksheet and explain what they did in class. Remember to inform the students that if they feel uncomfortable completing the task with their parents or guardians that it may be completed with an adult of their choice such as a relative or friend.

Using the concepts in this section regarding the reasons why people use drugs (that is, to change the way the body or mind functions or as symbols or signs to create a personal image), tell students to ask their helper to:

- help you think of reasons why people might smoke;
- tell you about their feelings on smoking;
- tell you how they felt about smoking when they were young.

### **Creating A Magazine, 30 minutes**

- Have the students write a short article or a cartoon strip that describes their helper's thoughts about smoking when they were young, and how they feel about smoking now.
- Collect and assemble articles, from the students who are willing to contribute, to create a "magazine." Place the magazine on a shelf in the classroom for the students to read when they have time.
- Students may be asked to work with a group to investigate what tobacco is, and where and why it was first used in North America, using additional sources of information. Have them create a picture or additional article to add to their magazines.

### **Sample Note for Helpers**

**Dear Helper:**

Recently, our class has been studying a unit on "Why people use drugs." Helping children to understand the reasons why people use drugs is part of encouraging them to develop informed and responsible attitudes toward drug use.

Please review the attached handout with the student, and discuss reasons people might use drugs. Pay special attention to the reasons why people smoke cigarettes or use other forms of tobacco. The student has to write an article on how attitudes toward smoking have changed. Explain how you felt about smoking when you were a teenager, and how you feel about smoking today.

By doing this activity together, you will be helping your child develop a responsible attitude toward drug use. You will also help your child with the critical decision of whether or not to smoke.

If you would like more information on this exercise, please contact me.

Yours truly,

Name, telephone number

## **Additional Content for Teachers**

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### **Facts on Tobacco**

#### **What is tobacco smoke?**

Tobacco smoke from a cigarette, cigar or pipe contains more than 4,000 chemicals. Sixty of them are known to cause cancer.

Nicotine, an active ingredient in tobacco, is a highly addictive drug which acts as a stimulant, causing your heart rate and blood pressure to rise.

Carbon monoxide, also present in tobacco smoke, is the same poisonous gas found in automobile exhaust. It decreases the amount of oxygen your blood can carry.

The solid particles in tobacco smoke, consisting of hundreds of chemicals, are called tar. Tar prevents the normal exchange of oxygen and carbon dioxide in your lungs, contributing to shortness of breath and lack of endurance. As you smoke, tar coats your lungs and increases your risk of lung cancer.

Other poisons in tobacco smoke include cyanide, formaldehyde, arsenic and acetone.

#### **How can smoking hurt me?**

The long-term health risks from smoking are well documented. Every year over 40,000 Canadians die from the effects of smoking, about eight times the number killed in car accidents. Many more live on with diseased lungs and hearts.

Cigarette smoking has been proven to be a major factor in lung cancer, one of the leading causes of death in this country. About eight out of ten cases of lung cancer are caused by smoking.

Approximately one-third of all heart disease and strokes are also caused by smoking. Recent research shows there is no difference between light or regular cigarettes in increasing the risk of heart disease.

As well, smoking increases your risk of developing emphysema (an incurable lung disease); chronic bronchitis; asthma; stomach ulcers; cancer of the larynx, mouth, lungs, esophagus, bladder, kidneys and pancreas; blocked blood

vessels in your heart (heart attack), brain (stroke) or limbs (phlebitis).

Women who smoke face additional risks of cancer of the cervix, infertility, menstrual problems and osteoporosis. If they also use birth control pills, they are much more likely to have a stroke or heart attack than women who do not smoke. Pregnant women who smoke increase their risk of having miscarriages, problem pregnancies, stillbirths, premature births and smaller babies.

Men who smoke have a decreased number of active sperm and an increased number of deformed sperm.

Whether tobacco is smoked in a cigarette, pipe or cigar, it contains the same harmful chemicals. If you do not inhale you may risk fewer lung problems, but you increase your risk of throat, mouth and lip cancers.

### **Is chewing tobacco safe?**

All tobacco products contain many cancer-causing agents. Snuff and chewing tobacco are not considered safe alternatives to smoking. Tobacco chewing increases your risk of developing mouth cancer.

### **Do most people smoke?**

Actually, smokers are in the minority as two out of three adults in Canada are nonsmokers.

Anti-smoking organizations are being formed by concerned citizens and professional and medical groups. In 1986, airlines introduced smoke-free flights and, throughout the country, smoking is being restricted or banned in many workplaces, schools and hospitals.

### **What harm does secondhand smoke do?**

Environmental tobacco smoke, commonly referred to as secondhand smoke, is the smoke exhaled by smokers and the smoke that escapes into the air from burning cigarettes. Secondhand smoke releases more deadly chemicals than inhaled smoke because it burns at a lower temperature than the smoke that is being inhaled. An analysis of 15 Canadian brands of cigarettes showed secondhand smoke contains three times more tar, 40 times more ammonia, 10 times more benzene (a poison used in insecticides), five times more

carbon monoxide and multiples of many other chemicals than inhaled smoke.

Source: *Heart and Stroke Lifelines* and the Heart and Stroke Foundation of Alberta & N.W.T.

Anybody is at risk from tobacco smoke in the air. Research has shown that airborne tobacco smoke can cause eye irritation, headaches, nasal problems, coughing, decreased concentration, and nausea. Many people with respiratory allergies find that the smoke aggravates symptoms like wheezing, sore throat, and hoarseness.

Over long periods of time secondhand smoke, which contains high concentrations of poisonous chemicals, can cause lung problems and increase the risks of lung cancer and heart disease in nonsmokers. Recent studies have found that nonsmoking spouses of smokers have two to three times the risk of lung cancer than the general population. Other studies show that parents who smoke increase the risks to their children's health. Children whose parents smoke have more chest infections, ear infections, and lung problems (such as asthma), than children of nonsmokers.

### **What happens when I quit smoking?**

For a few days after you quit, you may experience some nicotine withdrawal symptoms. You may feel nervous, drowsy or tired or have a craving for tobacco or food. These symptoms will gradually decrease as you go without smoking. Most people do not gain a great deal of weight.

When you stop smoking, the benefits begin almost immediately:

20 minutes: blood pressure and pulse rate return to normal

8 hours: carbon monoxide and oxygen levels in your blood return to normal

1 day: risk of heart attack decreases

3 months: lungs work more efficiently

18 months: risk of heart attack drops almost to the level of someone who has never smoked

10 years: risk of dying of lung cancer drops to "never-smoked" level

15 years: risk of dying is similar to that of a person who has never smoked

**What has been done to create smoke-free areas in the workplace and public areas?**

Many employees and employers are concerned about exposure to tobacco smoke. Employers are now creating nonsmoking areas or declaring their workplace smoke-free.

Not only are workplaces smoke-free but many public areas are smoke-free. In Alberta, government offices have been designated as smoke-free. Restaurants and other public buildings have select areas that are smoke-free. Many cities have by-laws that prohibit smoking in these select areas and fines can be levied against smokers. Non-smoking areas can be identified by signage either on the wall or tables.

**I've really tried to quit smoking before. Will I ever succeed?**

Quitting is possible — one in four adult Canadians is a former smoker.

**How can I quit smoking?**

Quitting smoking is a lengthy process that may require more than one attempt. Try to understand why you have continued to smoke. Is it your way of managing anger, anxiety or stress? Do you enjoy smoking? What activities tend to increase your smoking or allow it to continue — spending time with other smokers, drinking alcohol or coffee, driving?

Consider some of these suggestions to help you stop smoking:

Try to quit when you are not under high stress. Try to avoid high-risk situations for a while.

Plan alternative ways of handling situations you associate with smoking.

Find ways to relax and reduce the stress in your life.

Expect to be successful. Picture yourself as a nonsmoker and as someone who is in control of your health.

Continually remind yourself of the health hazards of smoking, particularly the immediate risks.

Obtain the support of family or friends and the advice of your doctor.

You're in charge. Remind yourself of all the ways you take control of your life.

Plan specific rewards for quitting. Draw up a contract with yourself.

Plan a healthy diet and increase exercise to avoid possible weight gain and to deal with tension in a positive way.

For more information on tobacco, contact AADAC. The number is listed in your local telephone directory under Alberta Alcohol and Drug Abuse Commission.

Source: *ABC's of Tobacco*, Alberta Alcohol and Drug Abuse Commission

## **Student Resource 5-1: Why Drugs Are Used**

Drugs do things for us and to us. Often drugs are used to change the way we feel and as symbols or signs to create a particular image. For example, when you have a cough, you may use a cough syrup (a drug) to make yourself feel better. If people want to appear sophisticated, they might order an expensive bottle of champagne with their dinner.

On the chart below:

1. Tell why you might use each of these drugs.
2. Tell what the drug will do for you.

	You take (drug) because . . .	This drug will . . .
Headache medicine (Tylenol™, Aspirin™)		
Antacid tablets (Rolaids™, Tums™)		
Medicated skin ointment (Clearasil™)		
Beer		
Wine		
Cigarettes		
Cold medications (Dristan™, Contac C™)		
Allergy medication		

## **Transparency 5-1:** **What Is a Drug?**

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A drug is a substance, other than food, which is taken to change the way the body or the mind functions.

Drugs or drug products include:

- medicines (both prescription and non-prescription drugs)
- caffeine, alcohol, nicotine
- street (illegal) drugs

## **Transparency 5-2:** **The Effects of a Drug Depend on** **How it is Used**

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It all depends on:

1. The drug
  - dose
  - type
  - other drugs
  - speed of taking
2. The person
  - experience — how often you drink and how fast you drink
  - mood — how you feel
  - health
  - age
  - gender
  - size
3. The setting
  - place
  - time
  - company
  - food — how much you've eaten

## **Transparency 5-3: Drugs May be Used for Many Different Reasons**

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Other than for medical reasons, different people use different drugs for different reasons. Some of the reasons people may start to use drugs include:

- curiosity
- problems that cause anger, stress, boredom or anxiety
- being influenced by other people such famous singers, musicians, or athletes who are known to use drugs
- being influenced by your group of friends
- regularly using other drugs

## **Section 5.2**

### **The Effects of Smoking**

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#### **HEALTH OBJECTIVE CORRELATION**

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Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: describes the immediate and long-term effects of tobacco
- Harmful Effects of Drugs: understands the effects of smoking on one's endurance in sports

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#### **CONTENT FOCUS**

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- Students identify some of the risks and consequences involved in using the drug nicotine.
- Students examine the impact of smoking on recreation.
- Students calculate how much money it costs to smoke.
- Students examine the positive effects of living in a smoke-free environment.

## **Section 5.2**

### **The Effects of Smoking**

#### **Overview**

Despite all of the warnings about smoking, many young people still choose to start smoking. They begin for a variety of reasons. Frequently, these reasons are related to the young person's desire to feel or look "mature" or to fit into a certain social group. Their desire to achieve this image may be the result of the influence of friends, parents, other adult role models or the media. The activities in this section explore some of the pressures and influences that promote smoking and its subsequent addictions.

By encouraging discussions on smoking, students will begin to think about the reasons why people smoke and develop an understanding of the motivations to smoke, in spite of the health risks. By providing students with such information, they may be better equipped to choose not to smoke. However, students must still decide for themselves.

## **Activity 5.2.1: Smoking: Risks and Consequences**

### **Objectives**

Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: describes the immediate and long-term effects of tobacco

### **Students will:**

- identify several of the negative health and social consequences of smoking; and
- state reasons why people smoke, despite its harmful or negative effects.

**Time: 60 minutes**

### **Materials**

Class set of Student Resource 5-2

Graph paper

### **Teaching and Learning Suggestions**

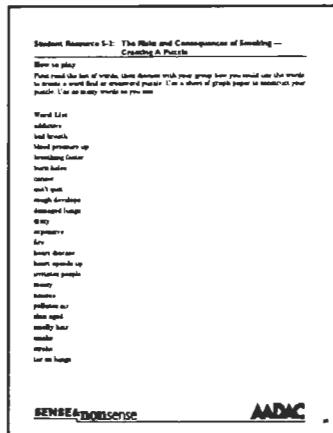
**Truth or Dare, 50 minutes**

- Have students work in groups of 3 or 4. Distribute copies of **Student Resource 5-2: The Risks and Consequences of Smoking — Creating a Puzzle** and graph paper to each student in the group. Explain that the purpose of this activity is to get students to think about some of the risks involved with smoking. Allow the students 20-30 minutes to create their word find or crossword puzzles. Tell students that they will be using the ideas on the puzzles to play a game of “Truth or Dare.” Then ask the students to write their opinions on the bottom of the handout about why people continue to smoke despite these risks.

