

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Overview

Students understand the health and financial implications of substance use, addictions and related behaviours. They explore the relationship between stress, mental health and substance use, addictions or related behaviours, and the possible impact on a person's health and financial well-being.

Students work cooperatively in small groups to further their understanding of the connections between stress, mental health and substance use and/or addictive behaviours and the short- and long-term implications of decision-making related to financial well-being.

Connections to Financial Literacy

Financial literacy knowledge and skills are directly linked to the learning in the Healthy Living stand of the Health and Physical Education curriculum. In addition, student learning related to Living Skills expectations such as personal skills, e.g., self-awareness and self-monitoring skills; adaptive, coping, and management skills, interpersonal skills, e.g., communication skills; relationship and social skills, and critical and creative thinking skills, e.g., setting goals, solving problems, making decisions, evaluating choices, are connected with financial literacy. There are many opportunities to link the development of healthy living skills and financial literacy skills related to personal financial planning such as budgeting, saving, and spending, and planning for the future, as well as the social implications of financial decisions.

Connections to Curriculum

The curriculum expectations addressed in each lesson are identified within the lesson plan. The curriculum expectations, including examples and other supporting information, can be accessed through a hyperlink within the lesson.

Considerations for Planning

Approach lessons and discussions, involving stress and mental health, with sensitivity. There may be many things related to students' skills, cultures, and backgrounds that may impact their comfort and experience with this topic. Students may have limited control over some of the choices available to them.

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Puzzled Connections! Lesson 1

Students work cooperatively to further their understanding of the connections between stress, mental health and substance use, and/or addictive behaviours and personal finances. Small groups explore the financial links and develop awareness of the short- and long-term implications of decisions on personal and financial well-being.

Connections to Financial Literacy

Financial literacy knowledge and skills are linked to the Healthy Living strand of the Health and Physical Education curriculum. Student learning related to Living Skills expectations such as personal skills, e.g., self-awareness and self-monitoring skills; adaptive, coping, and management skills; interpersonal skills, e.g., communication skills; relationship and social skills; and critical and creative thinking skills, e.g., setting goals, solving problems, making decisions, evaluating choices, can be connected with financial literacy. There are many opportunities to link the development of healthy living skills and financial literacy skills related to personal financial planning such as budgeting, saving, and spending, and planning for the future as well as the social implications of financial decisions.

Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

Health and Physical Education

Healthy Living

1. Living Skills – demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade

1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living

1.5 use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education

C1. Healthy Living – demonstrate an understanding of factors that contribute to healthy development

C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours and the consequences that can occur

Learning Goals

Students will:

- recognize how stress is a part of everyday life
- identify physical, emotional, and behavioural symptoms of stress
- understand how to apply positive strategies for relieving stress
- analyse the impact of negative ways of dealing with stress, e.g., substance use, addictions, on personal life, finances, health and well-being, mental health, and school/work
- communicate the connection between stress and the use of substances and the impact on self, others, and their finances

Sample Success Criteria

I am able to recognize possible physical, emotional, and behavioural symptoms of stress.

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Puzzled Connections! Lesson 1

Curriculum Expectations (continued)

[Click here](#) to access expectations in full, with examples.

C2. Healthy Living – demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

C2.3 explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health

Language

Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
 - 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

Language

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience
 - 1.2 generate ideas about a potential topic using a variety of strategies and resources

Considerations for Planning

Readiness

Students should:

- understand the connection between mental illnesses and problematic substance use and/or other addictions (from Grade 7 health) **Note:** Stress that, although they are related, it does not mean that one causes the other.
- have an understanding of support services available for them or others around them dealing with issues
- understand that stress can have both positive and negative impacts and that some of the impacts also have social and financial implications
- know positive outlets for stress relief, e.g., physical activity, listening to music, resting, meditating, talking with someone, yoga, art, church/synagogue/temple, volunteer
- know what the term *Financial Literacy* means
- feel safe in the classroom in order to share ideas (Review classroom norms.)
- be sensitive to the needs and emotions of others in the class who may have personal connections to the learning

