

## Grade 6 – Substance Use, Addictions, and Related Behaviours

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### **Purpose:**

Schools and educators play an important role in supporting the health and wellbeing of youth. This is especially important in the current context of [cannabis legalization](#), increased [prevalence of youth vaping, alcohol use](#), and [mental health impacts of the COVID-19 pandemic](#). It is vital that students have the knowledge and skills to make healthy (lower-risk) decisions related to substance use. Similarly, it is important to promote critical thinking skills and health literacy so students can [combat digital mis- and disinformation](#) and make informed choices.

### **Objectives:**

Students will learn and practice skills that help them make healthy choices related to substance use. They will gain background knowledge about nicotine and be able to describe the range of effects associated with using tobacco cigarettes and vapes. They will understand the personal and social factors that can influence their decisions to use substances and will use decision-making strategies to practice making safe personal choices. They will explore persuasive advertising techniques and learn how to critically appraise sources of information.

### **Intended Use:**

This unit was created for use by educators with consideration of the varied ways that a health program can be delivered. Options for program delivery include:

- By physical education teachers who teach their own health program
- By classroom teachers who integrate the Healthy Living strand into their program
- Co-facilitation by the classroom teacher and physical education teacher, public health nurse or student leader. As educators, you know the importance of enhancing student learning and demonstrating the relevance of Healthy Living in the lives of your students. Co-teaching is another way to further this practice. In addition, co-facilitation with students can promote student engagement, leadership, and power-sharing. It acknowledges that youth have shared knowledge and their input is valued.

### **Implementation Options:**

#### **Technology**

Options for integrating technology are provided throughout the unit. The intent of the "Consolidation of Learning" activities is to create a Twitter feed of all the students' critical thinking prompts. This will be done using a classroom bulletin board/wall or online using a virtual bulletin board tool like Padlet (options outlined below). The teacher will decide whether students will use their names or initials as their Twitter handle, or they can assign random handles to keep the reflections anonymous.

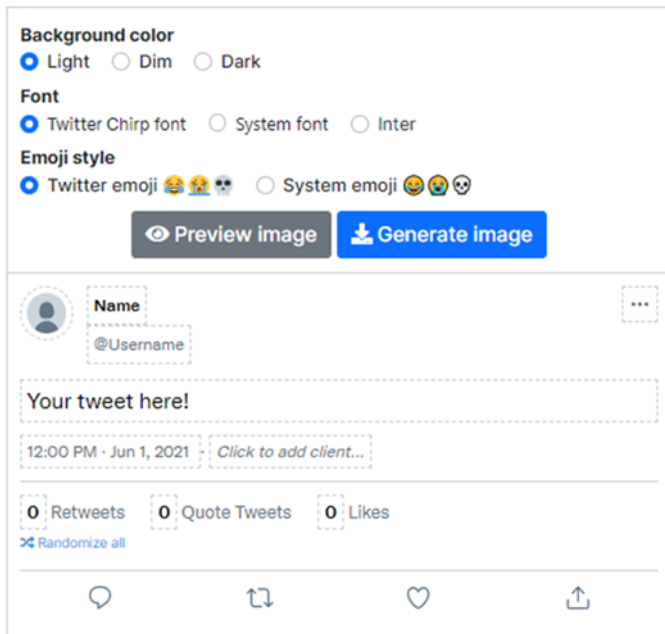
### Option 1: Physical Bulletin Board

1. Students will use the paper Twitter strips template to create their tweet in response to a critical thinking prompt.
2. Teacher or students will attach strips to the bulletin board/wall and build on to the display at the end of each lesson.



### Option 2: Virtual Bulletin Board

1. Students will use online tweet generator, [TWEETGEN](https://www.tweetgen.com), to create their tweet in response to a critical thinking prompt.



BETA-0.5.4



2. Teacher will create a virtual bulletin board on [Padlet](https://padlet.com) (called a “Shelf”). If you are unfamiliar with Padlet, watch this [“how to” video](#) on YouTube.
3. Students will upload their tweet image to the virtual bulletin board at the end of each lesson (example image below). Students will have the ability to “like” other responses, as well as ask questions or comment on other tweets (if desired).

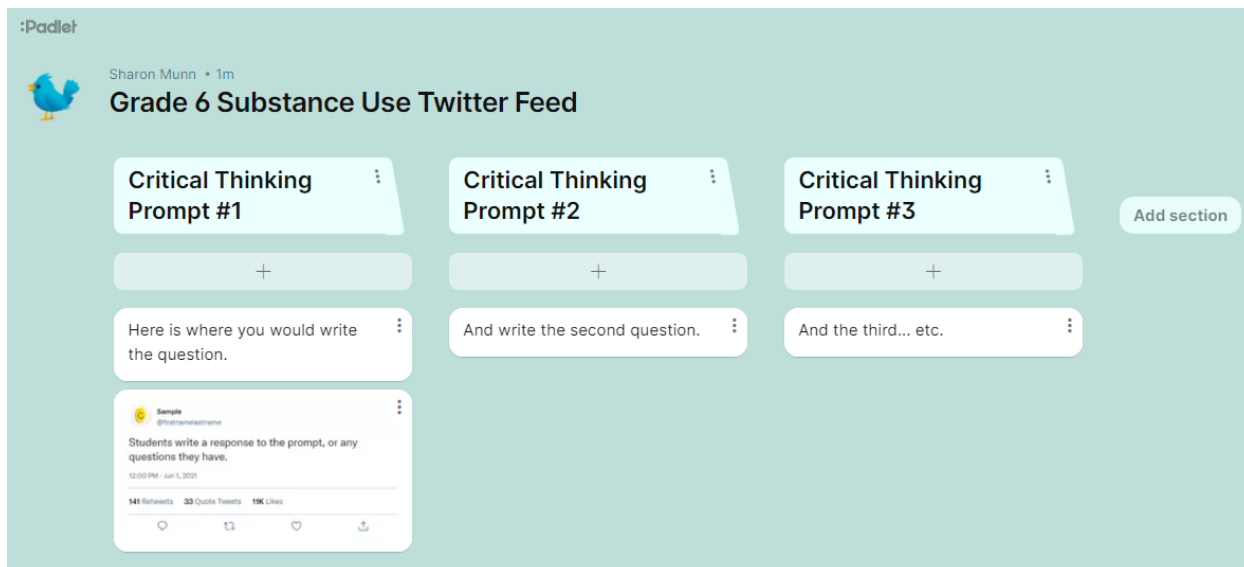


Image source: Padlet.com

### Other tools:

Educators are encouraged to use a variety of online interactive tools such as [Slido](#), [Poll Everywhere](#), the [Flip](#) video app and [Padlet](#) virtual bulletin boards. These are especially effective tools for sharing reflections anonymously or allowing reluctant writers to orally communicate their learning.

For more information about how these virtual tools can complement your teaching, refer to the following technology guides for educators:

- [Slido “how to” documents](#) or YouTube [tutorial](#) video
- [Poll Everywhere Instructor Guide](#)
- [Flip Educator Toolkit](#)
- [Padlet “how to” video](#) on YouTube

### Assessment

There are many opportunities for assessment throughout the unit, including an optional culminating task. Critical thinking prompts, success criteria and suggestions for differentiated instruction are provided for each lesson. Assessment tools and Blackline Masters (BLM) have been included so that minimal preparation is required to teach this unit.

### Background Information:

The Canadian Centre on Substance Use and Addiction has created an [Understanding Substance Use Educators Guide](#) and video modules for educators who want to increase their knowledge and confidence in talking with youth about substance use. It is recommended to review these materials prior to teaching this unit.

Additionally, [Ophea](#) has created Educator Discussion Guides for various substances in order to

promote school dialogue and address questions and concerns about substance use.

- [Cannabis: What Educators Need to Know](#)
- [Vaping: What Elementary Teachers Need to Know](#)
- [Understanding and Addressing Stigma Around Substance Use - Tips for Educators by Youth](#)
- Substance Use [Conversation Tip Sheets](#) (developed with CAMH)

Finally, Simcoe Muskoka Health Unit has created [Not An Experiment](#) (NAE), a vaping prevention program that consists of a website, online-interactive game, and school-based resources. NAE materials can be utilized to complement this substance use prevention curriculum and engage the wider school community. Visit the “[Educators](#)” section of the webpage to access:

- communication materials (e.g., posters, school announcements)
- activities (e.g., Escape the Experiment game, Take the Clouds Outside etc.)

**Sample NAE Implementation:** While teaching this unit, consider engaging students on your school’s Health Action Team or council to create a bulletin board using the NAE posters, or to share announcements over the PA system. Alternatively, parent resources (e.g., handout, videos) could be shared at a back-to-school event in order to engage parents and caregivers in the school community and encourage them to talk to their child(ren) about vaping.

### Teacher Feedback:

- Hamilton Public Health Services’ Tobacco Control Program would like your feedback on this unit. The information will be used to update the curriculum and develop new resources to support school-based substance use prevention.
- If you have implemented any of these lessons in your classroom, please share your experience with us.
- This 3-minute survey is **voluntary and anonymous**. However, if you choose to provide your email address, you will be entered into a quarterly prize for a \$25 digital gift card to a store of your choice from [this list](#).

### Survey Link & QR Code:

- <https://questionnaire.simplesurvey.com/f//Grade6SubstanceUseAddictionandRelatedBehavioursCurriculum>



**Questions:**

For questions about this unit, please email [tobacco@hamilton.ca](mailto:tobacco@hamilton.ca)

**Acknowledgements:**

In 2019, the development of this curriculum was supported by Health Canada micro-grant funding for cannabis and vaping public education; it was a collaborative effort between Hamilton Wentworth District School Board (HWDSB) educators and Hamilton Public Health Services (HPHS) health promotion specialists. In 2023, the curriculum was significantly revised and updated by HPHS to reflect current evidence and new Ministry of Education curriculum.

## Grade 6 – Substance Use, Addictions, and Related Behaviours

### Unit Overview:

Lesson Sequence	<a href="#">Lesson 1</a> Impact on the Developing Brain	<a href="#">Lesson 2</a> Myths	<a href="#">Lesson 3</a> Deconstructing Vaping	<a href="#">Lesson 4</a> Fake News?	<a href="#">Lesson 5-6</a> Culminating Task
<b>Minds On</b>	Brain Web	Three Corners	Demo	Video	Twitter Feed Gallery Walk
<b>Action</b>	Scavenger Hunt	Venn Diagram	Matching Activity & Exploring Perspectives	Ad Comparison	Commercial
<b>Consolidation of Learning</b>	Reflection: Twitter Tweet	Reflection: Twitter Tweet	Video & Kahoot	Reflection: Twitter Tweet	Viewing Session
<a href="#">Health &amp; Physical Education (2019)</a>					
<b>Healthy Living</b>	OE D1, D2 SE 1.2, 2.4	OE D1, D2 SE 1.2, 2.4	OE D2 SE 2.4	OE D1, D2 SE 1.2, 2.4	OE D1, D2 SE 1.2, 2.4
<a href="#">Language (2023)</a>					
<b>Literary Connections &amp; Applications</b>				OE A2 SE 2.5	OE A2 SE 2.5, 2.7
<b>Foundations of Language</b>					OE B1 SE 1.3, 1.4
<b>Comprehension: Understanding and Responding to Texts</b>	OE C2 SE 2.6	OE C2, C3 SE 2.6, 3.5	OE C2 SE 2.5	OE C1, C2, C3 SE 1.4, 2.6, 3.2, 3.5	
<b>Composition: Expressing Ideas and Creating Texts</b>	OE D1, D2 SE 1.2, 2.3	OE D1, D2 SE 1.2, 1.4, 2.3	OE D2 SE 1.2	OE D2 SE 2.3	OE D1, D2, D3 SE 1.1, 1.2, 1.4, 2.1, 2.6, 3.1, 3.2

<u>Arts (2009)</u>					
<b>Drama</b>					OE B1 SE 1.2, 1.4

## Grade 6 – Substance Use, Addictions, and Related Behaviours

### Lesson One: Impact on the Developing Brain

#### Learning Goals:

- Students will investigate the effects that alcohol, cannabis, and commercial tobacco/nicotine have on the developing brain.
- Students will make informed conclusions about the risks associated with choosing to use addictive substances.

#### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education</b>	D1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development	1.2: describe the range of effects associated with using cannabis and other illicit drugs, and intoxicating substances
	D2. Making Healthy Choices: demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being	2.4: use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis
<b>Language – Comprehension: Understanding and Responding to Texts</b>	C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts	2.6: summarize and record the main idea and supporting details in various texts, and draw well-supported conclusions
<b>Language – Composition: Expressing Ideas and Creating Texts</b>	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics	1.2: generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences
	D2. Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts	2.3: establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre



## Materials:

<b>Minds On</b>	<ul style="list-style-type: none"> <li>- Ball of yarn or string (1)</li> <li>- Scissors (1)</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>- Video – Teen Brain Development (<a href="https://youtu.be/EpfnDijz2d8">https://youtu.be/EpfnDijz2d8</a>)</li> <li>- BLM 1.1 Mind the Facts: QR Code Scavenger Hunt Instructions</li> <li>- BLM 1.2 Mind the Facts: Scavenger Hunt Worksheet</li> <li>- BLM 1.3 Mind the Facts: Answer Key</li> <li>- Classroom technology or personal devices</li> <li>- Optional: Clipboards</li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Video – The DeNoble Files: Your Brain (<a href="https://youtu.be/4tg_rMiOLnA">https://youtu.be/4tg_rMiOLnA</a>)</li> <li>- Critical thinking prompt(s)</li> <li>- BLM 1.4 Twitter Strips Template               <ul style="list-style-type: none"> <li>- (Optional: Online tweet generator TWEETGEN – <a href="https://www.tweetgen.com/create/tweet.html">https://www.tweetgen.com/create/tweet.html</a> and virtual bulletin board Padlet - <a href="https://padlet.com/">https://padlet.com/</a>).</li> </ul> </li> <li>- BLM 1.5 Twitter Response: One-Point Rubric</li> </ul>

## Setting the Focus:

This lesson will introduce students to the developing teenage brain and how the introduction of addictive substances can interfere with the healthy development process. Students will use these investigations to help inform their decision around the choice to use or abstain from alcohol, cannabis, and/or commercial tobacco/nicotine products.

## Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Read informational texts to identify important information and draw conclusions.</li> <li>● Interpret media texts and draw conclusions using synthesizing skills.</li> <li>● Investigate the development of the teenage brain.</li> <li>● Identify the parts of the brain and their functions.</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>● Consider pairing struggling students with a partner and/or assign one student to be a recorder.</li> <li>● Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>● Provide post-it notes for students with questions.</li> <li>● Offer one-on-one</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>● What important information did you learn about your developing brain?</li> <li>● How does choosing to use an addictive substance change the way your brain functions?</li> <li>● How does the analogy about the mixed-up keyboard or the yarn brain influence your choice to use addictive substances?</li> </ul>

<ul style="list-style-type: none"> <li>• Determine, through personal investigation, their position when making the choice to use or not use nicotine products and/or cannabis.</li> </ul>	<p>assistance for students who are struggling with difficult concepts.</p> <ul style="list-style-type: none"> <li>• Reduce expectations for struggling students.</li> <li>• Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• How would you explain the risks of substance use to a friend?</li> </ul> <p><b>Assessment Tools:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Scavenger hunt worksheet</li> <li>• Twitter responses</li> <li>• One-Point Rubric</li> </ul>
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### **Minds On (5 minutes): Brain Web**

1. Ask students to stand in a circle. Explain that they will be creating a yarn brain.
2. The teacher will begin by stating something that they are good at (e.g., playing an instrument). Holding onto the end of the ball of yarn, the teacher tosses the ball of yarn to a student who catches it, pinches to create an “end” and states something he/she is good at.
3. This process is repeated until every student has had a chance to participate. The final student passes the ball of yarn back to the teacher.
4. The teacher should explain that the teenage brain continues to develop until the age of 25 and everything we do, every activity we participate in, influences the way our brain develops. If time permits, repeat the exercise, following the same pattern, to add another layer of yarn. This demonstrates that repeated actions build stronger circuits and connections.
5. Once the “brain” has been created, use scissors to cut a piece of yarn. Tell students that this represents what happens when addictive chemicals are introduced to a developing brain. Cutting a string demonstrates the way pathways through our brains are damaged when drugs, alcohol or nicotine are used.

### **Action (25-30 minutes): Scavenger Hunt**

#### **Teacher Preparation:**

- Print the QR Codes (BLM 1.1) and cut the page in quarters so there is one QR code per piece of paper. Tape the single QR codes around your school. If you don't feel comfortable letting your students search the school, consider posting them in the hallway outside your classroom, or even within your classroom.
- Print off a copy of the student worksheet (BLM 1.2) for each student.

1. Watch video: [Teen Brain Development](#) (National Institute on Drug Abuse, 3:10).
2. Review the analogy of the mixed-up keyboard to ensure students understand how drugs, nicotine or alcohol can affect their developing brain.
3. Divide the class into small groups of 3-4. They will be completing a scavenger hunt using QR Codes (BLM 1.1) to explore how their brains work and how addictive substances can affect their brain development.
4. Distribute one copy of BLM 1.2 Mind the Facts: Scavenger Hunt Worksheet to each student. Each student must complete their own worksheet. Optional: Provide clipboards.
5. Ensure that each group has technology with a QR Code Reader (e.g., camera app on phones or iPads).
6. Have students set their technology timers for 25-30 minutes. Tell students they have to find the 8 QR codes around the school, go to the website linked to the QR code, and find the information to fill-in-the-blanks on their worksheets. They must return to the classroom when the timer goes off. Optional: If time is a constraint, ask students to find 4 QR codes and share responses as a class.
7. Take up the answers using BLM 1.3 Mind the Facts: Answer Key.

### **Consolidation of Learning (5-10 minutes): Reflection – Twitter Tweet**

1. Watch video: [The DeNoble Files - Your Brain](#) (Arizona Department of Health Sciences, 1:26).
2. Ask students: **“How did cutting the string in our yarn brain demonstrate what happens to our brains when we choose to use an addictive substance?”**
  - Possible responses: Our brains are still growing and so anything we use that’s harmful like vapes, cannabis or other drugs can damage our brains; The string being cut meant that a pathway no longer connects so our brains have to work harder to try and learn.
3. Choose a critical thinking prompt from the Assessment for Learning chart (p.8) for students to respond to using a Twitter strip. Optional: Create your own prompt based on classroom conversations.
4. Distribute one strip to each student from BLM 1.4 Twitter Strips Template (or have students use a device and the [TWEETGEN](#) website).
5. Explain that students will be “tweeting” their new learning or questions about what they have just learned using their twitter strips/TWEETGEN.
  - Remind students that tweets can only be 140 characters and that this includes characters, spaces, and punctuation marks.
  - Encourage students to create a “handle” that contains their name for identification purposes (e.g., @FirstnameLastname). Optional: Assign handles so tweets remain anonymous.

6. Give students time to respond to the critical thinking prompt using their Twitter strips/[TWEETGEN](#) website. Collect strips and post on the classroom “Twitter Feed” bulletin board or have students upload their TWEETGEN to the online [Padlet](#) board (see p. 2 for set-up) so that they can reflect collaboratively on their learning.
7. Use BLM 1.5 Twitter Response: One-Point Rubric for ongoing assessment.

# Mind the Facts: QR Code Scavenger Hunt

BLM 1.1

MIND THE FACTS – QR CODE 1



MIND THE FACTS – QR CODE 2



MIND THE FACTS – QR CODE 3



MIND THE FACTS – QR CODE 4



**MIND THE FACTS – QR CODE 5**



**MIND THE FACTS – QR CODE 6**



**MIND THE FACTS – QR CODE 7**



**MIND THE FACTS – QR CODE 8**



# Mind the Facts: QR Code Scavenger Hunt

BLM 1.2

Find the QR Codes to complete the blanks. You do not need to find them in order!

## Fact 1: Brain Development

The teenage brain develops and matures until the \_\_\_\_\_ to late \_\_\_\_\_. The \_\_\_\_\_ is the last part to mature. It helps you make rational, good \_\_\_\_\_. Because it is slow to develop, it makes the teenage brain vulnerable to drugs and alcohol.

## Fact 2: Parts of the Brain (watch video)

The cerebrum is the \_\_\_\_\_ part of the brain. The brain stem connects the brain to the \_\_\_\_\_ and lets information flow from the brain to the rest of the body. The corpus callosum \_\_\_\_\_ the two halves of the brain. The cerebellum controls \_\_\_\_\_, \_\_\_\_\_, and coordination.

## Fact 3: Brain Connections

Brain cells are called \_\_\_\_\_. They send signals/messages between different areas of the brain. The teen brain is able to adapt and respond to new experiences. When you \_\_\_\_\_, you change the structure of your brain. You strengthen brain connections and help your brain mature faster.

## Fact 4: Effects of Substances on the Brain

Using nicotine, cannabis or alcohol can lead to brain risks and damages. They can affect brain \_\_\_\_\_. These changes can be permanent and can affect your \_\_\_\_\_ and ability to control \_\_\_\_\_.

## Fact 5: Substance Use and Harm Reduction

Substance use can harm mental and \_\_\_\_\_ health, damage the \_\_\_\_\_, and lead to dependence and long-term substance use issues like \_\_\_\_\_. Harm reduction aims to minimize \_\_\_\_\_. It is important for youth to avoid, limit or reduce use of addictive substances for as long as possible.

## Fact 6: “Feel Good” Brain Chemicals

When you take a substance, your brain releases “feel good chemicals” called \_\_\_\_\_. Your body tries to reduce this overload by \_\_\_\_\_ pleasure signals. This may lead to cravings and the feeling like you need to take more and more of a substance for the same effect. This is called \_\_\_\_\_.

**Fact 7: Activities that Release Dopamine**

Some natural and healthy ways to increase dopamine are to \_\_\_\_\_ often, get lots of \_\_\_\_\_, listen to \_\_\_\_\_ or try something new or challenging.

**Fact 8: Factors Influencing Substance Use**

Risk factors are the things that make you more likely to use a substance.

\_\_\_\_\_ factors are the things that make you less likely to use a substance. List 2 of each:

1. \_\_\_\_\_ 1.

2. \_\_\_\_\_ 2.