- Discuss the following questions with the class:

From the word list on the worksheet, what items would most likely stop you from smoking?

Do you think that most people enjoy their first smoking experience? Why? If they don't what makes people try it again?



- Explain that the first smoking experience is usually an unpleasant one. Nausea, dizziness, upset stomach and diarrhea are some of the possible consequences. However, people may persist at smoking for several reasons:

They need to project an image. Some people feel this need more than others. They are attracted to any symbol (in this case, cigarettes) that indicates they are grown up.

They receive social support. Often, there is someone who encourages children to try it again, and there are people around them who smoke.

They want acceptance. They need to feel that they are a part of a group; in this case, the group that smokes.

- Then ask the question:

Do you know anyone who is trying to quit smoking? Why do you think it is difficult for them to quit?

- Explain that the drug in tobacco products is called nicotine. Nicotine is an addictive drug; that is, the repeated use of the drug usually results in a drug dependence. People who start smoking often develop a dependence on nicotine, and they find they cannot easily quit.

- Conclude the discussion by asking:

Maybe you have already decided that you will not smoke. Is simply making that decision enough? What other influences could make your decision hard to keep? Here are some possibilities:

your parents or older brothers or sisters smoke and you may want to share that activity with them;

you have friends who want to try smoking;

you know older kids who smoke; they say they can quit if it becomes a problem.

- Have each student in the group develop a “truth” question for each of the other group members. The “truth” question should be based on the information from the handout and class discussion. Inform students that if they select “dare” during the game, they will have to act out a situation in which a student may be offered a cigarette. If a group member selects dare, they have to decide what they are going to say and do to refuse the cigarette.

- Have groups play the game. Each group member takes a turn leading the game and asks the other group members if they select truth or dare. If a group member selects truth, the leader asks one of the questions he/she has developed. If a group member selects dare, all group members must enact a situation in which they say no to smoking.

#### Class Discussion, 10 minutes

- Have students share some of their experiences in their groups. Ask students: "What things can you do to make sure you don't end up smoking, even though you have decided not to?" Try these approaches:

Think of situations where you may be offered a cigarette.  
Decide what you are going to say and do before it happens.

Practise saying and doing what you have planned.

Do it by yourself or with friends.

Spend more time with people who are not smokers.

- Present the following statistics that have been published on people who smoke:

about one fourteenth of 10-14 year olds;

one fourth of all 15-19 year olds;

one third of all adults.

As a final question, ask:

Let's do some math. How many students are there in the class? Calculate one tenth (or 10%) of this number to see how many of you might be smokers. Do you think this figure is accurate?

## **Activity 5.2.2: Recreation and Smoking**

### **Objectives**

Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: understands the effects of smoking on endurance in sports

### **Students will:**

identify a variety of recreational activities and determine if smoking would interfere with the activity.

**Time: 35 minutes**

### **Materials**

3"x5" cards, prepared in advance

Tape

### **Teaching and Learning Suggestions**

**Guessing Game, 15 minutes**

- In advance, prepare one 3"x5" card for each student in your class labeled with the name of a recreational/leisure/hobby activity. Labels such as the following can be used: archery, ballet, baseball, basketball, bicycling, bowling, camping, checkers, computing, cooking, drawing, fishing, football, guitar playing, gymnastics, hiking, hockey, horseback riding, knitting, listening to music, model making, mountain climbing, painting, photography, playing cards, radio control airplanes, reading, roller blading, singing, skating, skiing, soccer, swimming, theater, video games, woodworking, wrestling. Use an array of activities so that you cover a wide range of recreational and leisure activities.
- Tape one card to the back of each student. Students are to identify the activity on their back by circulating the room and asking questions that can be answered by either "yes" or "no." Continue until each student has identified their activity.

### Stand Up and Share, 10 minutes

- Have each student stand up and identify their activity followed by an explanation of how smoking could interfere with a person's ability to participate in this recreational activity. Once the student has finished sharing, they can sit down. The class may help the individual if needed.

### Journal, 10 minutes

- Ask students to reflect on how recreation and leisure are important to each of us. Not only do they ensure our physical fitness but they help us stay emotionally fit and allow us opportunities to have fun and be individuals. Smoking is an activity that can have profound effects on our ability to get the most out of recreation. Have students write about the importance of their recreation and leisure activities in their lives.

## **Activity 5.2.3: At What Cost?**

### **Objectives**

Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: describes the immediate and long-term effects of tobacco

### **Students will:**

- calculate the cost for a person to smoke.

**Time: 35 minutes**

### **Materials**

Class set of Student Resource 5-3

Copies of newspapers

Chart paper — optional

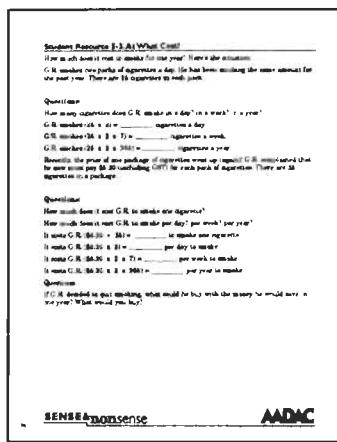
### **Teaching and Learning Suggestions**

#### **Newspaper Search, 10 minutes**

- Have students work in groups of 4. Provide each group with a newspaper. Have students look through the newspaper and list two or three recreational items that they may have or would like to have. For example, a trail bike, a Nintendo game, skis, and so on. Have one member of the group record each item and its price on the chalkboard or a piece of chart paper.
- Ask students to share ways that they save, or help their families save, for their leisure and recreational activities.

#### **Pairs Check, 15 minutes**

- Provide each student in the group with **Student Resource 5-3: At What Cost?** Have students work with a partner to answer the questions. One partner works on the worksheet while the other student acts as a coach to watch and help if necessary. When the student has completed the worksheet, the coach checks for his/her partner's agreement. If the partners don't agree on the answer they can consult the other pair in their group. If the pairs cannot agree on the answer they can ask for help from the teacher. After the students have completed the worksheet review the answers.



Point out that the recreational items listed on the board cost far less than G.R.'s smoking expenses.

Pictographs, 10 minutes

- Have students pictorially demonstrate purchasing options for the expenses. Have them show what their purchasing alternative would be for the cost of one week of smoking (a compact disk), one month of smoking (a computer program), and one year of smoking (a trip for two to Disneyland). The graphs can be displayed and viewed by the students.

## **Activity 5.2.4: The Positive Effects of Being Smoke-free**

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### **Objectives**

Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: describes the immediate and long-term effects of tobacco

### **Students will:**

- list the benefits and positive effects of being non-smokers.

**Time: 55 minutes**

### **Materials**

Blank white paper and/or graph paper

Colored pens

### **Teaching and Learning Suggestions**

**Class Brainstorming, 5 minutes**

- Have students brainstorm some negative effects of smoking. List these on the chalkboard or a large sheet of chart paper.

**Group Webbing, 20 minutes**

- Have the students form small groups of 4 or 5. Ask them to place the words "Smoke-free" in the middle of a large sheet of white paper. Provide each student with a different color pen. Have the group work together to brainstorm positive aspects of being non-smokers and living in a smoke-free environment. Ask students to each use a different color pen and list their items on their group paper, connecting them to the word "Smoke-free." Allow 5 to 10 minutes for the brainstorming session.
- Ask each group to share their webs. Use their ideas to compile one master list on a large sheet of chart paper. To compile the master list, have the students identify the key words, ideas and phrases from the larger list.

### Creating Puzzles, 30 minutes

- Assign several master list items to each group. Have the groups design word find puzzles, crossword puzzles, or other word games based on their assigned items. (If there is not enough time to complete this activity in class, it could be assigned as homework.)
- Once the word games are finished, have the groups exchange their puzzles and complete each others' games.

## **Additional Content for Teachers**

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Many students already know about the negative consequences of smoking. Although this section lists many of the negative effects, it does not provide an in-depth coverage of the health problems caused by smoking. If any of your students are interested in health risks associated with smoking, you might suggest that they research their questions.

Information on cancer, heart disease, and other smoking-related diseases can be found in books, brochures, and pamphlets, which are available from various health organizations. (See Additional References and Resources, page 123.)

Various organizations such as the Heart and Lung Association, the Cancer Society, and your local hospital have community programs which support smoke-free environments and stop smoking programs. A 1996 publication, by Health Canada, entitled *Tobacco Use Cessation Programs: An Inventory of Self-Help and Group Programs*, has information on groups across Canada. (See Additional References and Resources, page 123.)

In addition, each year the federal government supports a national quit smoking day on the third Wednesday of January called "Weedless Wednesday."

## **Student Resource 5-2: The Risks and Consequences of Smoking — Creating A Puzzle**

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### **How to play**

First read the list of words, then discuss with your group how you could use the words to create a word find or crossword puzzle. Use a sheet of graph paper to construct your puzzle. Use as many words as you can.

### **Word List**

addictive  
bad breath  
blood pressure up  
breathing faster  
burn holes  
cancer  
can't quit  
cough develops  
damaged lungs  
dizzy  
expensive  
fire  
heart disease  
heart speeds up  
irritates people  
messy  
nausea  
pollutes air  
skin aged  
smelly hair  
smoke  
stroke  
tar on lungs

## **Additional Content for Teachers**

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Many students already know about the negative consequences of smoking. Although this section lists many of the negative effects, it does not provide an in-depth coverage of the health problems caused by smoking. If any of your students are interested in health risks associated with smoking, you might suggest that they research their questions.

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## **Student Resource 5-2: The Risks and Consequences of Smoking — Creating A Puzzle**

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heart disease  
heart speeds up  
irritates people  
messy  
nausea  
pollutes air  
skin aged  
smelly hair  
smoke  
stroke  
tar on lungs

### **Student Resource 5-3: At What Cost?**

How much does it cost to smoke for one year? Here's the situation . . .

G.R. smokes two packs of cigarettes a day. He has been smoking the same amount for the past year. There are 25 cigarettes in each pack.

#### **Questions:**

How many cigarettes does G.R. smoke in a day? in a week? in a year?

G.R. smokes  $(25 \times 2) =$  \_\_\_\_\_ cigarettes a day.

G.R. smokes  $(25 \times 2 \times 7) =$  \_\_\_\_\_ cigarettes a week.

G.R. smokes  $(25 \times 2 \times 365) =$  \_\_\_\_\_ cigarettes a year.

Recently, the price of one package of cigarettes went up (again)! G.R. complained that he now must pay \$5.20 (including GST) for each pack of cigarettes. There are 25 cigarettes in a package.

#### **Questions:**

How much does it cost G.R. to smoke one cigarette?

How much does it cost G.R. to smoke per day? per week? per year?

It costs G.R.  $(\$5.20 + 25) =$  \_\_\_\_\_ to smoke one cigarette.

It costs G.R.  $(\$5.20 \times 2) =$  \_\_\_\_\_ per day to smoke.

It costs G.R.  $(\$5.20 \times 2 \times 7) =$  \_\_\_\_\_ per week to smoke.

It costs G.R.  $(\$5.20 \times 2 \times 365) =$  \_\_\_\_\_ per year to smoke.

#### **Questions:**

If G.R. decided to quit smoking, what could he buy with the money he would save in one year? What would you buy?

**Answers:**

G.R. smokes  $(25 \times 2) = 50$  cigarettes a day.

G.R. smokes  $(25 \times 2 \times 7) = 350$  cigarettes a week.

G.R. smokes  $(25 \times 2 \times 365) = 18,250$  cigarettes a year.

It costs G.R.  $(\$5.20 \div 25) = \$.20$  to smoke one cigarette.

It costs G.R.  $(\$5.20 \times 2) = \$10.40$  a day to smoke.