Terminology

- Financial literacy
- Financial implications
- Addictions
- Substances
- Stress
- Mental Health

Materials

- Riddle about stress written on chart paper
- 5 envelopes with cut-up strips of Handout: Impact of Substance Use, Addictions, and Related Behaviours
- Object for “Pass the Bass”
- Teacher Handout: **Puzzle Pieces**
- Teacher Handout: **Possible Impact of Substance Use, Addictions and Related Behaviours**
- Markers
- Parking Lot chart paper
- Sticky notes

Website

- Toxic Stress: **The Facts**

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Puzzled Connections! Lesson 1	
Minds On	Connections
<p>Whole Class → Parking Lot/Big Question</p> <p>Post a large chart paper and provide each table group with sticky notes to add thoughts or reflections during the course of the lesson. Students may use this Parking Lot to post questions/comments worthy of further discussions.</p> <p>BIG QUESTION</p> <p>Consider this Big Question and try to see how we might make links and see common themes: What might be the connections between substance use, addictions, stress, and money/finances?</p> <p>Whole Class → Think/Pair/Share</p> <p>Post this riddle on the board/chart paper: <i>Nobody can escape me. I am sometimes good and sometimes harmful to your health. I can be the spice of life. I can be life threatening.</i></p> <p>Students make guesses and discuss possible answers. When they determine that the answer is “stress”, have them form a large Community Circle. Prompt: We all deal with stress on a daily basis. Some stresses are daily hassles, some are long-term worries, and some are major life-changing events. Ask the students to think to themselves about stressful situations in their lives.</p> <p>Students may think/say: <i>peers, teachers, parents, siblings, family, sports, coaches, sick family member, death in family, romance, decisions, illness, living in two homes, time management, debt, job, future goals, worrying about future.</i></p> <p>Guiding Questions: What might be an example of a daily hassle? ...a long-term worry? ...a major life-changing event? Possible student response: <i>Keeping up with school demands, being healthy or finding a job, coping with family issues such as divorce.</i></p> <p>Students turn to their elbow partner and pair on right hand side to share their stress and a possible coping strategy. Now share with the whole class with a “Pass the Bass” idea sharing activity. Students are already in a Community Circle. The teacher begins with an object, i.e., rubber fish, stuffed toy, Koosh ball, etc., and states a stressful situation. Role model for the class an appropriate coping strategy for a stressful situation, e.g., deadlines for work – coping strategy could be creating a schedule to help manage time; concern about health of loved one – coping strategy could be exercising to make sure mind and body remain healthy, etc.</p> <p>Toss the object carefully to one student who shares something that causes them worry or stress and then tosses to someone else who has a coping strategy for them. The student who stated the coping strategy then shares their stressor or worry and throws the object to someone else for a coping strategy. The game continues for a few rounds until all students who wished to share have had the opportunity to do so.</p>	<p>A for L Use an at-a-glance sheet to note students who offer a variety of positive outlets for stress management.</p> <p>A for L Using a thumbs up/down strategy, students self assess their understanding of a variety of positive outlets for stress relief in the Minds On activity.</p> <p>Tips</p> <p>Define daily hassle, long-term worry and major life event by giving an example of each.</p> <p>Remind students that they have the right to pass. Remind students that different coping strategies work for different people and that one situation may have multiple strategies to help a person.</p>