# Mind the Facts: Answer Key

BLM 1.3

**Fact 1:** The teenage brain develops and matures until the mid- to- late 20s. The prefrontal cortex is the last part to mature. It helps you make rational, good decisions. Because it is slow to develop, it makes the teenage brain vulnerable to drugs and alcohol.

**Fact 2:** The **cerebrum** is the thinking part of the brain. The brain stem connects the brain to the spinal cord and lets information flow from the brain to the rest of the body. The **corpus callosum** connects the two halves of the brain. The cerebellum controls balance, movement, and coordination.

**Fact 3:** Brain cells are called neurons. They send signals/messages between different areas of the brain. The teen brain is able to react and respond to new experiences. When you learn, you change the structure of your brain. You strengthen brain connections and help your brain mature faster.

**Fact 4:** Using nicotine, cannabis or alcohol can lead to brain risks and damages. They can affect brain development. These changes can be permanent and can affect your mood and ability to control impulses.

**Fact 5:** Substance use can harm mental and physical health, damage the brain, and lead to dependence and long-term substance use issues like addiction. Harm reduction aims to minimize harms. It is important for youth to avoid, limit or reduce use of addictive substances for as long as possible.

**Fact 6:** When you take a substance, your brain releases “feel good chemicals” called dopamine. Your body tries to reduce this overload by reducing pleasure signals. This may lead to cravings and the feeling like you need to take more and more of a substance for the same effect. This is called tolerance.

**Fact 7:** Some natural and healthy ways to increase dopamine are to exercise often, get lots of sleep, listen to music or try something new or challenging.

**Fact 8:** Risk factors are the things that make you more likely to use a substance. Protective factors are the things that make you less likely to use a substance. List 3 of each (many other possibilities):

## Risk

1. Low grades
2. Victim of bullying
3. Belief of low-risk/harm of drug use

## Protective

1. Strong bond with family
2. High self-esteem
3. Active in school/activities

# Twitter Tweets Template

BLM 1.4



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\_\_\_\_\_ @ \_\_\_\_\_



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# Twitter Response: One-Point Rubric

BLM 1.5

## Critical Thinking Prompt

<b>Areas for Improvement</b> Things to work on	<b>Criteria</b> Standards for this task	<b>Advanced</b> Evidence of exceeding standards
	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>I use what I know about the subject along with my personal experiences to make a reasonable conclusion about the topic.</p>	
	<p style="text-align: center;"><b>Communication</b></p> <p>I clearly and thoroughly explain my opinions using evidence to support them.</p>	

## Grade 6 – Substance Use, Addictions, and Related Behaviours

### Lesson Two: Smoke Screen – Smoking and Vaping Myths

#### Learning Goal:

- Students will investigate common myths about smoking and vaping and learn how to consider the reliability of sources of evidence.

#### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education</b>	D1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development	1.2: describe the range of effects associated with using cannabis and other illicit drugs, and intoxicating substances
	D2. Making Healthy Choices: demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being	2.4: use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis
<b>Language – Comprehension: Understanding and Responding to Texts</b>	C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts	2.6: summarize and record the main idea and supporting details in various texts, and draw well-supported conclusions
	C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts	3.5: explain explicit and implicit perspectives communicated in various texts, including narrative texts, provide any evidence that could suggest bias in these perspectives, and suggest ways to avoid any such bias
<b>Language – Composition: Expressing Ideas and Creating Texts</b>	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics	1.2: generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences
		1.4: classify and sequence ideas and collected information, using appropriate strategies and tools, and

		identify and organize relevant content, taking into account the chosen text form, genre, and medium
	D2. Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts	2.3: establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

### Materials:

<b>Minds On</b>	<ul style="list-style-type: none"> <li>- BLM 2.1 Three Corner Labels</li> <li>- BLM 2.2 Myths &amp; Truths About Vapes</li> <li>- Video – The DeNoble Files: E-cigarettes (<a href="https://youtu.be/tpfbBm7lofQ">https://youtu.be/tpfbBm7lofQ</a>)</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>- BLM 2.3 Graphic Organizer: Venn Diagram</li> <li>- Coloured pencils/markers</li> <li>- Articles – webpage or printed; see Table on p. 19</li> <li>- Optional: Classroom technology or personal devices</li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Critical thinking prompt(s)</li> <li>- BLM 1.4 Twitter Strips Template <ul style="list-style-type: none"> <li>- (Optional: Online tweet generator – <a href="http://tweetgen.com">tweetgen.com</a> and virtual bulletin board – <a href="http://Padlet.com">Padlet.com</a>)</li> </ul> </li> <li>- BLM 1.5 Twitter Response: One-Point Rubric</li> <li>- Optional: Classroom technology or personal devices</li> </ul>

### Setting the Focus:

This lesson will provide students with the opportunity to critically analyze various messages about the safety of smoking commercial tobacco compared to vaping nicotine. Students will view short videos, participate in a three corners activity, and test their knowledge about the myths and truths of vaping. The key message throughout this unit will be heard in the DeNoble Files - e-Cigarettes video, “It’s sort of like the difference between jumping off a 300-story building or a 100-story building. Is one safer? Yes, but the outcome is going to be the same.”

## Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify media messages that can influence their decision to use or not use a drug.</li> <li>Read informational texts to identify important information and draw conclusions.</li> <li>Identify similarities and differences between cigarettes and vapes.</li> <li>Draw conclusions to form an opinion about substance use.</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>Consider pairing struggling students with a partner and/or assign one student to be a recorder.</li> <li>Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>Provide post-it notes for students with questions.</li> <li>Offer one-on-one assistance for students who are struggling with difficult concepts.</li> <li>Reduce expectations for struggling students.</li> <li>Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.).</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>What comparisons can you make between cigarettes and vapes?</li> <li>How do these comparisons differ from what we hear in the media about the safety of vapes?</li> <li>How does this information influence your opinion about the choice to use vapes?</li> </ul> <p><b>Assessment tools:</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Venn diagram</li> <li>Twitter responses</li> <li>One-Point Rubric</li> </ul>

## Minds On (10 minutes): Three Corners

- Ask students: **“What do you know about vapes or vaping?”**
  - Student answers may vary, although most students will have some preconceived ideas about vaping. Much of their information will come from what they have seen in the community or on social media.
- Introduce a modified version of 4-Corners called 3-Corners. The three corners will be labeled “Myth,” “Truth”, and” Not Sure” (using BLM 2.1 Three Corners Labels). Instruct students that they will be hearing statements about vapes and vaping, and they will need

to determine if they believe the statements are a myth (false belief) or a truth. Students who are unsure, can go to the “Not Sure” corner.

3. Using BLM 2.2 Myths and Truths About Vapes, read out the statements one at a time, allowing students time to move to the corner of their choice.
4. After each statement is read, ask a couple of students for their thoughts and then read out the corresponding Myth or Truth information (second column).
5. Watch video: [The DeNoble Files - e-Cigarettes](#) (Arizona Department of Health Sciences, 1:18).
6. Ask students: **“What did Dr. DeNoble mean when he compared the safety of choosing to use e-cigarettes over cigarettes to the difference in jumping off a 300-story building versus a 100-story building.”**
  - Students should be able to identify that while one choice may have less nicotine, or is considered a “less harmful” option, it is similar to the building analogy - jumping off of two tall, but different sized buildings, would have the same outcome.

### Action (25 minutes): Venn Diagram

1. Divide the class into groups of 3-4 students.
2. Distribute BLM 2.3 Graphic Organizer: Venn Diagram to each group and encourage students to use the following headings: Only Cigarettes; Only Vapes; Both Cigarettes and Vapes. Ask each student to use a different coloured writing utensil to show their personal contribution.
3. Provide each group with two articles (one from each column below) by sharing the URL or printing the articles. Teachers should review the options below and select their preferred sources in advance.

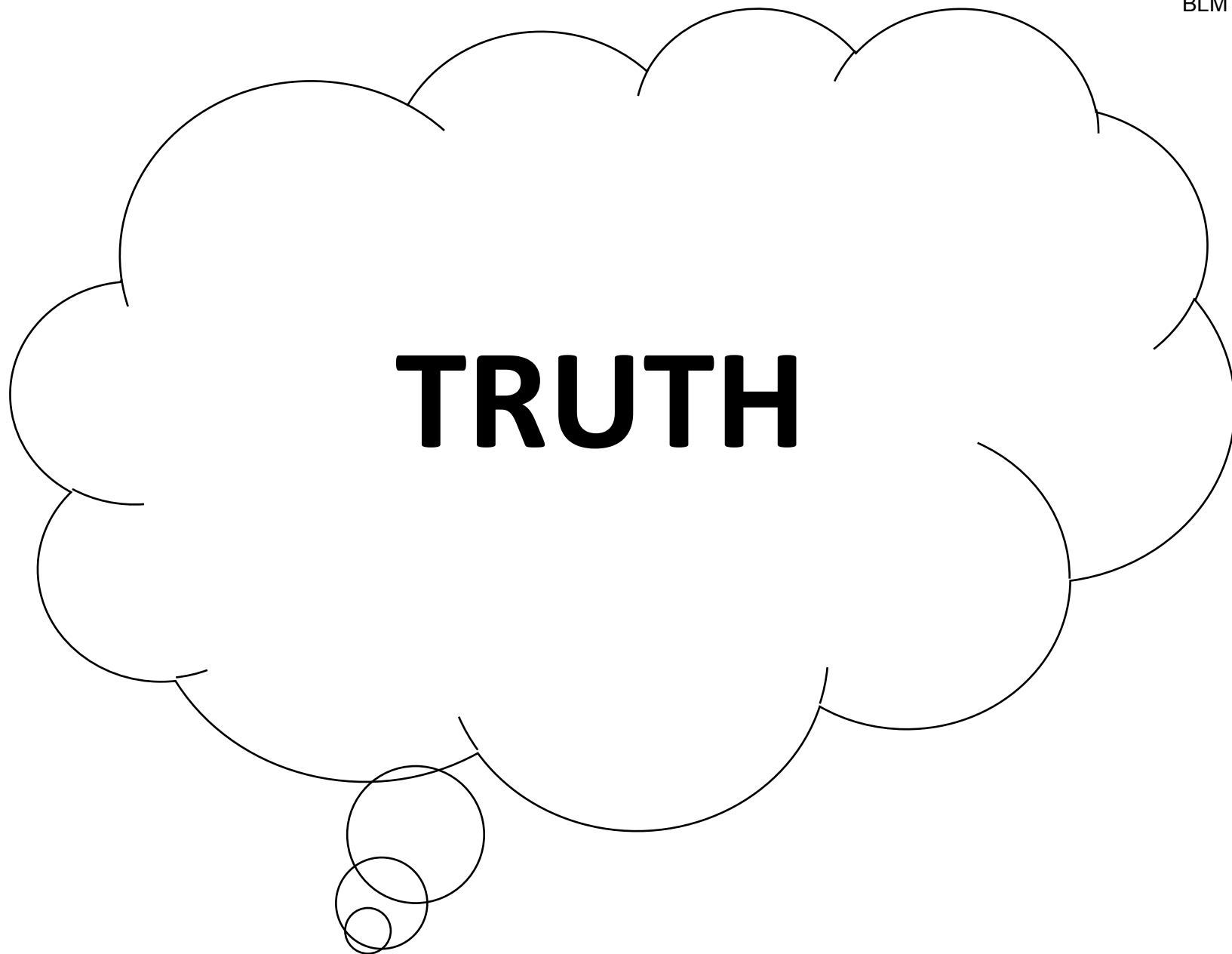
Commercial Tobacco Myths Articles	Vaping Nicotine Myths Articles
<a href="#">Hamilton Health Sciences – Smoking Myths</a>	<a href="#">Wellington-Dufferin-Guelph Public Health - Five myths about e-cigarettes and what science actually says</a>
<a href="#">Stanford Tobacco Prevention Toolkit – Myths of Tobacco Answer Key</a>	<a href="#">Ottawa Public Health – Common Myths about Vaping</a>
<a href="#">CDC – Is what you know about smoking wrong?</a>	<a href="#">California Department of Public Health – Undo - Top myths about vaping that you need to know</a>