It costs G.R.  $(\$5.20 \times 2 \times 7) = \$72.80$  a week to smoke.

It costs G.R.  $(\$5.20 \times 2 \times 365) = \$2,657.20$  a year to smoke.

## **Section 5.3**

## **Dependence and Smoking**

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### **HEALTH OBJECTIVE CORRELATION**

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Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: recognizes some of the reasons why people begin to smoke

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### **CONTENT FOCUS**

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- Students learn what constitutes a drug dependence, specifically a dependence to nicotine.
- Students are given an opportunity to obtain first-hand information on the phenomenon of smoking dependency.

## **Section 5.3**

## **Dependence and Smoking**

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### **Overview**

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Within the next few years, many of the young people who are now elementary students may consider smoking. Some may have already tried it. However, statistics indicate that by the age of 19 or 20, the desire to experiment with cigarettes seems to drop off almost completely. Nearly all smokers begin smoking before the age of 18. If a student can avoid smoking to age 18, the chances are they won't ever smoke. However, if they start smoking now or soon, they are likely to remain smokers for life.

Of the young people aged 15 to 19 who smoke, 30% started smoking before the age of 13; 85% started before 16; and almost all started smoking before the age of 18. One of the big problems with young smokers is that by the time they figure out that smoking is not for them, they have often already formed a tobacco dependency.

This section will help young people understand that the risk of becoming dependent on tobacco is a very real one, and one that begins with the first cigarette. For those who have already tried smoking, and feel that it cannot hurt them, this section may help them realize that once they have become dependent, quitting smoking is an extremely difficult thing to do.

## Activity 5.3.1: "I Can Quit Anytime"

### Objectives

Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: recognizes some of the reasons why people begin to smoke

### Students will:

- describe how the use of tobacco can lead to nicotine dependence.

**Time: 45 minutes**

### Materials

Transparencies 5-4 and 5-5

### Teaching and Learning Suggestions

Class Discussion, 10 minutes

- Ask the students to think of a situation where they have "craved" something. For example: a popsicle on a hot day or a chocolate bar or sweets in the late afternoon. Ask how they felt when they were unable to have the popsicle or chocolate bar. State that this feeling is similar to the feeling that smokers have when they are trying to quit smoking.
- Ask the class if they know anyone who is trying to quit smoking, or if they have heard stories about some of the things people have done to quit. For example: stop smoking programs, hypnosis, acupuncture. Ask them to think of reasons why it seems to be so hard to quit.

Discuss Transparency 5-4: Smoking Facts with students. Review the following information and ask students for their impressions and opinions.

45% have never smoked

7 out of 10 are currently non-smokers

31% smoke daily or weekly

nearly all smokers began smoking by the age of 18

23% are ex-smokers

**Transparency 5-4: Smoking Facts**

45% of Canadians have never smoked  
 70% of Canadians are currently nonsmokers  
 31% of Canadians smoke daily or weekly

- nearly all smokers started smoking by the age of 18
- 23% of Canadians are ex-smokers
- as many as 75% of Canadians who smoke have tried to quit at least once
- teen smokers are the age group most open to quitting. 53% report contemplating, or preparing, to quit

Source: Canadian Health - Alcohol, Tobacco and Other Drugs, 1993

**SENSE & Nonsense**      **AADAC**

as many as 75% of Canadians who smoke have tried to quit at least once

teen smokers are the age group most open to quitting. 55% report contemplating, or preparing, to quit

Source: *Canadian Profile — Alcohol, Tobacco and Other Drugs*, 1995

### Modified Mini-Jigsaw, 15 minutes

- Place students in groups of 3. Place the following information on three pieces of paper. Make one copy for each group.

Tobacco contains a drug called nicotine. In large doses nicotine is poisonous. In small doses, as in cigarettes, it causes certain changes in your body that produce a dependence on the drug.

Dependencies occur because people become either physically or psychologically dependent on a substance. When people continue using a certain drug because they experience discomfort or distress when use is discontinued, or severely reduced, they can be said to be dependent.

When smokers stop smoking, their bodies have to readjust to not having the drug. This period of readjustment is called withdrawal. During the withdrawal stage, smokers may feel nervous, have trouble sleeping or have other physical reactions.

- Give each student in the group one of the handouts. Have students read their information sheets and put the information into their own words. Students can be encouraged to add examples from previous class discussions, or from experiences with people they know who smoke or have quit smoking. Have each student share their information with others in their group.

### Class Discussion, 10 minutes

- Discuss Transparency 5-5: What Is a Dependency? with students and review the elements of dependency. Then present the following information:

Besides overcoming their dependency to nicotine, smokers must break the habit of smoking. They have to learn to do something else instead of smoking, in situations where they would normally light up a cigarette, for example, smokers

#### Transparency 5-5: What Is a Dependency?

A dependency involves:

Alcohol and other drug problems or dependency exist when an individual's use of a substance results in continued negative consequences:

- physical: negative effects on the body
- psychological: negative effects on feelings and emotions
- social: negative effects on relationships with other people

who like to “light up” after dinner must find something else to do instead.

Smokers, who are trying to quit, must also learn to cope with the activities that remind them of smoking as well as with people who still smoke.

#### Journal, 10 minutes

- Have students reflect on the dangers of smoking as an addiction. Ask them to use the words “addiction,” “dependency” and “habits” in their reflection. Have students think about their own healthful activities as an alternative to ever considering tobacco use.

## **Activity 5.3.2: On-the-Street Interviews**

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### **Objectives**

Theme 4: Body Knowledge and Care

D. Diseases and Drugs

- Harmful Effects of Drugs: recognizes some of the reasons why people begin to smoke

### **Students will:**

- identify several reasons why it is difficult for a person who smokes to quit smoking.

**Time: 70 minutes**

### **Materials**

Class set of Student Resource 5-4

### **Teaching and Learning Suggestions**

Investigative Reporting, 15 minutes (and additional time outside of class time)

- Tell the students they are going to become investigative reporters. Their assignment will be to investigate the phenomenon of smoking dependency, particularly quitting smoking. While they have already gathered some information from these lessons, they will have an opportunity to get more information firsthand.
- Divide the class into teams of three or four reporters. Tell the students that although each team will be required to submit one article, the members of the group must share the work, and all members must contribute. Assign roles such as the following to each member of the group: editor-in-chief (responsible for checking the report); interview coordinator (responsible for making sure three interviews are completed); and chief reporter (responsible for making sure all group members contribute to writing the article). A fourth role for larger groups could be fact checker (responsible for making sure the information is represented accurately in the article).

Note: some class time may have to be dedicated to team work especially if the students have difficulties meeting after school hours. For example, this may be necessary in rural areas.

**Student Resource 5-2: Reporter's Interview Sheet — On Smoking**

Here are some questions you may want to ask the people you interview. Write down your own questions and add them to the ones below. You think of questions based on the topics you would be investigating. Please do not ask any questions which might be illegal.

**Questions for smokers:**

1. Do you like to smoke? Why or why not?
2. What pleasure does your smoking give you?
3. Do you smoke in public areas? Why or why not?
4. Many people begin to smoke because they like the taste. Do you find that you smoke more when you are hungry? Why did you start smoking again?

**Questions for former smokers:**

1. How long have you been a non-smoker? What made you decide to quit?
2. Was it easier to quit smoking than you expected? If so, why? And what was so difficult about quitting?
3. Do you feel better now that you are a non-smoker? If yes, in what ways do you feel better?
4. Do you still feel like having a cigarette? If so, when?

**Questions for non-smokers:**

1. What makes you afraid to smoke cigarettes?
2. Why do you think smokers smoke?
3. What do you think makes it difficult for smokers to quit smoking?
4. Do you have friends or relatives who smoke? If yes, what makes you think that maybeigarettes should be illegal?

**SENSE & Nonsense**      **AADAC**

- Distribute Student Resource 5-4: **Reporter's Interview Sheet — On Smoking** and present the following instructions.

Each group should try to interview three different people. If possible, the people should include one smoker, one non-smoker, and one former smoker.

Note: Students should be directed to interview their parents, neighbors, older brothers and sisters, or family friends. They should not approach strangers.

- Using the questions on the worksheet, groups will investigate the following aspects of smoking dependency:

The reasons why people begin to smoke.

When smokers started, and how long have they been smoking.

What caused people to become regular smokers.

How much do they smoke or how much did they smoke.

What effects of smoking did they experience.

How do they feel about smoking; what do they like or dislike about smoking.

Why smokers want to quit, have they tried, why it didn't work, and how they felt when they were trying.

Why former smokers wanted to quit, how many tries, how they felt when they were quitting, how they felt when they succeeded, do they still feel like smoking sometimes.

- Tell students to use the worksheet to record the people's responses to the questions they ask during the interviews. They will use their notes on this worksheet to produce their article.

#### Article, 45 minutes

- Allow about one class period for the teams to review their data and prepare their reports. Have each team appoint a spokesperson to present their report to the class. Allow time for a short question and answer session to follow each report. Compile the articles into a classroom newspaper. Alternatively, once the reports are complete, you may want to have a "TV Broadcast" where the groups could deliver and videotape or audiotape their reports.

### Note to Teachers

Although nearly everyone finds it difficult to stop smoking, some students may interview people who found it easy to quit.

Journal, 10 minutes

- Have students reflect on what they have learned from their experiences as investigative reporters.

## **Transparency 5-4: Smoking Facts**

- 45% of Canadians have never smoked
- 70% of Canadians are currently nonsmokers
- 31% of Canadians smoke daily or weekly
- nearly all smokers started smoking by the age of 18
- 23% of Canadians are ex-smokers
- as many as 75% of Canadians who smoke have tried to quit at least once
- teen smokers are the age group most open to quitting. 55% report contemplating, or preparing, to quit

Source: *Canadian Profile — Alcohol, Tobacco, and Other Drugs*, 1995

## **Transparency 5-5: What Is a Dependency?**

A dependency involves:

Alcohol and other drug problems or dependency exist when an individual's use of a substance results in continued negative consequences:

- physical: negative effects on the body
- psychological: negative effects on feelings and emotions
- social: negative effects on relationships with other people

## **Student Resource 5-4: Reporter's Interview Sheet — On Smoking**

Here are some questions you may want to ask the people you interview. Write their responses in the spaces provided. If you think of another question on this topic that you want to investigate, write it down on this sheet in the blank space.

### **Questions for smokers:**

1. Do you like to smoke? Why or why not?
2. What problems have you encountered as a result of smoking?
3. Do you want to quit smoking? Why or why not?
4. Have you ever tried to quit smoking? If yes, how did it feel while you were trying not to smoke? Why did you start smoking again?

5. \_\_\_\_\_

### **Questions for former smokers:**

1. How long have you been a non-smoker? What made you decide to quit?
2. How many times did you try to quit before you were successful? How did it feel while you were trying not to smoke?
3. Do you feel better now that you are a non-smoker? If yes, in what ways do you feel better?
4. Do you ever feel like having a cigarette? If yes, when?

5. \_\_\_\_\_

### **Questions for non-smokers:**

1. What made you decide never to smoke cigarettes?
2. Why do you think smokers smoke?
3. What do you think makes it difficult for smokers to quit smoking?
4. Do you have friends or relatives who smoke? If yes, what could you do that might encourage them to stop smoking?

5. \_\_\_\_\_

## **Section 5.4**

### **Advertising**

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#### **HEALTH OBJECTIVE CORRELATION**

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Theme 4: Body Knowledge and Care

F. Protecting People's Health

- Consumer Health — Advertising: recognizes the prevalence of advertisements aimed at children in relation to foods and lifestyle products

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#### **CONTENT FOCUS**

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- Students define the purpose of advertising and examine the methods advertisers use to promote their products.
- Students examine the strategies used to advertise products that contain drugs.
- Students get to develop their own advertisement.

## **Section 5.4**

### **Advertising**

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#### **Overview**

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This unit has been designed to help young people understand the power of advertising and how it may influence their choice to use drugs. Although tobacco ads are prohibited on broadcast media, billboards, street kiosks, bus panels and counter-top displays in stores, they are permitted in print publications with primarily adult readership.

Tabacco companies can still put their name on buildings or facilities.

Arts and cultural sponsorships are permitted, but the display of brand names is restricted to the bottom 10 per cent of total advertising space.

On-site promotional materials are subject to restrictions on size and duration of display.

The media can have a strong impact on students. Most advertisements portray smokers as healthy, fit, glamorous young adults who are successful in their pursuits. The lifestyle messages incorporated in many tobacco advertisements are not accurate portrayals of tobacco use and its effects. However, some recent commercials are showing the negative consequences of tobacco use. Community action groups are also being more active in

ensuring that tobacco advertisements, such as billboards, are not displayed near school grounds.

Dispelling some of the myths about the use of drugs as they are portrayed by advertisers and through the media can help students make more rational drug-related decisions.

Note: It will be useful to have magazines and sample ads in the classroom when presenting this section, for use by you and the students.

## **Activity 5.4.1: Why Advertise?**

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### **Objectives**

Theme 4: Body Knowledge and Care

F. Protecting People's Health

- Consumer Health — Advertising: recognizes the prevalence of advertisements aimed at children in relation to foods and lifestyle products

### **Students will:**

- recognize that advertising is a business that involves carefully planned strategies and that it can affect choices in decision-making; and
- describe several strategies that advertisers use to encourage people to use their products.

**Time: 45 minutes**

### **Materials**

Examples of magazine ads for various products

Chart paper

### **Teaching and Learning Suggestions**

Illustrated Definition, 15 minutes

- Write the word “advertising” on the board. Ask students to tell you what advertising means to them. Encourage students to stay away from using examples of ads, instead they should try to define the meaning of the word “advertising.” Ask them why businesses would advertise.
- Have students work with a partner to create an illustrated definition of the word “advertising.” Tell students they can use an example of an advertisement to illustrate their definition. Use the following definition to help those students who are having difficulty defining the term:

Advertising: The ways a product or service is made popular or successful (promoted) to the public. The purpose of advertising is to influence people to buy a particular product or use a particular service.

### Class Charts, 20 minutes

- Ask students to name some of the places or some of the ways advertisers use to get their messages across. Write their responses on the board. Choose some of these methods and write them on large sheets of chart paper. The list could include:

television, newspapers, magazines, flyers, radio, billboards, store displays, hot air balloons, pins, contests, telephone soliciting, signs at sporting events, catalogues, bus stop benches, yellow pages, give-aways (balloons, stickers), mail, door-to-door, coupons, samples, promotion of concerts or sporting events, T-shirts, hats or other pieces of clothing.
- Have students work in groups of 4 or 5 to think of products or services they were persuaded to buy or use because of different kinds of advertisements. Have them briefly describe what the ad contained that affected their decision. Appoint one member of the group as recorder and have them write their examples on the appropriate chart paper as suggestions are generated by the group.
- Have the class examine the variety of ads represented on the charts. State that advertising is all around us. Ask the students to describe which of these forms of advertising they encountered on their way to school today.

### Demonstration, 10 minutes

- Show students several examples of ads for various products, e.g., soaps, shampoos, cars, foods. Ask them to decide who the ad is intended for, that is, young women, children, teenagers, men, older couples and so forth. Have them identify the aspects of the ad that may be appealing to each group.
- In preparation for the next activity, ask each student to bring two examples of magazine ads or newspaper ads for products that contain drugs. Examples of such products include alcohol, tobacco, headache remedies, cold medications and so forth.

## **Activity 5.4.2: Insights Into Drug Advertising**

### **Objectives**

Theme 4: Body Knowledge and Care  
F. Protecting People's Health

- Consumer Health — Advertising: recognizes the prevalence of advertisements aimed at children in relation to foods and lifestyle products

### **Students will:**

- apply their knowledge of advertising strategies to ads that promote the use of drug products.

**Time: 30 minutes**

### **Materials**

Examples of magazine ads for various products that contain drugs

Class set of Student Resource 5-5

Poster board and glue

### **Teaching and Learning Suggestions**

#### **Analyzing Advertisements, 5 minutes**

- Have students work in groups of 3 or 4 students. Tell the class they will be looking at some advertisements for products that contain various drugs, and then answer some questions related to these advertisements.
- Distribute **Student Resource 5-5: Looking at Drug Advertising** and review the list of questions. Then use a sample ad to model the activity for the class.

A good example would be a popular ad for a toy or cereal. Talk about the ad, using the questions on the worksheet as a guide. The advertisement for cigarettes (provided in the **Additional Content for Teachers** part of this section) may also be used as an example.

#### **Carousel, 20 minutes**

- Have each group review the sample ads that they collected from the previous activity. (Have extra ads available for groups/students who forgot to bring theirs.) Ask each group

<small>Student Resource 5-5: Looking at Drug Advertising</small>
<small>Directions</small>
<small>Carefully read the advertisement to have time, then answer the following questions.</small>
<small>The product</small>
<small>1. What kind of product is this ad for? What visible symbols are found in the ad?</small>
<small>2. Describe what you see in the ad. If you were to eat this food, what would you eat?</small>
<small>3. Is there a slogan message associated with the ad? If yes, what is the slogan?</small>
<small>The people</small>
<small>1. Who is the ad intended for? Their age is...?</small>
<small>2. Do you see any people in the ad? If so, what is their role?</small>
<small>3. Are they healthy or unhealthy?</small>
<small>4. Are there any health messages or side effects or any other negative messages associated with this product? If so, what are they?</small>
<small>The message</small>
<small>1. What do you think the ad is promoting/like purpose of this ad?</small>
<small>2. If this ad were to make your attention, what do you like about it?</small>
<small>3. Does the ad make any health messages positive?</small>
<small>4. Does the message make sense directly with the product?</small>
<small>5. Does this product have any risks that are mentioned in the ad? If you could buy this product, would you? Why or why not?</small>
<small>SENSE&amp;nonsense</small>
<small>MADAC</small>

to select one or two ads that they would like to examine. Allow 10 minutes for each group to answer the questions on the worksheet. One member of the group should be prepared to report on their ad.

- Have each group display their advertisements and answers on their desk area. Have each group rotate through each of the group displays. The group member responsible for reporting on their ad will stay with their advertisement and present it to each visiting group.

#### Class Share, 10 minutes

- Have students share what they found in the advertisements they analyzed and review the following points:

Advertisers use many different ways to get their message across.

Companies spend millions of dollars on advertising medicines and products that contain alcohol, nicotine or caffeine.

Advertisers often use attractive settings or glamorous people to create images for their products.

Some products are advertised only in certain forms because of government restrictions.

- Explain to students that by carefully examining the techniques that are designed to promote products, they can become more aware of the influence that advertising might have on their decision to use certain products.
- Have the groups glue their ads onto a piece of poster board. Mount the finished collage on a wall in the classroom.

## **Activity 5.4.3: Selling Your Product**

### **Objectives**

Theme 4: Body Knowledge and Care

F. Protecting People's Health

- Consumer Health — Advertising: recognizes the prevalence of advertisements aimed at children in relation to foods and lifestyle products

### **Students will:**

- use their creativity, and knowledge of advertising, to empower young people to make healthy lifestyle choices.

**Time:** You will probably have to devote 2 hours to this activity. It is recommended that you give the students time to plan, collect supplies and complete advanced preparation.

### **Materials**

Class set of Student Resource 5-6

Folders or large paper for group folders

### **Teaching and Learning Suggestions**

Advertising Simulation, 90 minutes

- Explain to the students that they are now the advertising geniuses that influence their generation to make healthy choices related to lifestyle. By putting together their creative powers they are going to develop the advertisements that will promote healthy living to other young people.
- Have the students divide into working groups of four. After finding a name for their advertising company each group is to develop an advertisement promoting a healthy lifestyle choice. Have each group create a group folder with their company name and visual on it. The advertisers (AKA: students) are to pick an advertising mode, lifestyle choice they would like to promote, and then develop the advertisement to sell their product. The finished products will be shown to their audience (AKA: classmates). Have students use **Student Resource 5-6: Creating An Advertisement** as a guide.
- After completing the task, each group will present their advertisement to their classmates.



**Journal, 10 minutes**

- Ask students to reflect on how advertising can influence lifestyle choices. Have them write about how an advertisement can affect their feelings and attitudes towards activities and products. Ask them to write down any ideas about how they can be critical analyzers of advertisements.

## **Additional Content for Teachers**

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### **Advertising**

Advertising is more easily understood when the basic principles used by the people who plan and design advertising programs are known. Advertisers begin by identifying the characteristics of the people they target to buy their products. For example, a cigarette manufacturer may want to increase sales to young, urban women under the age of 25. Advertisers then try to find ways of appealing to this particular group. They may directly or indirectly offer a variety of benefits that they believe will appeal to this group.

Advertisers often learn about what appeals to a specific group through market research. Based on what the research indicates, advertisers may promote the benefits of their product by:

- praising the quality, taste, price, or accessibility of their product;
- associating their product with a particular image — mature, upper class, professional, and so forth;
- associating their product with a particular way of life — fun loving, adventurous, hard working, macho, glamorous, and so on;
- promising their product will improve personal relationships — others will admire you or others will like you more;
- promising their product will solve a problem — it will decrease a health concern or it will provide relaxation.

All of the components of an ad (music, slogans, actors, scenes, locations, words) combine to produce a specific image and to sell the benefits of a product. At the same time, any of the product's perceived negatives are carefully avoided or down played.

## Sample advertisement

(Moose ad)

*(The advertisement is in the original version of Sense and Nonsense)*



## **Student Resource 5-5: Looking at Drug Advertising**

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### **Directions**

Carefully examine the advertisement(s) you have chosen, then answer the following questions.

#### **The product**

1. What kind of product is this ad for? What is the product's brand name?
2. Does the ad tell you anything about the product itself? If not, what does it tell you instead?
3. Is there a slogan (message) associated with the ad? If so, what is the slogan?

#### **The people**

1. Who is this ad intended for? How can you tell?
2. If there are people in the ad, what do they look like? Are they the kind of people you could admire?
3. What are the people in the ad doing? Does what they are doing relate to the product?
4. Are there any famous people in this ad, or are any famous people associated with this product? If so, who are they?

#### **The message**

1. What do you think this ad is promising the person who uses this product?
2. In the ad, what catches your attention? What do you like about the ad?
3. Does the ad contain any health warnings or cautions?
4. Does the message relate directly to the product that is being advertised?
5. Does this product have any risks that are not mentioned in the ad?  
If you could buy this product, would you? Why or why not?

## **Student Resource 5-6: Creating An Advertisement**

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To help you in creating your advertisement, answer the following questions and use it as your guide.

What product are you promoting?

What are the selling points of your product? What makes your product the best?

What is your slogan?

Do you have a logo (symbol)?

Is there a theme?

What is your target audience (the people who will be using this product)?

What catches the interest of your target audience?

What resources do you have? e.g., Do you have a camera, actors, or art supplies?

What can we do with our resources?

Remember that your advertising options are endless. You can create a television ad, billboard, magazine ad, radio ad, contest, bus stop bench, sign at a sporting event, T-shirt, . . . let your imagination go.



## Part II: Gambling and Lifestyle Choices

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### Section 5.1

#### Why People Gamble

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##### HEALTH OBJECTIVE CORRELATION

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Theme 1: Self-awareness and Acceptance

C. Personality

- Influences and Characteristics: appreciates that the social and physical environment influences feelings and attitudes (elective)

Theme 3: Life Careers

B. Life Careers

- The World of Work: understands that cooperation among workers is important

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##### CONTENT FOCUS

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- Students will examine how people and events around us influence our decisions and attitudes. Students will focus on the concepts of competition and cooperation.
- Students will examine reasons people gamble.

### Section 5.1

#### Why People Gamble

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##### Overview

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Students at this age often start to think of themselves as having a distinct personality. This section discusses the concept of personality, and has students examine how social and physical environments influence their decisions and attitudes. This section expands the context of personal decision-making to situations that involve competition and cooperation. Students are asked to look at where competition and cooperation are appropriate, and how to deal with winning and losing.

Activities involved in gambling are directly connected to these concepts. All gambling activities and events are competitive in nature. There is always a winner and a loser. It is important for students to think about ways in which they can deal with winning and losing, and how these concepts and coping strategies can apply to home, school and workplace settings.