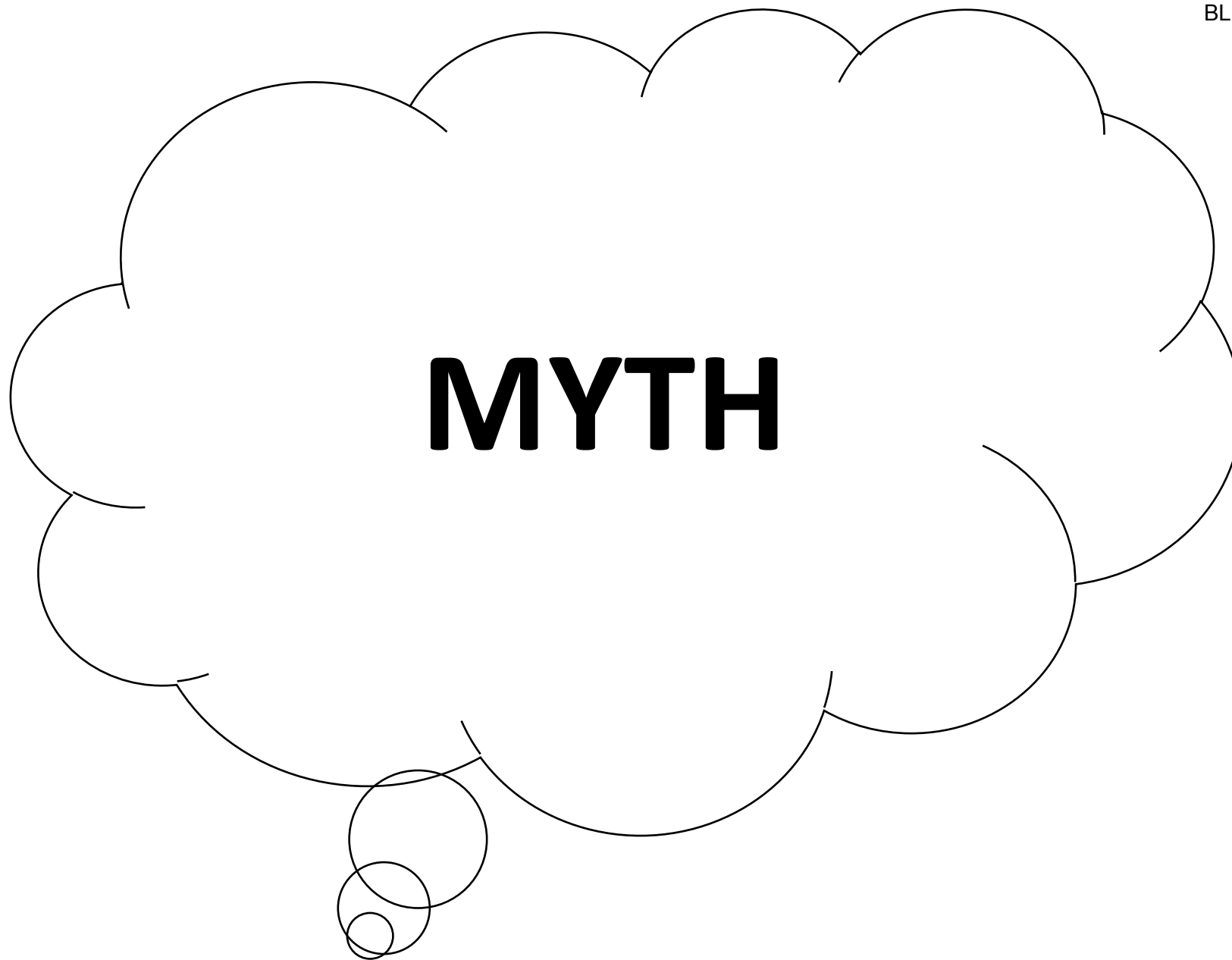
4. Allow time for the groups to read and complete their Venn Diagrams.
5. Ask each group to share their “Both Cigarettes and Vapes” content (similarities) with the whole class or with another group.

## Consolidation of Learning (5-10 minutes): Reflection – Twitter Tweet

1. Choose a critical thinking prompt from the Assessment for Learning chart (p.18) for students to respond to using a Twitter strip. Optional: Create your own prompt based on classroom conversations.
2. Distribute one strip to each student from BLM 1.4 Twitter Strips Template (or have students use a device and the [TWEETGEN](#) website).
3. Explain that students will be “tweeting” their new learning or questions about what they have just learned using their twitter strips/TWEETGEN.
  - Remind students that tweets can only be 140 characters and that this includes characters, spaces, and punctuation marks.
  - Encourage students to create a “handle” that contains their name for identification purposes (e.g., @FirstnameLastname). Optional: Assign handles so tweets remain anonymous.
4. Give students time to respond to the critical thinking prompt using their Twitter strips/[TWEETGEN](#) website. Collect strips and post on the classroom “Twitter Feed” bulletin board or have students upload their TWEETGEN to the online [Padlet](#) board (see p. 2 for set-up) so that they can reflect collaboratively on their learning.
5. Use BLM 1.5 Twitter Response: One-Point Rubric for ongoing assessment.









**NOT SURE**

# Myths & Truths About Vapes

BLM 2.2

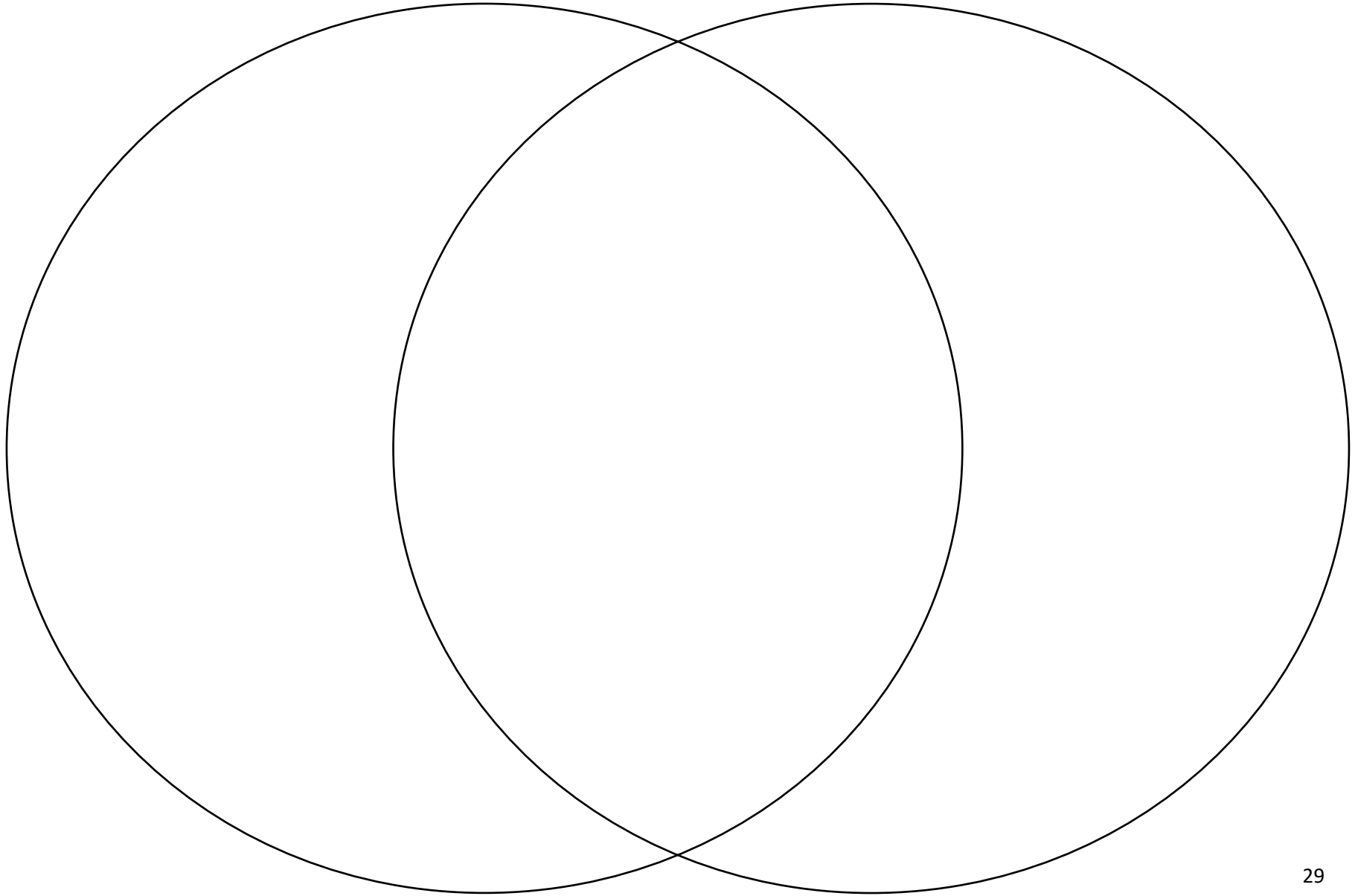
Statement	Myth or Truth
Vaping makes a cloud of water vapour.	<b>Myth</b> – The cloud is an aerosol, a mixture of chemicals that were in the e-liquid or produced during the heating process. Harmful chemicals include nicotine, diacetyl (linked to serious lung disease), benzene (found in car exhaust), cancer-causing chemicals, and heavy metals (such as nickel and lead). <sup>1</sup>
Vapes contain nicotine, sometimes more than cigarettes.	<b>Truth</b> – Even e-liquid that claims to have zero nicotine has been found to contain nicotine. <sup>1</sup> Youth usually choose to vape with the highest concentrations of nicotine <sup>2</sup> and are at higher risk than adults of becoming addicted to nicotine. <sup>3</sup> 1 e-liquid pod contains the equivalent of 20 cigarettes (1 pack). <sup>4</sup>
The tobacco industry owns vape companies and uses flavours to appeal to youth.	<b>Truth</b> – Big Tobacco owns vape companies. <sup>4</sup> They use flavours like candy and fruit to get youth to try vaping – and then they are at risk of becoming dependent.
The short and long-term effects of vaping are unknown.	<b>Myth</b> – There are many known short-term effects of vaping such as respiratory symptoms (e.g., coughing, sore throat), as well as known risks to youth brain development. Kids and adults have been poisoned by e-liquid (by ingesting or absorption through skin). Vape batteries have also exploded and caused fires and injuries to users. The long-term health effects are being studied now. <sup>1</sup>
In Ontario, it is illegal to sell or supply vaping products to anyone under 19 years of age.	<b>Truth</b> – It is illegal to sell or supply a tobacco or vapour product to anyone under 19. <sup>5</sup> This includes sharing a vape. It is also illegal to use a vapour product within 20m of school, park or recreation facilities. <sup>3</sup> You could be fined \$305 for vaping and \$490 for supplying. <sup>3</sup>
If you vape, you are 2x more likely to smoke.	<b>Myth</b> – People who use vapes are 4x more likely to use cigarettes. <sup>6</sup>
If you don't smoke, you should not vape. There's no good reason.	<b>Truth</b> – Vaping is not harmless <sup>1</sup> and was not intended for youth to use. There is inconclusive evidence as to whether vaping is helpful for adults to quit smoking. <sup>2</sup>