## **Activity 5.1.1: Influences Around Us**

### **Objectives**

Theme 1: Self-awareness and Acceptance

C. Personality

- Influences and Characteristics: appreciates that the social and physical environment influences feelings and attitudes (elective)

### **Students will:**

- understand what is meant by personality;
- think about how the physical and social environment can influence personality; and
- appreciate how feelings and attitudes influence the decision-making process.

**Time: 50 minutes**

### **Materials**

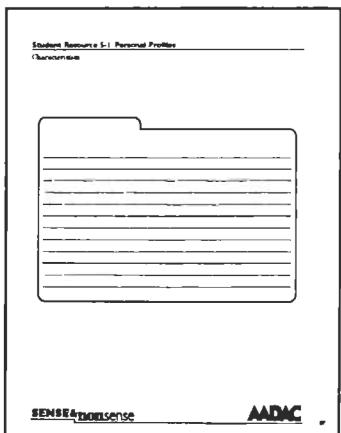
Class set of Student Resource 5-1

Chart paper

### **Teaching and Learning Suggestions**

**Word Bank, 20 minutes**

- Tell students that they will be exploring what we mean when we talk about people's "personalities." Ask students to list, in their notebooks or learning logs, as many words as they can think of that are used to describe people. For example, students can start off with words such as cheerful, polite, friendly, honest, loyal, neat, funny, etc.
- Put students into small groups of four or five. Ask each group to combine their lists and develop a word bank that will be recorded on a large sheet of chart paper. Post the completed word bank charts on the wall.
- Have each group use the word banks and **Student Resource 5-1: Personal Profiles** to create a personal profile of each group member. Emphasize that groups should focus on the many positive characteristics that each individual in the group has. Tell groups that they should NOT put the individual's name on the profile.



- Create a “Mystery Wall” using a bulletin board in the classroom. Pin up student profiles and have each group look at the other group members’ profiles and try to identify the classmate profiled. Once the profiles have been identified, ask students to bring a picture of themselves from home and place it on the matching profile.
- Discuss how we use characteristics to describe the personalities of people. Have each group write a definition of the word “personality” in their notebooks or learning logs.

#### Reflection, 15 minutes

- Have students think about their own personality profiles. Ask them to write a description in their notebooks or learning logs that discusses what they feel are some things that influence their personalities. Have them take words from the profiles and write sentences that start with “I think I am [characteristic] because . . .” Students may focus on what they think is important or what they enjoy. For example, “I think I am honest because I think it is really important to tell the truth,” or “I think I am funny because I like to make people laugh,” or “I think I am trustworthy because my parents give me more responsibilities around the house.”
- Tell students that things that they feel are important often reflect their values and attitudes. Values and attitudes have an important effect on personality. Ask students to discuss how they think factors such as the social environment (interacting with others) and the physical environment (their surroundings — at home, school, community) influence their personality.

#### Journal, 15 minutes

- Have students write about how they think their feelings and attitudes affect the way they make decisions. Ask students to describe a situation in which they had to recently make a decision, and explain why they made the decision they did.

## **Activity 5.1.2: Competition and Cooperation**

### **Objectives**

Theme 3: Life Careers

B. Life Careers

- The World of Work: understands that cooperation among workers is important

### **Students will:**

- understand how competition and cooperation can affect our behavior;
- examine the effects of winning and losing; and
- examine reasons people gamble.

**Time: 60 minutes**

### **Materials**

Copies of newspapers (preferably different issues)

Class set of Student Resource 5-2

Transparency 5-1 and 5-2

Overhead projector

### **Teaching and Learning Suggestions**

**Newspaper Search, 25 minutes**

- Place the words “Competition” and “Cooperation” on two sections of a bulletin board. Tell students that you will be dividing them into teams of four or five students, and each student will get a copy of a newspaper (preferably different issues). Have each team search for examples of situations in which competition is involved. Tell teams that they have a time limit (10 minutes), and that the team who finds the most examples will receive a reward, such as a bonus mark on their next assignment, or some free time.
- Discuss the activity with students after they have finished their searches. Use the following questions to help you guide the discussion:
  - How did you feel while you engaged in this activity? (Students may discuss the excitement of competing against other teams, wanting to win, enjoying the challenge of working against a time limit, finding ways to

work as a team, feeling anxious or pressured, feeling that others were not working fast enough, etc.)

- Were there any parts of this activity that you thought were unfair? (Students may bring up points related to not all groups having the same papers: i.e., the number of possible articles was more connected to luck, the fact that only one team could win when all teams were completing the same task, etc.)
- Have the same teams use their newspapers to search for examples that represent cooperation. Tell students that this time the whole class will receive a reward such as bonus marks or free time if there are more than 15 different examples of cooperative situations posted on the bulletin board by the end of the activity.
- Discuss this activity with students. Use the following questions as a guide:
  - How did you feel while you were engaged in this activity? (Students may discuss points that relate to feeling good about working together, not feeling as much anxiety or pressure, the whole class receiving a reward for completing the task together, everybody being a winner, getting fewer articles because a group goal was set, etc.)
  - Were there any parts of this activity that you thought were unfair? (Students may have difficulty answering this, but some students may compare it to the previous activity and focus on group interaction. If this happens, try to redirect students' attention to the activity itself.)
  - How do you think cooperation is important for students in a classroom and workers in a job?
- Ask each group to use **Student Resource 5-2: Competition and Cooperation** to record a definition of each term, and list examples of situations in which competition and cooperation are appropriate. Encourage students to record examples that relate to the games they play and activities they are involved in, for example, playing Nintendo, sports, taking piano lessons, etc.

#### Creative Writing, 20 minutes

- Ask students to consider how situations involving competition and cooperation lead to perceptions of winning and losing. Ask students to contribute examples in which there are winners and losers. Have each student write a





short story that involves winning and losing. Encourage students to focus on their character's feelings when they win or lose.

- Ask for volunteers to share their stories with the rest of the class. Create a class list of the feelings involved in, and effects of, winning and losing in situations.

### Class Discussion, 15 minutes

- Discuss how gambling also involves winning and losing. Often the excitement and enjoyment of gambling comes from the possibility of winning something of value. However, many problems associated with gambling can result from the fact that people who gamble lose more than they win. Review the definition of gambling with students, using **Transparency 5-1: What Is Gambling?** as "the act of risking money or something else of value on an event or activity of uncertain outcome."
- Ask students to think of reasons that people gamble. List these reasons on the board. Have students consider ways that these reasons relate to the concepts of winning and losing, and how competition plays a part in activities or events associated with gambling. Discuss **Transparency 5-2: Reasons for Gambling** with students.

**Transparency 5-1: What Is Gambling?**

Gambling is the act of risking money or something else of value on an event or activity of uncertain outcome.



SENSE & Nonsense      AADAC

**Transparency 5-2: Reasons for Gambling**

People gamble for a number of different reasons. How many of these did you think of?

- For entertainment or fun
- To win money
- To support worthy causes
- For excitement or as a challenge
- Out of curiosity
- To do things with their friends
- As a hobby
- Because they think they're good at it
- To distract themselves from everyday problems
- To be alone

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## **Additional Content for Teachers**

Respondents, reported in the study *Gambling and Problem Gambling in Alberta* (January 1994), were asked to indicate their reasons for gambling, and these reasons are displayed below. Respondents were most likely to agree that they gambled for entertainment or fun (79%), to win money (72%), and to support worthy causes (71%). A substantial proportion of respondents also agreed that they gambled for excitement or as a challenge (60%).

Reason	%
For entertainment or fun	79
To win money	72
To support worthy causes	71
For excitement or as a challenge	60
Out of curiosity	39
To do things with my friends	34
As a hobby	24
Because I'm good at it	12
To distract myself from everyday problems	10
To be alone	3

In the study *Adolescent Gambling and Problem Gambling in Alberta* (May 1996) adolescents were asked to identify reasons that motivated them to gamble and these are summarized in the table below.

Reason	Non-problem Gamblers	At-risk Gamblers	Problem Gamblers
For entertainment or fun	72	85	86
For excitement or as a challenge	57	70	82
To win money	44	65	75
To support worthy causes	38	37	27
In order to do things with your friends	34	39	52
Out of curiosity	28	36	51
Because you're good at it	15	25	39
As a hobby	5	2	17
To distract yourself from everyday problems	4	4	20
To be alone	<1	0	7
For some other reason	6	7	9

## **Student Resource 5-1: Personal Profiles**

Characteristics

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## **Student Resource 5-2: Competition and Cooperation**

### **Competition**

Definitions

### **Cooperation**

Examples of  
situations involving . . . .

## **Transparency 5-1: What Is Gambling?**

Gambling is the act of risking money or something else of value on an event or activity of uncertain outcome.



## **Transparency 5-2: Reasons for Gambling**

People gamble for a number of different reasons. How many of these did you think of?

- For entertainment or fun
- To win money
- To support worthy causes
- For excitement or as a challenge
- Out of curiosity

To do things with their friends

As a hobby

Because they think they're good at it

To distract themselves from  
everyday problems

- To be alone

## **Section 5.2**

### **The Effects and Impact of Gambling on Self and Others**

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#### **HEALTH OBJECTIVE CORRELATION**

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##### **Theme 1: Self-awareness and Acceptance**

- Personal Accountability: learns the positive and negative aspects of the consequences of one's actions

##### **Theme 2: Relating to Others**

###### **A. Peers**

- Friendships: develops skills that promote open, authentic relationships with others

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#### **CONTENT FOCUS**

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- Students will look at the relationships around them and how those relationships can be strengthened through involvement in different kinds of activities.
- Students will examine how actions can have positive and negative effects on self and others.
- Students will look at the effects and impact of gambling on self and others.
- Students will examine the risks involved with gambling.
- Students will examine how gambling can become harmful and how people can become dependent.

## **Section 5.2**

### **The Effects and Impact of Gambling on Self and Others**

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#### **Overview**

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In this section, students examine how actions can have positive and negative effects on themselves and others around them. They are asked to re-examine a decision-making model in order to think about the possible consequences of an action before making a decision.

Students also look at how friendships are becoming an important part of their lifestyle choices. They are asked to examine the types of activities they are involved in with friends, and how these activities can strengthen positive lifestyle choices.

These concepts are discussed in the context of gambling: how gambling can affect an individual and others around them.

The impact of problem gambling on family and friends is presented to students.

## **Activity 5.2.1: Looking at Consequences**

### **Objectives**

Theme 1: Self-awareness and Acceptance

- Personal Accountability: learns the positive and negative aspects of the consequences of one's actions

### **Students will:**

- understand the concept of consequences;
- understand how consequences can have both positive and negative connotations; and
- re-examine the decision-making model.

**Time: 45 minutes**

### **Materials**

Class set of Student Resource 5-3 and 5-4

Transparency 5-3

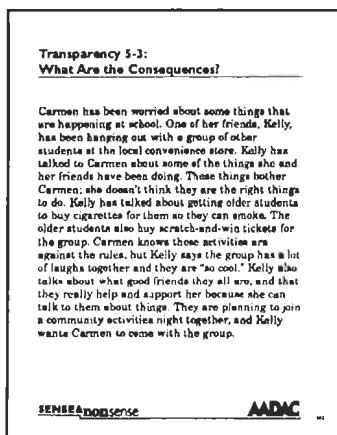
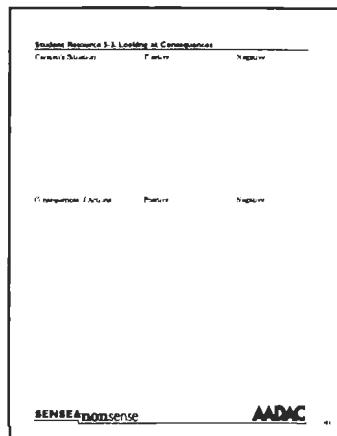
Overhead projector

Poster paper

### **Teaching and Learning Suggestions**

**Retrieval Chart, 25 minutes**

- Provide students with **Student Resource 5-3: Looking at Consequences** and use **Transparency 5-3: What Are the Consequences?** Ask students to read the scenario presented on the transparency and work with a partner to fill in the top half of the chart on positive and negative consequences.
- Ask students to then think about positive and negative consequences of our actions and list their ideas on the bottom half of the chart. Ideas discussed may include:
  - Positive consequences of our actions involve: feelings of accomplishment; taking a sense of pride in results; learning from new experiences; making new friends, etc.
  - Negative consequences of our actions involve: worry about the action taken; feeling badly about your action;



experiencing physical symptoms such as loss of appetite; etc.

### Decision-making Model, 20 minutes

- Provide students with **Student Resource 5-4: Making Decisions**. Ask them to summarize the steps described on the student resource to create their own decision-making model. Discuss ways that students might use the model to make decisions.
- Use the ideas generated by students to come up with a class poster that represents the decision-making model. Post the model in the classroom.



## **Activity 5.2.2: Friendships**

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### **Objectives**

Theme 2: Relating to Others

A. Peers

- Friendships: develops skills that promote open, authentic relationships with others

### **Students will:**

- review their understanding of the concept of friendship;
- understand how the development of friendships requires communication and participation skills; and
- demonstrate an appreciation for their friendships.

**Time: 80 minutes**

### **Materials**

Art supplies and poster paper

### **Teaching and Learning Suggestions**

**Radio Interview, 50 minutes**

- Tell students they will be working in small groups of 3 to 4. They will be asked to work with their group members to create interview questions that they will present as a radio talk show program on friendship. Assign roles to each member of the group such as talk show host (responsible for asking the questions during the presentation), producer (responsible for checking to make sure all group members are completing their tasks), and guest (responsible for answering the questions during the presentation). Larger groups can have more than one student in any one of the roles.
- Have each group work together to create a list of questions and answers that reflects what they think are important about friendships. Encourage groups to consider questions such as the following:
  - What do you think a friend is?
  - Why is it important to have friends?
  - Why do you think it is important to be a good friend?

- What kinds of actions and behaviors can you use to be a good friend?
- What kinds of actions and behaviors do you look for in a friend?
- How can family members also be friends?
- Cluster each group into larger groupings that consist of 3 groups. Ask each group to present their radio talk show to the other 2 groups in their cluster.
- Ask each group to discuss what they learned about friendship from the talk show presentations. Have students consider the kinds of skills that are needed to develop and maintain friendships. Discuss how these skills are often called communication (listening, talking, sharing) and participation (cooperating, working together) skills.

#### Recipe, 30 minutes

- Have each group create a recipe for a good friend on a sheet of poster paper. Groups can be asked to consider both the ingredients and the quantities for these ingredients. Have groups share their recipes and discuss with the class how certain qualities are valued in friendships. These values may be reflected by the quantities that students assigned to ingredients in their recipes.

## **Activity 5.2.3: The Effects and Impact of Gambling**

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### **Objectives**

Theme 1: Self-awareness and Acceptance

- Personal Accountability: learns the positive and negative aspects of the consequences of one's actions

### **Students will:**

- understand the effects that gambling can have on individuals and others;
- discuss how gambling can involve risks and lead to harmful effects; and
- understand what is meant by problem gambling.

**Time: 30 minutes**

### **Materials**

Transparency 5-4

Overhead projector

### **Teaching and Learning Suggestions**

**Class Discussion, 20 minutes**

- Explain to students that all of the concepts that are discussed in this lesson can apply to gambling activities. Write the words positive consequences, negative consequences, friendships, and family relationships on the board. Discuss with students that the majority of people who gamble do so without ever encountering a problem. They are able to go on to other non-gambling activities when they are finished the event or activity associated with gambling. For some people, however, gambling takes on more importance in their lives and becomes a problem. The gambling may cause only occasional problems in the gambler's life: for example, not being able to pay a bill some month. Or it may progress and have an ongoing negative impact on the gambler and his or her family: for example, causing a lot of debt or problems in their relationships with friends and family.
- Ask students to work with a partner and discuss what they think the word "risk" means. Have them record their definition in their notebooks or learning logs. Ask some pairs

to share their definitions with the class. Ask students to discuss the questions:

- When do risks have positive consequences?
- When do risks have negative consequences?
- Use **Transparency 5-4: When Can Gambling Become a Problem?** to discuss these terms and how they apply to gambling problems.

**Journal, 10 minutes**

- Ask students to reflect in their journals on how gambling is an example of an activity that can have positive and negative consequences for individuals and their friends and families.

**Transparency 5-4:  
When Can Gambling Become a Problem?**

When a person . . .

- Spends large amounts of money
- Begins to place larger, more frequent bets.
- Has growing debts.
- Puts hopes on the "big win."
- Promises to cut back on gambling.
- Refuses to explain behavior, or lies about it.
- Feels frequent highs and lows.
- Boasts about winning.
- Prefers gambling to special family occasions.
- Seeks new places to gamble close to home and away.

*senseless*

**AADAC**

## **Additional Content for Teachers**

A variety of terms have been used to describe people whose out-of-control gambling has an adverse effect on their personal and vocational lives. The term typically used by many people is “compulsive gambling.” However, the term compulsive implies that the individual is engaged in an activity that is not enjoyable. Since, at least initially, gambling can be quite pleasing even for those who later develop problems, this term is considered something of a misnomer.

Pathological gambling is defined as “a progressive disorder characterized by a continuous or periodic loss of control over gambling; a preoccupation with gambling and with obtaining money with which to gamble; irrational thinking; and a continuation of the behavior despite adverse consequences” (Rosenthal, 1992, page 73).

A number of researchers have outlined the harmful consequences of pathological gambling, and some of these are as follows:

- Pathological gamblers are significantly more likely than recreational gamblers to have: defaulted on debts or other financial responsibilities; made a suicide attempt; passed bad cheques; lost a job due to gambling; borrowed money from illegal sources; had gambling debts paid by parents or friends (Custer et al, 1984).
- Pathological gamblers suffer an inordinately high number of stress-related emotional and physical disorders. These include depression, stomach problems, insomnia, high blood pressure, migraines and skin conditions (Lorenz and Yaffee, 1988).

The term “problem gambling” is used to indicate all of the patterns of gambling behavior that compromise, disrupt or damage personal, family or vocational pursuits, and it is intended to include pathological gambling as one end of a continuum of gambling involvement (Lesieur and Rosenthal, 1991). This term includes the notion that pathological gambling is a chronic and progressive disorder as well as the assumption that there are clear distinctions between pathological and social gamblers.

Problem gambling can be thought of as including a range of progressively negative impacts in a variety of life areas. It

covers harmful involvement that is not yet dependency, as well as dependency.

Following are some signs that a person may have a gambling problem:

- Spends large amounts of time gambling.

*This allows little time for family and friends.*

- Begins to place larger, more frequent bets.

*Larger bets are necessary to get the same level of excitement.*

- Has growing debts.

*The person with a gambling problem is secretive or defensive about the money, and may borrow money from family members or friends.*

- Pins hopes on the “big win.”

*The problem gambler believes the big win, rather than changing the gambling behavior, will solve financial or other problems.*

- Promises to cut back on gambling.

*The problem gambler is unable to reduce or stop gambling.*

- Refuses to explain behavior, or lies about it.

*The person with a gambling problem may be away from home or work for long periods of time, or may make an unusually high number of personal telephone calls.*

- Feels frequent highs and lows.

*If unable to gamble, the problem gambler misses the thrill of the action and may be bad-tempered, withdrawn, depressed or restless. During a winning streak, the gambler is high.*

- Boasts about winning.

*The person with a gambling problem loves to relive a win but will make light of losses when others express their concern. Wins and losses may also be kept a secret.*

- Prefers gambling to special family occasions.

*The problem gambler may arrive late or miss family events such as birthdays, school activities and family gatherings.*

- Seeks new places to gamble close to home and away.

*The problem gambler may insist that evenings out or even family vacations be at places where gambling is available.*

In May 1996 the Alberta Alcohol and Drug Abuse Commission (AADAC) published the results of a study reported in *Adolescent Gambling and Problem Gambling in Alberta*.

This study revealed that informal wagering among adolescents is common, and 8% of Alberta teens are experiencing some level of problem because of their gambling. For adolescent problem gamblers, gambling was a conspicuous activity in the home and many teens had early gambling experience.

The concern is that teens may be establishing patterns of behavior that could carry over into adulthood when they have greater income, access to credit and entry to gambling establishments.

### **Student Resource 5-3: Looking at Consequences**

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Carmen's Situation

Positive

Negative

Consequences of Actions

Positive

Negative

## **Student Resource 5-4: Making Decisions**

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Decision-making is something that we do every day. But even when we don't think about it, making a decision involves a number of steps. Look at the questions below, underline the important words, and use them to create a list of steps to follow when making a decision:

How would you describe the situation you are in? Does it pose a problem for you?

What kinds of solutions do you think you could consider?

What kinds of outcomes might these solutions lead to? Do these outcomes have positive or negative consequences?

How can you use this information to select a solution or make a decision?

How would you evaluate your decision?

Would you change your decision in any way?

What can you do now to act on your decision?

### **My Decision-making Model**

## **Transparency 5-3: What Are the Consequences?**

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Carmen has been worried about some things that are happening at school. One of her friends, Kelly, has been hanging out with a group of other students at the local convenience store. Kelly has talked to Carmen about some of the things she and her friends have been doing. These things bother Carmen; she doesn't think they are the right things to do. Kelly has talked about getting older students to buy cigarettes for them so they can smoke. The older students also buy scratch-and-win tickets for the group. Carmen knows these activities are against the rules, but Kelly says the group has a lot of laughs together and they are "so cool." Kelly also talks about what good friends they all are, and that they really help and support her because she can talk to them about things. They are planning to join a community activities night together, and Kelly wants Carmen to come with the group.

## **Transparency 5-4:**

### **When Can Gambling Become a Problem?**

When a person . . . .

Spends large amounts of money.

Begins to place larger, more frequent bets.

- Has growing debts.
- Pins hopes on the “big win.”
- Promises to cut back on gambling.
- Refuses to explain behavior, or lies about it.
- Feels frequent highs and lows.
- Boasts about winning.
- Prefers gambling to special family occasions.

Seeks new places to gamble close to home and away.

## **Section 5.3**

### **Advertising**

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#### **HEALTH OBJECTIVE CORRELATION**

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Theme 4: Body Knowledge and Care

F. Protecting People's Health

- Consumer Health Advertising: recognizes the prevalence of advertisements aimed at children in relation to foods and lifestyle products

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#### **CONTENT FOCUS**

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- Students will examine the advertising used to promote gambling and look at how it can affect them.

## **Section 5.3**

### **Advertising**

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#### **Overview**

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This section asks students to examine advertising from different media sources and discuss the different messages about lifestyle that these advertisements promote. Students are asked to use a process to critically analyze advertisements about gambling.

They are then asked to consider how advertising on gambling is a widely-accepted part of society and the media. Students use this information to think about how to portray a balanced view of gambling activities: one that includes the positive as well as negative consequences. These activities are then related to making positive lifestyle choices.

## **Activity 5.3.1: Positive Lifestyle Choices**

### **Objectives**

Theme 4: Body Knowledge and Care

F. Protecting People's Health

- Consumer Health Advertising: recognizes the prevalence of advertisements aimed at children in relation to foods and lifestyle products

### **Students will:**

- be able to identify the types of advertisements that involve gambling activities;
- understand how advertising can affect our opinions and values;
- understand how advertising that involves gambling is part of today's society;
- demonstrate critical viewing, reading and listening skills in examining advertisements related to gambling; and
- appreciate that lifestyle choices can be made independently.

**Time: 150 minutes**

### **Materials**

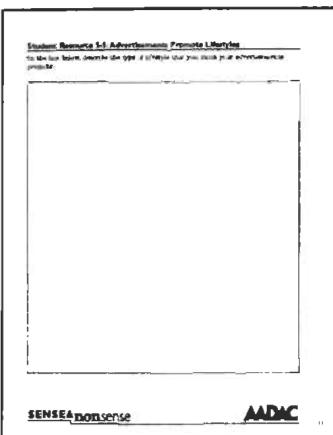
Class set of Student Resources 5-5, 5-6, and 5-7

Different media sources such as newspapers and magazines

### **Teaching and Learning Suggestions**

**Media Search, 50 minutes**

- Have students brainstorm as many examples of the media that they can and list these on the board. Beside each media type, work with the class to list some examples of the type of information typically obtained or found. Ask students to discuss how much of each media source contains advertising.
- Have students work in groups to take responsibility for one type of media source. Ask students to find examples of advertising from each media source. This may involve collecting newspaper or magazine advertisements, or describing or transcribing parts of radio or television advertisements that they are familiar with.