## Sources:

- <sup>1</sup> [https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/about-e-cigarettes.html](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/about-e-cigarettes.html)
- <sup>2</sup> <https://www.heartandstroke.ca/-/media/pdf-files/get-involved/yyav-full-report-final-eng-24-3-2021.ashx>
- <sup>3</sup> <https://www.notanexperiment.ca/wp-content/uploads/2022/10/Grade-78-Lesson-Plans.pdf>
- <sup>4</sup> <https://truthinitiative.org/research-resources/emerging-tobacco-products/how-much-nicotine-juul>
- <sup>5</sup> <https://www.porcupinehu.on.ca/en/your-health/smoking/smoke-free-ontario/schools.pdf>
- <sup>6</sup> <https://lunghealth.ca/support-resources/digital-learning-centre/talking-about-series/>

# Graphic Organizer: Venn Diagram

BLM 2.3



## Grade 6 – Substance Use, Addictions, and Related Behaviours

### Lesson Three: Deconstructing Vapes and Exploring Perspectives

#### Learning Goals:

- Students will investigate the construction and workings of vapes in order to make informed decisions about the potential hazards they present to their own health.
- Students will explore the issue of vaping from four perspectives and consider how this influences their own opinions.

#### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education</b>	D2. Making Healthy Choices: demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being	2.4: use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis
<b>Language – Comprehension: Understanding and Responding to Texts</b>	C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts	2.5: explain how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them
<b>Language – Composition: Expressing Ideas and Creating Texts</b>	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics	1.2: generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

#### Materials:

<b>Minds On</b>	<ul style="list-style-type: none"> <li>- Water (spray bottle preferred)</li> <li>- Hairspray (aerosol bottle preferred)</li> <li>- Optional: Paper towels</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>- Not An Experiment Educator PowerPoint (Available to download from the Not An Experiment website: <a href="https://www.notanexperiment.ca/educators/">https://www.notanexperiment.ca/educators/</a>)</li> <li>- Optional: Print and display Health Canada infographics               <ul style="list-style-type: none"> <li>- Health Canada Vaping Mechanics Infographic: <a href="https://www.canada.ca/content/dam/themes/health/publications/healthy-living/vaping-mechanics-infographic/vaping-mechanics-infographic.pdf">https://www.canada.ca/content/dam/themes/health/publications/healthy-living/vaping-mechanics-infographic/vaping-mechanics-infographic.pdf</a></li> </ul> </li> <li>- BLM 3.1 What's in E-juice Activity</li> </ul>

	<ul style="list-style-type: none"> <li>- Lung Health Foundation - Vaping from 4 Perspectives Activity (<a href="https://operationfresh.wpenginepowered.com/wp-content/uploads/2023/01/Talking_About_Vaping_V5nl.pdf">https://operationfresh.wpenginepowered.com/wp-content/uploads/2023/01/Talking_About_Vaping_V5nl.pdf</a>)</li> <li>- Chart paper and markers</li> <li>- Optional: Classroom technology or personal devices</li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Video – Electronic Cigarettes and Vaping (<a href="https://www.youtube.com/watch?v=9dZS_Rniak0">https://www.youtube.com/watch?v=9dZS_Rniak0</a>)</li> <li>- Kahoot – Vaping 101: The Cloudy Truth Behind the Hype (<a href="https://create.kahoot.it/share/vaping-101-the-cloudy-truth-behind-the-hype/95bcde1d-3fb7-4bf0-a2e6-6daa7c7afc80">https://create.kahoot.it/share/vaping-101-the-cloudy-truth-behind-the-hype/95bcde1d-3fb7-4bf0-a2e6-6daa7c7afc80</a>)</li> <li>- Classroom technology or personal devices</li> <li>- Optional: Teacher’s Starter Guide to Kahoot (<a href="https://kahoot.com/files/2021/06/StarterGuide_0621.pdf">https://kahoot.com/files/2021/06/StarterGuide_0621.pdf</a>)</li> </ul>

### Setting the Focus:

This lesson will present students with the opportunity to understand how vapes work and how vape components can impact their health. They will investigate the chemicals present in e-liquid and the potential impact these chemicals have on the body. Finally, students will explore the issue of vaping from multiple (opposing) perspectives.

### Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read informational texts to identify important information and draw conclusions.</li> <li>• Interpret media texts and draw conclusions using synthesizing skills.</li> <li>• Investigate the effects of chemicals found in e-liquid.</li> <li>• Draw conclusions about the safety of these chemicals.</li> <li>• Explore the issue of vaping from multiple</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>• Consider pairing struggling students with a partner and/or assign one student to be a recorder.</li> <li>• Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>• Provide post-it notes for students with questions.</li> <li>• Offer one-on-one assistance for students who are struggling with difficult concepts.</li> <li>• Reduce expectations for struggling students.</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>• What conclusions can you draw after investigating the effects of the chemicals found in vapes (e-liquid)?</li> <li>• How does the construction of an vape influence your opinions about their safety?</li> <li>• How does the information in this lesson impact your decision to use or not use vapes?</li> </ul> <p><b>Assessment tools:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> </ul>

perspectives.	<ul style="list-style-type: none"> <li>• Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• 4 perspectives chart</li> <li>• Kahoot</li> </ul>
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## Minds On (5 minutes): Vapour/Aerosol Demonstration

Note: Ask for volunteers and ensure that there are no students with allergies or asthma issues in your classroom.

- Write the following vocabulary terms on the board:
  - Vapour is the term for a substance in the gas state (e.g., water vapour).
  - Aerosol is a gas that contains tiny particles.
- Ask students: “**What do you think will happen when you spray water onto a surface? Hairspray? Any difference expected?**”
  - Possible responses for water: Surface will get wet; no smell; will dry and won't leave a residue.
  - Possible responses for hairspray: Surface will get wet; sticky; strong smell; dries and leaves a visible mark/residue.
- Spray water bottle onto a desk or paper towel. Ask a student to smell and touch the wet spot. Ask students: **What do you see/notice? What happens as it dries?**
- Spray aerosol hairspray bottle onto a desk or paper towel. Ask a student to smell and touch the wet spot. Ask: **What do you see/notice? What happens as it dries?**
- Ask students: “**Do you think it's safe to spray the water into your mouth? What about the hairspray (aerosol)? Why or why not?**”
  - Possible responses: Spraying water in mouth would be safe as long as the bottle and water source were clean; Spraying hairspray in your mouth would be dangerous – it contains many toxic chemicals.
- Connect observations to myths about vaping from lesson 2.

## Action (20-25 minutes): Vape Components & Perspectives

- Present slides 2-4 only from Not An Experiment PowerPoint (download slides [here](#)).
  - Slide 2: Ask students: “**What do you know about lithium batteries?**”
    - Possible responses: Batteries contain chemicals; batteries are not safe to throw out in the garbage and need to be recycled properly for safety reasons; batteries can leak.
  - Slide 3: Review and read aloud the 3 steps on the slide that show the process of



vaping.

- Slide 4: Read the 4 components of e-liquid. Explain to students that they will be investigating these components in today's activity.
  - Optional: Print and display Health Canada's [Vaping Mechanics Infographic](#).
2. What's in E-Juice - Matching Activity (Adapted with the permission of The Regional Municipality of Waterloo, Public Health and Emergency Services).
- Print BLM 3.1 (in colour and laminated if possible) and cut into cards.
  - Option 1: Whole Class
    - Give one card to each student. Tell students that half of the class has a card with an image, and half the class has a card with the name of the chemical and health effects associated with exposure to that chemical.
    - Instruct students to find the other student who has the match to their card and allow 5-10 minutes for students to find their match. Once matched, have students sit down.
    - Take up answers using the answer key (zip file will download) available [here](#).
  - Option 2: Small Groups
    - Divide students into small groups (4-5 students) and distribute one set of cards to each group.
    - Provide 5-10 minutes for students to match the cards (chemical to corresponding health effect).
    - Take up answers using the answer key (zip file will download) available [here](#).
3. Lung Health Foundation's: [Vaping from 4 Perspectives Activity 2.2](#)
- Ask students to remain in small groups and distribute one piece of chart paper to each group. Optional: Use Microsoft Word or Google Docs to record brainstorm.
  - Assign each group a role: Industry, Health Sector, Youth who Vape, Youth who Don't Vape.
  - Give groups 8-10 minutes to brainstorm their perspective on vaping based on their assigned role (i.e., Industry). Ask students to record their ideas on chart paper (e.g., industry wants to make vaping more enjoyable using flavours).
    - Optional: Hand out activity fact sheet ([pg. 10 of PDF](#)) and allow 5 minutes for groups to fact check their arguments and add to their chart. They need to consider the facts from their assigned perspective.
  - Share various perspectives (see options below)

- Option 1: Groups hang their chart paper and students walk around the room to see other perspectives about vaping
- Option 2: Time permitting: Have each group share perspectives in a jigsaw, or consider implementing the [Inside/Outside Debrief \(Activity 2.3\)](#)

## **Consolidation of Learning (10-15 minutes): Video & Kahoot**

Note: To access the Teacher's Starter Guide to Kahoot, click [here](#).

1. Watch Video: [Electronic Cigarettes and Vaping](#) (David Geffen School of Medicine at UCLA, 4:38).
2. Have a brief discussion to see if new knowledge about vapes and vaping has changed their opinions about their intent to try (or quit) vaping.
3. Play Kahoot: Go to [Vaping 101: The Cloudy Truth Behind the Hype](#) Kahoot and select "Start." Select "Classic mode" and project on the screen.
4. Using classroom or personal devices, have students go to [Kahoot.it](#) and enter the Game PIN displayed on your screen. Students can play individually or form teams and use one device per team.
5. As students advance through the 11 questions, take time to answer questions or clarify any misunderstandings.