- Ask each group to focus on their collection and complete **Student Resource 5-5: Advertisements Promote Lifestyles** to describe the type of lifestyle that these advertisements are promoting. Ask groups to consider how the advertisements try to get their messages across to people.
- Have each group identify the advertisement they like the most and the one they like the least. Ask groups to explain why they chose these advertisements. Encourage students to look at techniques advertisers use to get their attention: catchy songs or slogans; associating the use of a product with a glamorous lifestyle, health, popularity; using repetitive messages; etc.
- Have groups focus on gambling. Ask each group to find an example of an advertisement that relates to a gambling activity. Have each group analyze their advertisement using **Student Resource 5-6: Analyzing an Advertisement**.

#### Class Discussion, 15 minutes

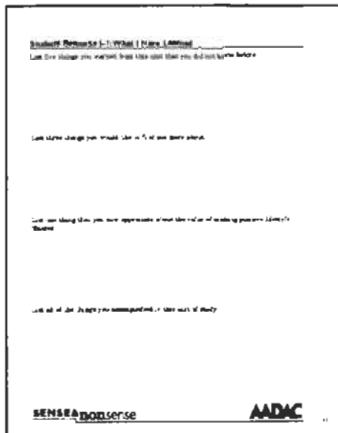
- Ask students to discuss how advertisements that involve gambling are part of many different types of media sources. Discuss how licensed gambling is advertised given the many different types of gambling activities allowed in Alberta. The people involved in businesses associated with gambling use advertising to encourage people to take part in their activities or events. Emphasize again with students that most people can take part in these activities or events without experiencing harmful effects. However, advertisements can portray an inaccurate picture, for example, few advertisements tell people what the chances of winning are.

#### Creating an Advertisement, 75 minutes

- Have each group work together to create their own advertisement that presents a balanced view of gambling and promotes positive lifestyle choices. Have groups choose one form of media to work with in designing their advertisement.
- Have each group present their advertisement to the rest of the class.

### Journal, 10 minutes

- Ask students to reflect on the messages that students presented in their advertisements and how they make positive lifestyle choices in association with gambling activities. Ask students to consider what factors they think they should be aware of when making decisions about activities that they are involved in.
- Have students use **Student Resource 5-7: What I Have Learned** to think and write about what they have learned about positive lifestyle choices.



## **Additional Content for Teachers**

### **Adult Gambling**

Licensed gambling in Canada barely existed three decades ago, and now it is a billion-dollar-a-year industry that continues to show remarkable growth. Before 1965, licensed gambling was restricted to church basement charity bingos and raffles, midway games of chance on the summer fair circuit, pari-mutuel wagering on horse races, and friendly bets between individuals where there was no in-house advantage — private card games, office pools and sports wagers, for instance (Campbell, 1991). The liberalization of gambling in the ensuing three decades was made possible by two Criminal Code of Canada amendments — one in 1969, the other in 1986.

In the 1969 amendment, lotteries were deemed legal if authorized by either the federal or provincial governments, and the terms and conditions of charity gambling were broadened. The 1986 revision ended the federal government's legal authority for conducting lotteries, leaving them exclusively to provincial jurisdictions. The provinces were also granted the authority to manage and operate mechanical gambling devices, and license lotteries and games that involve betting and pool system betting on any combination of sports events or athletic contests.

Alberta has been a pioneer among Canadian provinces both in introducing new forms of gambling and in fashioning strict, but workable, regulatory controls. Alberta was the first province to clearly move into government-regulated casino gambling for charitable fund-raising purposes. In the late 1970s, Alberta instituted comprehensive licensing and accounting regulations for charity gambling operations that were replicated by many other jurisdictions across North America. The Gaming Control Branch was formed in 1975.

The increased public demand for licensed gaming offerings in the 1980s allowed the Alberta gambling industry to flourish and involved the following developments:

- Lotto 6/49 was established and Alberta Lotteries assumed total responsibility for ticket distribution in Alberta.
- The Alberta Gaming Commission was formed in 1981, making it the first of its kind in Canada.
- In 1980 there were five commercial-style bingo halls in the province, all in the Edmonton area. By 1989, there were

57 of these halls across Alberta. In 1996, there were 62 halls.

- In 1980 the first permanent casino in Alberta was opened in Calgary. In 1989, there were three permanent casinos each in Calgary and Edmonton. By 1996, there were 14 permanent casinos in Alberta.

Licensed gambling opportunities continued to expand in 1990 when the Western Canada Lottery Corporation introduced a sports wagering scheme that allowed players to bet on the outcome of selected sports events. British Columbia, Quebec and Ontario lottery authorities soon followed with similar sports betting formats. These ventures came as a result of a reinterpretation of the term "lottery scheme" as outlined in the Canadian Criminal Code. In 1992 in Alberta, the provincial government introduced video lottery terminals as the newest lottery industry product. Coin slot machines are also now in use, and Alberta has 5700 VLTs as of June 1996.

The horse racing industry has also undergone changes over the past decade. The industry is currently trying to combat declining attendance and wagering totals by using modern technology to increase their market share. These advances include: simulcast via television (i.e., races broadcast from other tracks so that both live and televised races can be bet on at the same time); teletheatre wagering, whereby hotels and restaurants can take bets on races shown via on-site television monitors; and off-track telephone account betting. Bill 5, the Racing Corporation Act, established the Alberta Racing Corporation as a private, not-for-profit corporation empowered to direct the industry's overall marketing and management.

### **Student Resource 5-5: Advertisements Promote Lifestyles**

In the box below, describe the type of lifestyle that you think your advertisements promote:

### **Student Resource 5-6: Analyzing an Advertisement**

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- What overall impression about lifestyle choices do you get from the advertisement?
  
- What techniques does the advertisement use to capture your attention?
  
- What message is the advertisement trying to get across?
  
- How effective do you think this advertisement is? Why?
  
- What information does the advertisement leave out about gambling?

## **Student Resource 5-7: What I Have Learned**

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List five things you learned from this unit that you did not know before.

List three things you would like to find out more about.

List one thing that you now appreciate about the value of making positive lifestyle choices.

List all of the things you accomplished in this unit of study.

## Part III: Brain Ticklers

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### **Overview**

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The activities in this section have been designed to help the students reflect on the material that is presented throughout this manual in a fun, non-threatening way.

## **Brain Tickler 5.1: Crossword**

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**Time: 20 minutes**

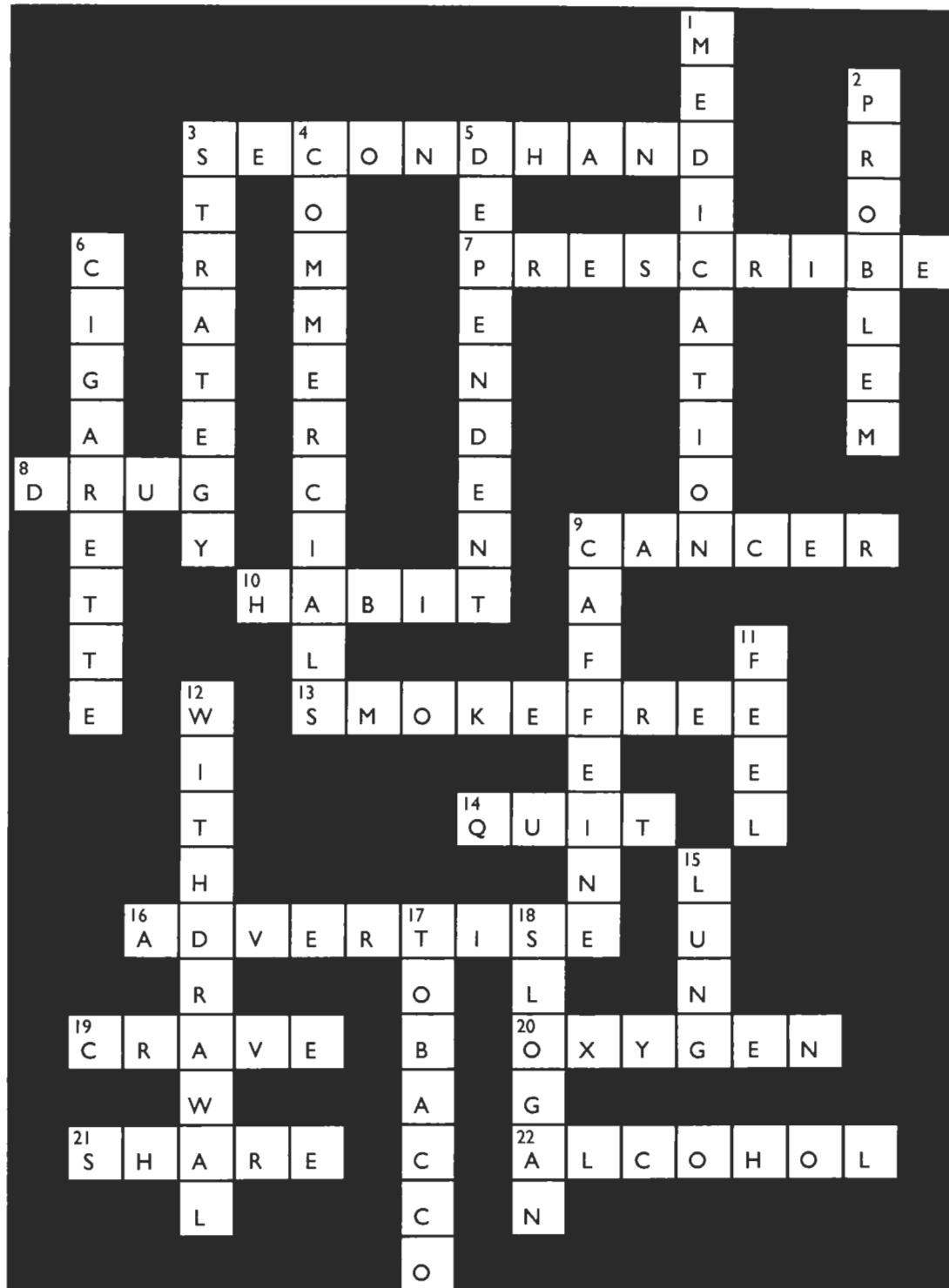
### **Materials**

Class set of Brain Ticker 5-1

### **Teaching and Learning Suggestions**

- Distribute copies of Brain Ticker 5-1 (pages 119 and 120). Students are to complete the crossword. The puzzle consists of words and concepts which the students learned in the unit or they relate to drug use and gambling in general.
- After students have completed the crossword puzzle review the answers.

## **Brain Ticker 5.1:Answer Key**



## **Brain Tickler 5.2: Pictuary**

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**Time: 20 minutes**

### **Materials**

Labeled cards, prepared in advance (Brain Tickler 5-2)  
Chalk and chalkboard or flipchart, paper and marker  
Timer (optional)

### **Teaching and Learning Suggestions**

- Divide the class into groups of 7-10 students. Each group will need a section of the chalkboard or flipchart. Distribute a prepared set of cards (see Brain Tickler 5-2, page 121) to each group.
- Each group selects one person, as the illustrator, the person who will draw the first word. Have the illustrator select one card. Do not share the card with the group. Allow the illustrator five seconds to review the term on the card.
- A timer can be used to keep the group on task. Turn on a timer and the illustrator can begin to draw the term identified on the card. S/he may not use verbal, non-verbal or alphabetic symbols to communicate to the group. While the illustrator sketches, the group tries to identify the picture/term that is being drawn. When the term has been identified or the timer has rung, the group can move on to the next term.
- Change the illustrator and continue until you have worked through the terms.
- For a variation of this game, have the students submit their own terms. Not only does this give the students ownership of the game but it will challenge the students to recall their learning. It would probably be a good idea to review the submissions before they are entered in the game. This way you can discard duplicate or inappropriate terms.