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## Formaldehyde

- watery eyes
- burning sensations of the eyes, nose, and throat
- coughing
- wheezing
- nausea
- skin irritation

## Acetaldehyde

- eye irritation
- respiratory tract irritation
- increased heart rates
- mild skin irritation
- heavy breathing

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## Benzene

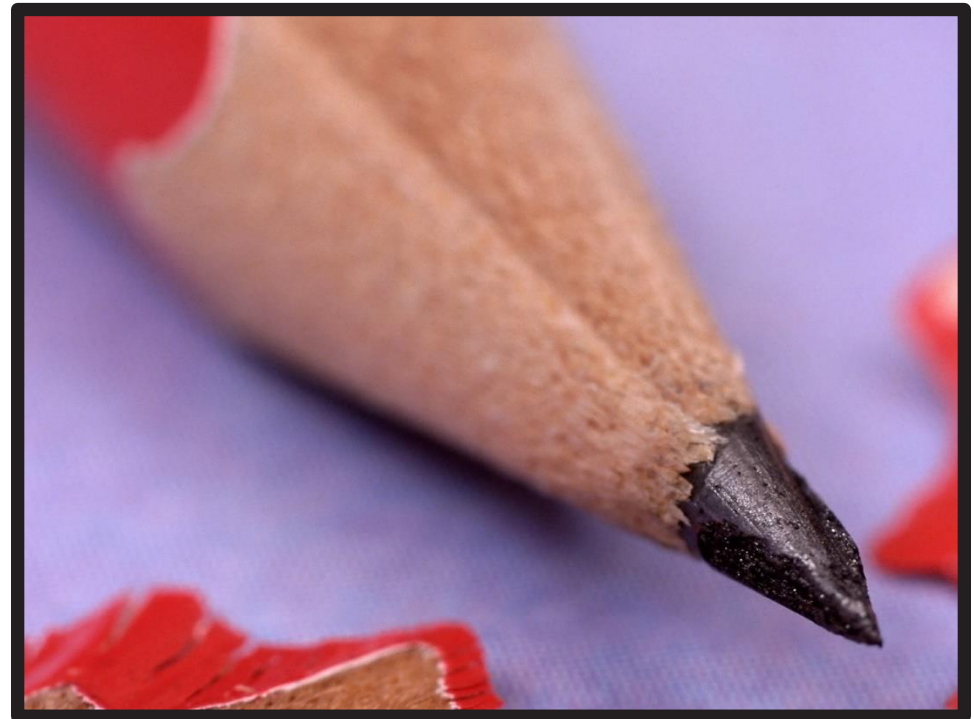
- drowsiness
- dizziness
- rapid or irregular heart beat
- headaches
- tremors
- confusion

## Acrolein

- eye irritation
- nasal irritation
- respiratory tract irritations
- gastrointestinal irritation
- decrease in breathing



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## Carbon Monoxide

- headaches
- nausea
- vomiting
- unconsciousness
- death (at high levels)

## Cadmium

- chills
- muscle pains
- fever
- kidney, bone and lung disease

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## Nickel

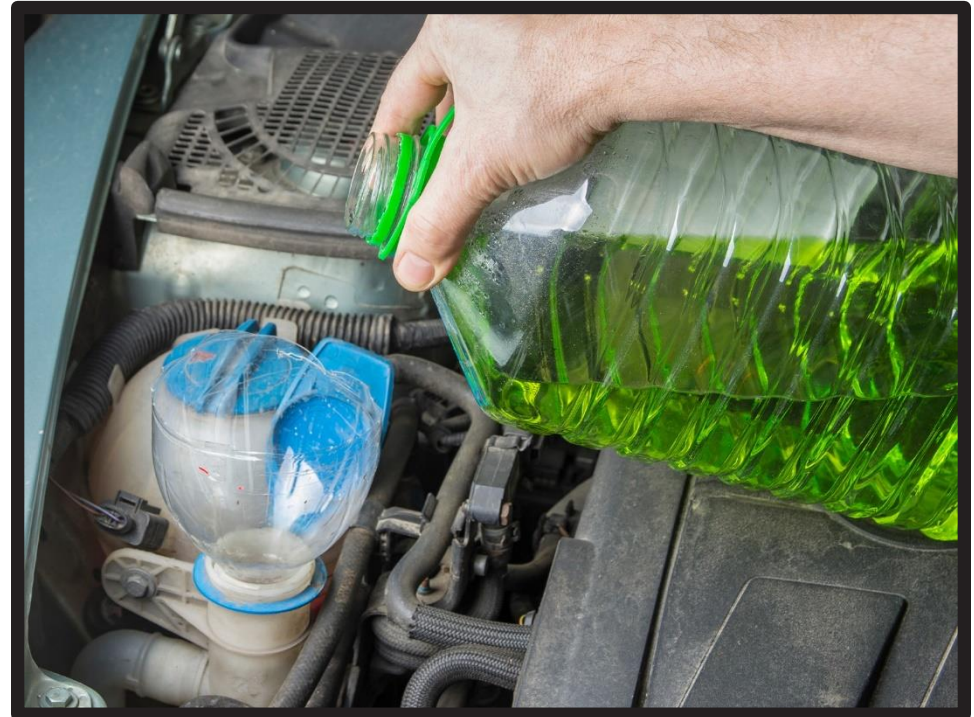
- allergic reaction
- chronic bronchitis
- reduced lung function
- stomach aches

## Lead

- abdominal pain
- constipation
- tired
- headaches
- irritable
- loss of appetite
- memory loss
- pain or tingling in hands and/or feet



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## Zinc

- nausea
- vomiting
- loss of appetite
- stomach pains
- headaches
- diarrhea

## Toluene

- drowsiness
- headache
- nausea
- visual changes
- muscle spasm
- dizziness
- loss of coordination

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## Polypropylene

- can cause tumors
- depressant
- vomiting
- diarrhea
- may affect nervous system

## Polyethylene glycol

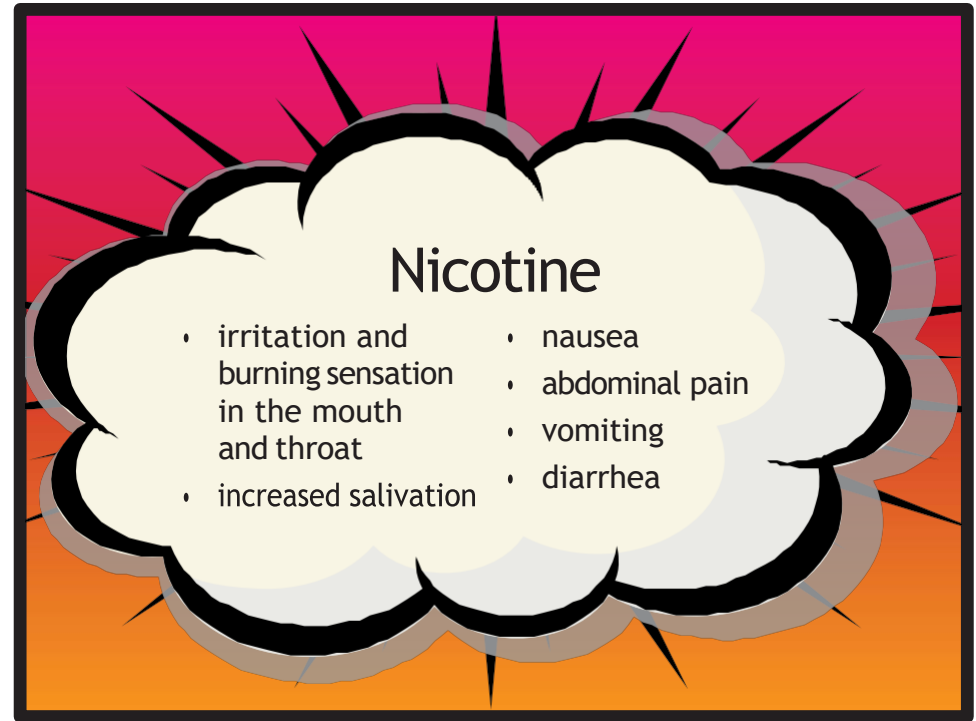
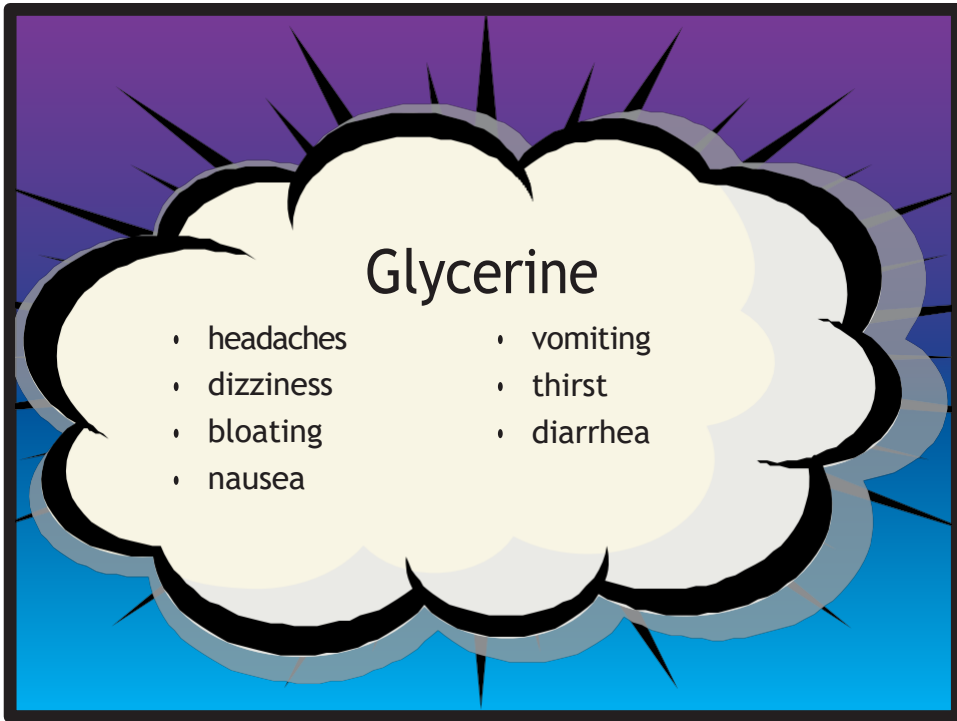
- nausea
- abdominal pain
- persistent diarrhea



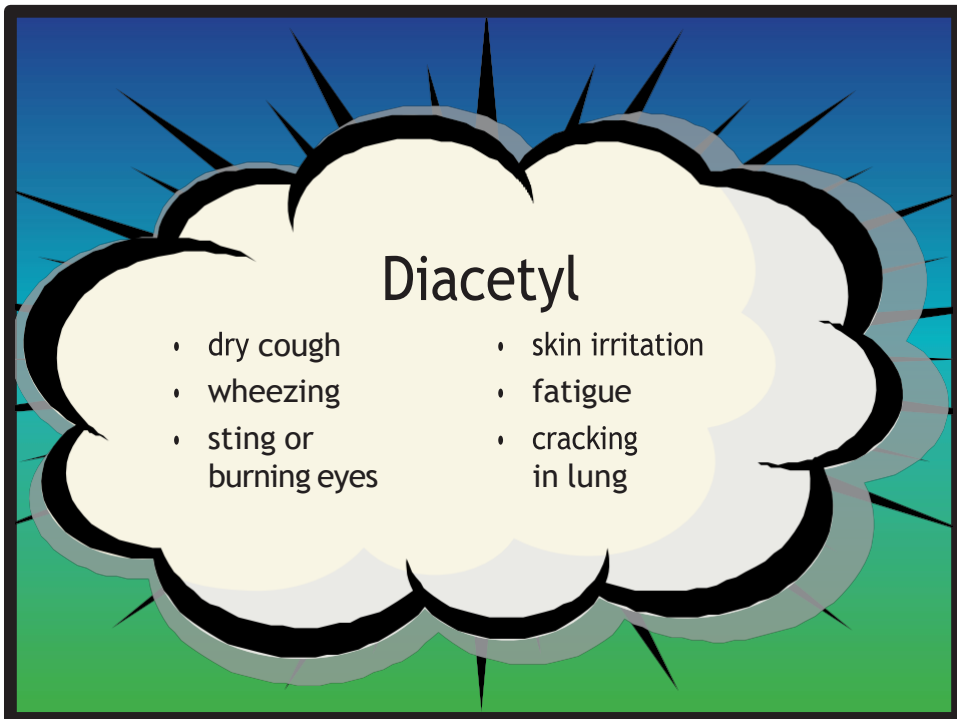


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## Grade 6 – Substance Use, Addictions, and Related Behaviours

### Lesson Four: Fake News?

#### Learning Goals:

- Students will identify reliable sources of information and make informed choices about drugs such as alcohol, cannabis, and/or commercial tobacco/nicotine.
- Students will explore the motivation behind various sources of information and understand the potential negative effects that unreliable information could have on their health.

#### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education</b>	D1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development	1.2: describe the range of effects associated with using cannabis and other illicit drugs, and intoxicating substances
	D2. Making Healthy Choices: demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being	2.4: use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis
<b>Language – Literacy Connections and Applications</b>	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	2.5: demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production
<b>Language – Comprehension: Understanding and Responding to Texts</b>	C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres	1.4: analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts
	C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts	2.6: summarize and record the main idea and supporting details in various texts, and draw well-supported conclusions

	C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts	3.2: make local and global inferences, using explicit and implicit evidence, to develop interpretations about various texts and to extend their understanding  3.5: explain explicit and implicit perspectives communicated in various texts, including narrative texts, provide any evidence that could suggest bias in these perspectives, and suggest ways to avoid any such bias
<b>Language – Composition: Expressing Ideas and Creating Texts</b>	D2. Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts	2.3: establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

### Materials:

<b>Minds On</b>	<ul style="list-style-type: none"> <li>- Video - House Hippos 2.0 (<a href="https://www.youtube.com/watch?v=5R_tOSRynZU">https://www.youtube.com/watch?v=5R_tOSRynZU</a>)</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>- BLM 4.1 Deconstructing Advertisements Worksheet</li> <li>- Website: The Stanford Research into the Impact of Tobacco Advertising (SRITA) collection: <a href="https://tobacco.stanford.edu/">https://tobacco.stanford.edu/</a></li> <li>- Classroom technology or personal devices</li> <li>- Optional: Chart paper</li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Video – How Marlboro Changed Advertising Forever (<a href="https://youtu.be/q3mlO2bzHV8">https://youtu.be/q3mlO2bzHV8</a>)</li> <li>- BLM 1.4 Twitter Strips Template <ul style="list-style-type: none"> <li>- (Optional: Online tweet generator – <a href="https://tweetgen.com">tweetgen.com</a> and virtual bulletin board – <a href="https://padlet.com">Padlet.com</a>)</li> </ul> </li> <li>- BLM 1.5 Twitter Response: One-Point Rubric</li> <li>- Optional: Classroom technology or personal devices</li> </ul>

### Setting the Focus:

In this lesson, students will investigate the difference between reliable information and “fake news,” specifically in the world of advertising. They will consider the motivation behind advertisements and why misinformation may be marketed as factual information. Students will view and deconstruct several different media pieces.

## Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Interpret media texts and draw conclusions using synthesizing skills.</li> <li>● Consider bias when viewing media texts.</li> <li>● Identify why companies who sell e-cigarettes might want to market their products as healthier options.</li> <li>● Determine, through personal investigation, their position when making the choice to use or not use nicotine products, e-cigarettes and/or cannabis.</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>● Consider pairing struggling students with a partner and/or assign one student to be a recorder.</li> <li>● Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>● Provide post-it notes for students with questions.</li> <li>● Offer one-on-one assistance for students who are struggling with difficult concepts.</li> <li>● Reduce expectations for struggling students.</li> <li>● Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.).</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>● Why might a vape company want to convince a teenager that their product is healthy?</li> <li>● Whose voice is missing in the media texts you deconstructed?</li> <li>● What is bias and how does it play a role when viewing nicotine advertisements?</li> <li>● Using what you have learned about nicotine and vaping, how does this impact your decision about using these products?</li> <li>● How does understanding the concept of “fake news” help you as a consumer?</li> </ul> <p><b>Assessment tools:</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Student worksheet</li> <li>● Twitter Strips/ TWEETGEN</li> <li>● One-Point Rubric</li> </ul>

### Minds On (5 minutes): Video – Media Literacy

1. Show the commercial, [House Hippos 2.0](#) (Media Smarts, 0:52).
2. Ask students: **“What was the purpose of this advertisement?”**

- After hearing a few responses, inform students that the purpose of the video (originally created in the 1999 by Health Canada) was to inform Canadian children about media literacy and to remind them not to believe everything they see. However, despite the intention of the advertisement, many children in the 1990s actually believed that House Hippos existed for many years.
3. Discuss the concept of mis- and disinformation with students. Write the definitions on the board or on chart paper.
    - **Misinformation** – Information that is incorrect/misleading
    - **Disinformation** – Deliberate spreading of information that is incorrect/misleading
  4. Have students think of some examples of mis- and disinformation that may have been “framed” a certain way by its creators (e.g., vaccine information during the COVID-19 pandemic, tobacco company safety information, etc.)

### **Action (30-40 minutes): Ad Comparison – Same Old Tricks**

1. Write the word “Bias” on the board or chart paper and have students attempt to define it.
  - Possible responses: A one-sided viewpoint; an opinion that is unfair.
2. Write the definition for bias for students to see and refer to.
  - **Bias** – “An attitude that always favours one way of feeling or acting over any other; prejudice” ([Merriam-Webster, 2023](#)).
3. Ask students: **“How does bias play a role in advertising?”**
  - Possible responses: The media makes everything look like fun, so I sometimes forget that not everything they’re selling is good for me; The media is trying to make money so it’s their job to make things that might be unhealthy, look healthy.
4. Divide students into pairs or small groups. Give each student a copy of BLM 4.1 Deconstructing Advertisements Worksheet.
5. Explain to students that they will be comparing two advertisements (either a historical and current cigarette ad, or a cigarette and vape ad).
6. Demonstrate how to navigate The Stanford Research into the Impact of Tobacco Advertising (SRITA) collection: <https://tobacco.stanford.edu/>
  - Click “Comparisons”
  - Select either
    - “Classic vs. Modern”
    - “Cigs vs. eCigs”
  - Scroll through to show students how to select a set of ads to deconstruct.

- **Important:** As an example, practice deconstructing one ad as a class, referring to the worksheet as guidance.
7. Student pairs/groups select their own set of ads to deconstruct. Each student should fill in their own worksheet.
  8. As a class, discuss student responses to the concluding questions to share findings and thoughts around the vape advertisements presented.
  9. Ask students: **“How does bias affect a company’s approach to advertising?”**
    - Possible responses: Companies want me to believe their product is the best one; They only want us to know information that benefits them.

### **Consolidation of Learning (10-15 minutes): Reflection – Twitter Tweet**

1. Show the video: [How Marlboro Changed Advertising Forever](#) (Coffee Break, 4:40)
  - Ask students: **“How can being a smart consumer, one who checks the facts, change the way you make choices around substance use?”**
  - Possible responses: I may check labels more closely to see if ingredients are safe; I would find healthier choices to solve the same problems that some people think substance use can solve; I will think twice before assuming that an advertisement is telling me the truth; I will remember that the people paying for the ads want me to spend my money on their product.
  - Remind students that they need to be smart and informed consumers who understand the facts before they make decisions.
2. Choose a critical thinking prompt from the Assessment for Learning chart (p.34) for students to respond to using a Twitter strip. Optional: Create your own prompt based on classroom conversations.
3. Distribute one strip to each student from BLM 1.4 Twitter Strips Template (or have students use a device and the [TWEETGEN](#) website).
4. Explain that students will be “tweeting” their new learning or questions about what they have just learned using their twitter strips/TWEETGEN.
  - Remind students that tweets can only be 140 characters and that this includes characters, spaces, and punctuation marks.
  - Encourage students to create a “handle” that contains their name for identification purposes (e.g., @FirstnameLastname). Optional: Assign handles so tweets remain anonymous.
5. Give students time to respond to the critical thinking prompt using their Twitter strips/[TWEETGEN](#) website. Collect strips and post on the classroom “Twitter Feed” bulletin board or have students upload their TWEETGEN to the online [Padlet](#) board (see p. 2 for set-up) so that they can reflect collaboratively on their learning.
6. Use BLM 1.5 Twitter Response: One-Point Rubric for ongoing assessment.

# Deconstructing Advertisements Worksheet

BLM 4.1

Companies spend millions of dollars in advertising to try to get consumers to buy their products. Your task is to deconstruct (break down) two advertisements and compare them to find the similarities and differences.

## Instructions:

1. Go to website: The Stanford Research into the Impact of Tobacco Advertising (SRITA) collection:  
<https://tobacco.stanford.edu/>
2. Click “Comparisons”
3. Select either:
  - “Classic vs. Modern”
  - or
  - “Cigs vs. eCigs”
4. Scroll and select an ad comparison to deconstruct.
5. Complete the table below for each advertisement and answer the concluding questions.

**Table 1: Ad Comparison:**

Questions	Ad 1:	Ad 2:
Who paid for the ad?		
Who is the target audience? Why do you think that?		



<b>Questions</b>	<b>Ad 1:</b>	<b>Ad 2:</b>
<p>What story (message) is this ad telling? How do you know? (Hint: look at the text and images).</p>		
<p>What did the company do to make their product appealing?</p>		
<p>Do you think the ad was successful? Why or why not?</p>		

**Concluding Questions:**

1. What similarities do you notice between the two ads?

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2. What differences do you notice between the two ads?

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3. How did the industry deceive (trick) the consumers who viewed these ads?

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4. Why is it important to understand how advertising targets youth?

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Activity adapted from:

- [Introduction to Deconstructing Ads Activity](#) and [Too Cool for Juul: Deconstructing Pod Based Ads Activity](#), The Tobacco Prevention Toolkit Division of Adolescent Medicine, Stanford University
- [Same Old Tricks](#), Common Sense Education

## Grade 6 – Substance Use, Addictions, and Related Behaviours

### Lesson Five – Six: Culminating Task – Commercial

#### Learning Goals

- Students will demonstrate their understanding of the components, chemicals and mechanics of a vape.
- Students will create a commercial that clearly demonstrates their understanding of the consequences of choosing to use vapes.
- Students will explain the effects that vaping has on the teenage brain.

#### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education</b>	D1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development	1.2: describe the range of effects associated with using cannabis and other illicit drugs, and intoxicating substances
	D2. Making Healthy Choices: demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being	2.4: use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis
<b>Language – Literacy Connections and Applications</b>	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	2.5: demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production
		2.7: communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community
<b>Language – Foundations of Language</b>	B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	1.3: identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently
		1.4: identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or

		communication, including how their use may vary across cultures
<b>Language – Composition: Expressing Ideas and Creating Texts</b>	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics	1.1: identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning
		1.2: generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences
		1.4: classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium
	D2. Creating Texts : apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts	2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies
		2.6: edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers
	D3. Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics	3.1: produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect
3.2: publish and present texts they have created, using selected media and tools, and analyze how their choices helped them communicate their intended message		
<b>Arts - Drams</b>	B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives	1.2: demonstrate an understanding of the element of role by selectively using other elements to build belief in a role and establish its dramatic context
		1.4: communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer

## Materials:

<b>Minds On</b>	<ul style="list-style-type: none"> <li>- Twitter Feed (bulletin or virtual Padlet board)</li> <li>- Video – Breath of Stress Air (<a href="https://youtu.be/HtsoEYIfWeY?si=TRagSS-l4XpJnNh-">https://youtu.be/HtsoEYIfWeY?si=TRagSS-l4XpJnNh-</a>)</li> <li>- Video – If E-Cigarette Commercials Were Honest (<a href="https://youtu.be/aoag5E-CI8M">https://youtu.be/aoag5E-CI8M</a>)</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>- BLM 5.1 Ethos, Pathos, Logos Chart</li> <li>- BLM 5.2 Culminating Task: Commercial</li> <li>- BLM 5.3 Success Criteria: Commercial</li> <li>- BLM 5.4 Commercial Storyboard</li> <li>- BLM 5.5 Rubric: Commercial</li> <li>- Classroom technology or personal devices</li> <li>- Video editing apps: <a href="#">iMovie</a>, <a href="#">Explain Everything</a>, <a href="#">TouchCast Studios</a> (or <a href="#">others</a>)</li> <li>- Optional: Green screen (e.g., a green sheet, green paper)</li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Student commercials</li> <li>- Screen/projector with speakers</li> </ul>

## Setting the Focus:

This culminating task allows students to work in small groups to create a commercial called, “If Vape Commercials Were Honest.” Students will view example advertisements, discuss their effectiveness, and then work in groups to create a storyboard and a finished commercial that demonstrates an understanding of vapes and vaping (either nicotine or cannabis). The task will be completed over 2-3 classes and is integrated with the Grade 6 Language curriculum. Students may use iMovie, Explain Everything, or TouchCast Studios (or other similar apps) to create their commercial.

## Assessment for Learning:

Ongoing Observation	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Create a commercial that demonstrates an understanding of the mechanics of a vape, the health effects of choosing to vape, the impact on the developing teenage brain, and the connection between healthy living and the choice to use addictive substances.</li> <li>● Create a storyboard that serves as a graphic organizer for the commercial.</li> <li>● Collaborate with a small group of students, using effective communication skills.</li> <li>● Use effective and active listening skills to work</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>● Why is it important to understand the effects of choosing to vape?</li> <li>● How do the effects (music, sounds effects, animations etc.) you chose for your commercial help make the message stick?</li> <li>● What skills did you use to effectively create your commercial?</li> </ul>

<p>productively.</p> <ul style="list-style-type: none"> <li>● Conference effectively and use feedback given to improve their commercial.</li> <li>● Use media conventions effectively to enhance the message in their commercial.</li> <li>● Use either ethos, pathos or logos (or a combination) to persuade the audience.</li> <li>● Ensure that all group members have an active and integral role in their commercial.</li> </ul>	<p><b>Assessment tools:</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Storyboard</li> <li>● Commercial</li> <li>● Success criteria</li> <li>● Rubric</li> </ul>
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### Minds On (15 minutes): Twitter Feed Gallery Walk

1. Ask students to spend several minutes reviewing the class Twitter Board. Tell them to find one tweet that stands out to them. This does not have to be one of their own tweets.
2. Give students time to share and discuss what they have learned about vapes/vaping during the unit.
3. Watch two commercials:
  - [Breath of Stress Air](#) (Truth Initiative, 30s)
  - [If E-Cigarette Commercials Were Honest](#) (MT, 2:08)
4. Project and review BLM 5.1 Ethos, Pathos, Logos Chart with students. Ask students to identify examples of these persuasive techniques from commercials they have seen.
5. Explain to students that they will be creating a commercial in small groups called, "If Vaping Ads Were Honest." Remind students that their commercial can take on many different forms and should not mimic the one they just saw.
6. Discuss various apps that can be used for production (e.g., [iMovie](#), [Explain Everything](#), [TouchCast](#), or [other video editing apps](#)).
  - Note: Click the links to access Educator Guides for [iMovie](#), [Explain Everything](#), or [TouchCast](#).

### Action (2 lessons): Commercial

1. Distribute BLM 5.2 Culminating Task and BLM 5.3 Success Criteria. Review the task sheet and success criteria with students.
2. Distribute BLM 5.4 Commercial Storyboard to each student. Review template and examples of media conventions (p. 2).
3. Distribute BLM 5.5 Rubric: Commercial and review with students. Remind students to refer to the rubric often when planning their commercial.
4. Divide students into groups of 3-4.

5. Allow time for students to meet in groups to brainstorm and discuss their ideas.
6. Students should begin drafting their storyboard. Only one storyboard should be handed in per group.
7. Circulate and question, prompt and/or observe the groups as they work.
8. Students must discuss their Storyboard with the teacher before filming their commercial. Teacher to provide feedback to ensure that the success criteria have been considered.
9. Allow time for students to film and edit the commercial.
10. Teacher continues to circulate and provide feedback throughout the process.
11. Final commercials must be a digital file that is shared with the teacher.

### **Consolidation of Learning (30 minutes): Viewing Session**

1. Watch all commercials in a class viewing session. If there are time constraints, consider pairing groups so each group has the opportunity to view 1-2 other groups' commercials.
2. Give students time to share feedback with other groups (consider the content, presentation and persuasion effectiveness).



## Ethos - Credibility & Morality

- Evidence
- Integrity
- Citing claims
- Stating qualifications



**Examples:** Celebrity endorsements, track records, brand association

## Pathos - Emotion

- Appeal to the audience's sympathy and imagination
- Makes you identify with the writer/commercial/product
- Makes you feel something - Anger, joy, sympathy, excitement, fear etc.



**Examples:** Reuniting families, pictures of pets that need adopting

## Logos - Logic

- Uses reasoning
- Facts
- Research
- Cause & Effect



**Examples:** "If you use this product, it will make your life better," "3 out of 4 doctors recommend this product."

# Culminating Task: Commercial

BLM 5.2

This culminating task is all about creativity and persuasion. Your group will showcase your knowledge about the addictive nature of nicotine by creating a commercial that highlights the honest truth about vapes and vaping.

## Content:

- Brainstorm the honest facts/truths to highlight in the commercial.
- Include at least one form of persuasion (e.g., egos, pathos, logos) in the commercial.
- Explain the effects that nicotine can have on a person's body, brain and life.
- Explain some reasons why a person might be influenced to use that substance.
- Provide an examples of healthy living alternatives and how a person can make safe choices.

## Format:

- Commercial (video recording); between 1:00-3:00 minutes long.
- Includes engaging script with interaction between characters, narration, and/or voiceovers.
- Includes some effects such as transitions between frames, text, background music, sound effects, animation, silence, etc.
- Includes at least one group member on camera. Be sure to share the work (e.g., acting, recording, editing).
- **Note: You may NOT use any real or prop vapour products in the commercial. You may NOT act out the process of vaping.**

## Success Criteria: Commercial

BLM 5.3

### Students will:

- Show their understanding of the range of effects associated with using substances.
- Demonstrate their understanding of persuasion techniques used in advertising (e.g., ethos, pathos, or logos).
- Use decision-making strategies that demonstrate an understanding of factors that influence drug use and how to make safe personal choices.
- Demonstrate the connection between healthy living and the choice to use addictive substances.
- Use terms related to vapes/vaping, nicotine, addiction, and choice.
- Use media conventions to communicate the message and enhance meaning for the intended audience.
- Generate ideas to create a storyboard and effectively plan a commercial.
- Incorporate teacher feedback from conferencing.
- Collaborate well with peers using active listening skills to work productively.
- Ensure that all group members have an active and integral role in their commercial.

# Vaping Commercial Storyboard

Group Members: \_\_\_\_\_

BLM 5.4

<b>Shot Sketch</b>	<b>Shot Sketch</b>	<b>Shot Sketch</b>
<b>Script*:</b> _____ _____ _____	<b>Script:</b> _____ _____ _____	<b>Script:</b> _____ _____ _____
<b>Effects**:</b> _____	<b>Effects:</b> _____	<b>Effects:</b> _____
<b>Shot Sketch</b>	<b>Shot Sketch</b>	<b>Shot Sketch</b>
<b>Script:</b> _____ _____ _____	<b>Script:</b> _____ _____ _____	<b>Script:</b> _____ _____ _____
<b>Effects:</b> _____	<b>Effects:</b> _____	<b>Effects:</b> _____

**Vaping Commercial Storyboard Page 2**

<p><b>Shot Sketch</b></p>	<p><b>Shot Sketch</b></p>	<p><b>Shot Sketch</b></p>
<p><b>Script:</b> _____          _____          _____</p> <p><b>Effects:</b> _____</p>	<p><b>Script:</b> _____          _____          _____</p> <p><b>Effects:</b> _____</p>	<p><b>Script:</b> _____          _____          _____</p> <p><b>Effects:</b> _____</p>
<p><b>Shot Sketch</b></p>	<p><b>Shot Sketch</b></p>	<p><b>Shot Sketch</b></p>
<p><b>Script:</b> _____          _____          _____</p> <p><b>Effects:</b> _____</p>	<p><b>Script:</b> _____          _____          _____</p> <p><b>Effects:</b> _____</p>	<p><b>Script:</b> _____          _____          _____</p> <p><b>Effects:</b> _____</p>

\*Script can include interaction between characters, narration, or voiceovers.

\*\*Effects can include transitions between frames, text, background music, sound effects, animation, silence, etc.

# Rubric: Commercial

Name: \_\_\_\_\_

BLM 5.5

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge &amp; Understanding</b>				
Demonstrates knowledge of the range of effects associated with using substances.	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Demonstrates an understanding of persuasion techniques in advertising	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
<b>Thinking</b>				
Uses decision-making strategies that demonstrate an understanding of factors that influence drug use and how to make safe personal choices.	Uses critical thinking processes with limited effectiveness	Uses critical thinking processes with some effectiveness	Uses critical thinking skills with considerable effectiveness	Uses critical thinking skills with a high degree of effectiveness
Generates ideas to create a storyboard and effectively plan a commercial.	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness

<b>Communication</b>				
Uses terms related to vapes/vaping, nicotine, addiction, and choice.	Uses health conventions, vocabulary, and terminology with limited effectiveness	Uses health conventions, vocabulary, and terminology with some effectiveness	Uses health conventions, vocabulary, and terminology with considerable effectiveness	Uses health conventions, vocabulary, and terminology with a high degree of effectiveness
Uses media conventions to communicate the message and enhance meaning for the intended audience.	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
<b>Application</b>				
Demonstrates the connection between healthy living and the choice to use addictive substances.	Makes connections with limited effectiveness	Makes connections with some effectiveness	Makes connections with considerable effectiveness	Makes connections with a high degree of effectiveness

Adapted from: <https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/sample-achievement-charts>