### **Brain Tickler 5.3:Word Scramble**

**Time: 10 minutes**

**Materials**

Class set of Brain Tickler 5-3

**Teaching and Learning Suggestions**

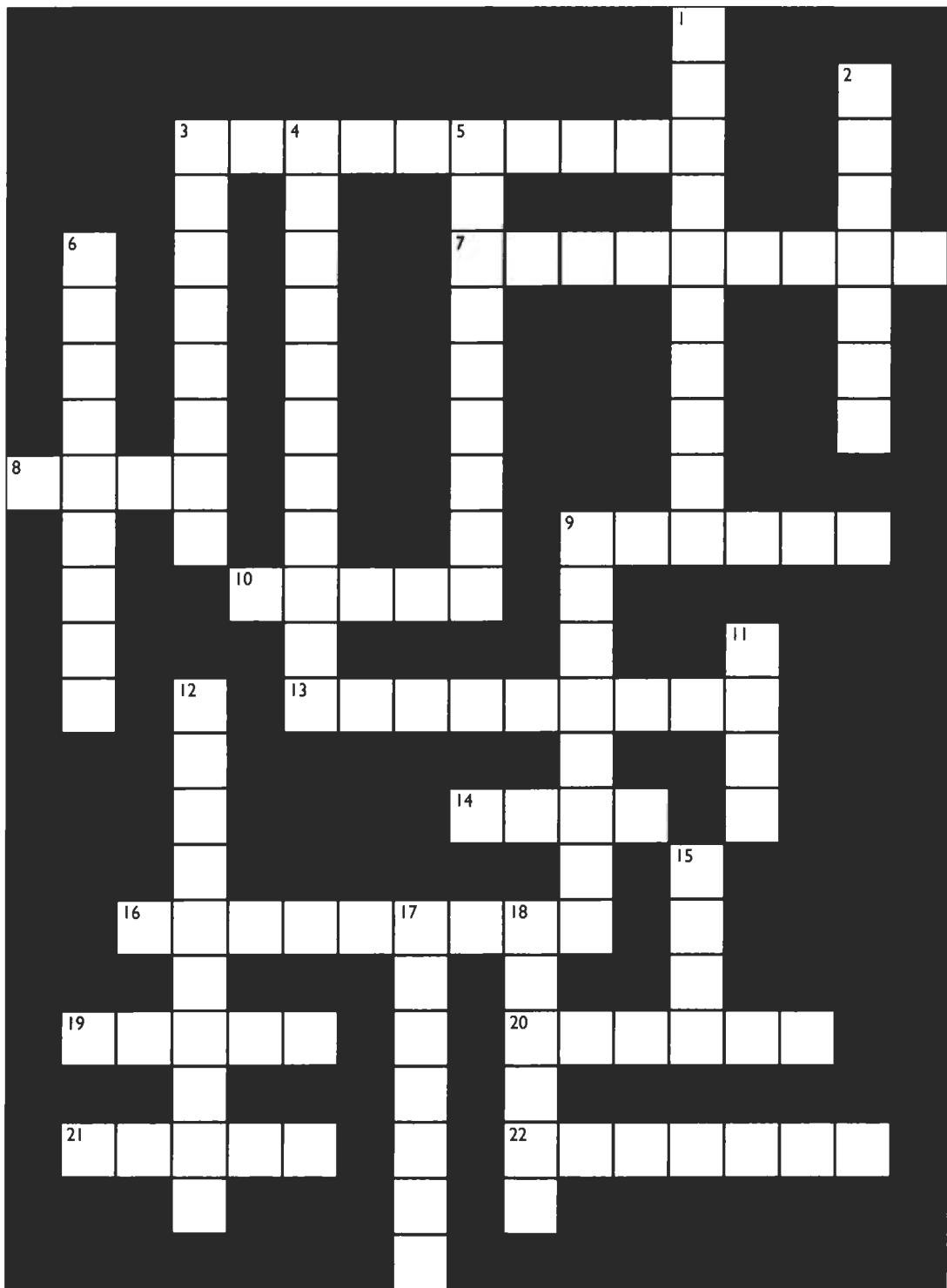
- Distribute copies of Brain Tickler 5-3 (page 122). Working independently, students are to reorganize the letters to spell words they have learned in the unit.
- After the students have completed the worksheet, review the answers with them.

### **Brain Tickler 5.3:Answer Key**

C B A O C O T	TOBACCO
N E P E D N C Y D E	DEPENDENCY
T O N N I I C E	NICOTINE
V S E E I R T D A	ADVERTISE
B A G M N I G L	GAMBLING
O T Y L T R E	LOTTERY
E F O M E E S K R	SMOKEFREE
N R E C C A	CANCER
W L D A T A H I W R	WITHDRAWAL
L S T A E N T	TALENTS

## **Brain Tickler 5-1: Crossword**

Challenge yourself and have fun at the same time. This crossword puzzle contains some of the terms and concepts that you have learned while completing your units on alcohol and drug use and gambling. Don't let your guard down, though, as there may be a few clues that relate to your health in general. Just fill in the answer to the corresponding clue, going either across or down, and before you know it you'll be done.



**Across**

3. The smoke you breath in from another's cigarette
7. When a doctor orders your medicine
8. It changes the way you think, act or feel
9. A disease associated with smoking
10. Break this to stop smoking or gambling
13. Non-smoking areas are meant to be . . .
14. Stop
16. Promote
19. It happens when you want something that you can't have
20. It is carried in the blood to the lungs
21. To give
22. Beer, wine and liquor

**Down**

1. This is used to overcome illness
2. Gambling can be a distraction from an everyday \_\_\_\_\_ for some people
3. A plan
4. You break for these
5. When drug use or gambling causes negative consequences, you may be \_\_\_\_\_
6. It contains more than 4,000 chemicals
9. It's found in coffee, tea and chocolate
11. Drugs change the way you think, act, and \_\_\_\_\_
12. It happens as a result of no longer smoking
15. The body organ that gets coated by tar is the \_\_\_\_\_
17. The substance that cigarettes are made of
18. The catchy phrase identifying a product or gambling activity

## **Brain Tickler 5-2: Pictury**

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BODY	LUNGS	CIGARETTE
SMOKEFREE	SECONDHAND	PIPE
COFFEE	ALCOHOL	MEDICINE
EXPENSIVE	LIGHTER	MATCHES
COUGH	TELEVISION	MAGAZINE
LOTTERY TICKET	SPORTING ACTIVITY	FRIEND
FAMILY		

### **Brain Tickler 5-3: Word Scramble**

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Someone has spilled the beans and the words are out. Take a few minutes to help clean up this mess. The letters, when correctly organized, will spell words related to the unit you are currently studying.

C B A O C O T  
N E P E D N C Y D E  
T O N N I I C E  
V S E E I R T D A  
B A G M N I G L  
O T Y L T R E  
E F O M E E S K R  
N R E C C A  
W L D A T A H I W R  
L S T A E N T

# **Additional References and Resources**

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*Quick Facts* contains general information in a question/answer format on a broad spectrum of addictions issues. This booklet may help you to answer student questions.

The booklet is produced by AADAC and can be obtained, free of charge, by contacting your local AADAC office.

*Gambling and Problem Gambling in Alberta, Final Report* (January 1994), and *Adolescent Gambling and Problem Gambling in Alberta, Final Report* (May 1996), contain the results of studies on gambling and problem gambling in Alberta and are available through your AADAC office.

1-800-665-9676 is the Gambling Help Line, a 24-hour toll-free service that offers crisis counselling, information on treatment services, and referral.

*Gambling Through the Eyes of Our Children* is a video and accompanying report available through the AADAC library in Edmonton. The video was created through a study that incorporated children's poster art and interviews with individuals and agency representatives discussing their experiences with and opinions about gambling. The resource addresses four components central to the effective prevention and management of problem gambling: prior experience with gambling (Experience); knowledge of what gambling is (Knowledge); misconceptions about gambling (Myth); and acknowledgment of their minimum social responsibilities (Balance).

*Straight Facts About Drugs and Drug Abuse* contains answers to some of the more common questions about drugs and drug abuse. It can be obtained, free of charge, by contacting your local AADAC office.

*Tobacco Use Cessation Programs: An Inventory of Self-Help and Group Programs* is produced by Health Canada and it contains descriptions of stop-smoking programs throughout Canada. It is available from the Publications Unit of Health Canada. Telephone (613) 954-5995 or Fax (613) 941-5366.

*Smoke-Free Class of 2000* is a teaching resource, for grades 4 through 9, with a focus on smoking education and

prevention. It is published by the Alberta Lung Association. Contact the Project Manager, Smoke-Free Class of 2000, Alberta Lung Association, Box 4500, Edmonton, AB T6E 6K2. Call toll-free 1-800-931-9111 in Alberta.

Note: A resource for grade 10 will be available in the fall of 1997, grade 11 resource in 1998, and a grade 12 resource in 1999.

*Heart and Stroke Lifelines* is a newsletter which addresses smoking issues. To receive a copy contact the Public Information Director, Heart and Stroke Foundation of Alberta & NWT, 1825 Park Road SE, Calgary, AB T2G 3Y6

The Canadian Cancer Society has a number of resources available which address healthy lifestyle choices and smoking prevention issues. Contact the Alberta & NWT Division Office at:

2424 – 4th Street SW, 2nd Floor,  
Calgary, Alberta  
T2S 2T4  
Telephone (403) 228-4487  
Fax (403) 228-4506

Contact local community resources such as the following for any additional information, resources, and/or guest speakers:

- AADAC (Alberta Alcohol and Drug Abuse Commission) offices
- School and community libraries
- Professional medical associations (pharmacists, dentists, doctors, nurses)
- Provincial and federal health departments

# Glossary of Terms

## Dependence

Some people use alcohol or drugs because they have become physically or psychologically dependent on them. When people continue using a certain drug because they experience discomfort or distress when use is discontinued or severely reduced, they can be said to be drug-dependent.

Source: *Straight Facts*.

## Drug

Any substance, other than food, which is taken to change the way the body or the mind functions.

Source: *Straight Facts*.

## Drug Problem

Alcohol and other drug problems exist when an individual's use of a substance results in continued negative consequences. Consequences may be of a physical, psychological or social nature

Source: *AADAC Information Series*.

## Fixed Rate

The metabolism rate of alcohol is constant with time regardless of the concentration of alcohol in the blood.

Source: *Medical / Physiological Effects of Alcohol*.

## Gambling

The act of risking money, property or something of value on an activity of which the outcome is not certain.

Source: Dr. Garry Smith, University of Alberta.

## Physical Dependence

Occurs when a drug user's body becomes so used to alcohol or a particular drug that it can function normally only when the alcohol or drug is present. In the absence of the alcohol or drug, the user will experience withdrawal.

Source: *AADAC Information Series*.

## **Psychological Dependence**

Results when a person holds a belief that his/her thoughts, emotions and activities would be less satisfying or even impossible without alcohol or the drug.

Source: *AADAC Information Series*.

## **Resiliency**

The ability to readily recover or rebound from adversity. Resiliency is born out of the balance between what are known to be risk factors and protective factors.

Source: *AADAC Developments*, Volume 15, Issue 4, June/July 1995.

## **Secondhand Smoke**

The smoke exhaled by smokers and the smoke that escapes into the air from burning cigarettes.

Other names: Environmental tobacco smoke (ETS), sidestream smoke

Source: *Heart and Stroke Lifelines* by the Heart and Stroke Foundation of Alberta and NWT.

## **Tolerance**

With regular use over time, the body adapts to the presence of alcohol or another drug. As a result, the user needs more and more of the drug to get the same effect. Tolerance increases the risk of overdose in two ways: with some drugs the body may not develop tolerance to all of the effects of the drug; and, if the drug user has not taken the drug in a long time, the expected tolerance may decrease and the usual dose may be enough to cause an overdose.

Source: *AADAC Information Series*.

## **Withdrawal**

The adjustment by the body to the removal of alcohol or another drug.

Source: *AADAC Information Series*.

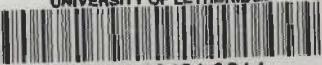
JAN 14 1998



ISBN 0-7732-5293-2

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