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Puzzled Connections! Lesson 1	
Minds On	Connections
<p>Whole Class → Debrief</p> <p>Prompt: Not all stress is a bad thing. We need some stress in our lives in order to get motivated. Think about an alarm clock that goes off in the morning. The alarm helps us to stay motivated even though we might feel the negative effects of it, such as racing heart beat or breathing faster. Discuss with students the different types of stress – positive, tolerable, toxic – and their possible impacts.</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • How would understanding more about financial literacy, i.e., having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence, help someone to make better short- and long-term decisions in life? • Why might a person who is experiencing stress, i.e., daily hassle, long-term worry, or major life changing event, choose negative ways to deal with the issue? • What forms of stress can be helpful? Explain. • What is the possible connection between the development of personal skills, (i.e., self-awareness and self monitoring, adaptive, coping, and management skills), and improved financial literacy skills? • What are implications of financial decisions that can cause stress? How could they impact mental health? • What might be the underlying reason for someone making choices that negatively impact their health? (<i>e.g., poor self-esteem, poor judgement, poor body image, financial issues, peer-pressure, lack of strong support system</i>) 	<p>Possible extension of learning:</p> <p>This website provides an interesting discussion piece about different types of stress – positive, tolerable, and toxic. It addresses the body's coping strategy and the possible short- and long-term effects of stress. Toxic Stress: The Facts</p>

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Puzzled Connections! Lesson 1	
Action!	Connections
<p>Small Groups → Sort and Classify</p> <p>Prior to the activity, co-construct with students a list of points describing what the physical, emotional, or behavioural impact of stress could look like, sound like, and feel like. This provides a framework for students as they are working to organize the ideas under each of the headings.</p> <p>Cut stressors listed in Teacher Handout: Possible Impact of Substance Use, Addictions and Related Behaviours into strips and place in an envelope for each group. Students work together cooperatively in groups of 5-6 to sort and classify statements that relate to substance use, addictions and related behaviours into the following categories:</p> <ul style="list-style-type: none"> • Possible Impact on Friends and Family • Possible Impact on Personal Life/Healthy Relationships • Possible Impact on Finances or Money • Possible Impact on Physical Health and Well-Being • Possible Impact on Mental Health • Possible Impact on School and/or Work <p>Remind students that many of the possible impacts are inter-related and overlap the categories. Students should be able justify why they feel a certain strip goes under a category. As they work together, they will also make connections between the outcome on each strip and whether it is considered a physical, emotional or behavioural impact of stress.</p> <p>Note: You may choose not to include all of the possible stressors to limit the number of factors students are considering. You may also choose to include blank strips in each package and encourage students to add their own ideas as they discuss in small groups.</p> <p>Whole Class → Debrief</p> <p>Conduct a whole group debrief:</p> <ul style="list-style-type: none"> • Did you find that any strips could have been under more than one category? • Can you think of other impacts that were not listed in your envelope that you would like to add? • What did you notice about the physical, emotional, and behavioural symptoms under each heading? • What are some of the warning signs and effects of stress that are common to at least two or three (if not more) of the categories into which we have sorted possible impacts? 	<p>Tip</p> <p>Physical symptoms: sweating, tension headache, stomach troubles, pimples, hives, racing heart, sore muscles in neck, teeth grinding;</p> <p>Emotional symptoms: crying, moodiness, sleeping disorders, anxiety;</p> <p>Behavioural symptoms: use of alcohol, smoking, other drugs, no appetite, overeating, binge eating, shopping, or gambling.</p> <p> Provide options for groups or students to choose from packages that contain fewer strips.</p> <p> Provide opportunities for students to work in groups of different sizes for this task.</p>

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Puzzled Connections! Lesson 1	
Action!	Connections
<p>Small Groups → Round Robin Cooperative Brainstorm</p> <p>Gather students into small groups of 5-6 using a Numbered Heads strategy. Provide each group with one chart paper that has been cut into a large puzzle piece (see Handout: Puzzle Pieces – Teacher). Each of the four pieces will have one of the following written in the middle: Mental Health, Substance Use, Stress and Addictions and Related Behaviours. Each student has their own marker in order to contribute to the puzzle.</p> <p>Guiding Question</p> <p>Look at the word(s) in the middle of your puzzle piece. Think about the first activity and how it relates to what is in front of you. What kinds of connections might you make? You will be using pictures and words and will be asked to find how we might made connections to our big question posted at the front of the class.</p> <p>Task 1 – Direct students to first add <u>only pictures</u> to the central idea without speaking. Allow 2-3 minutes for this activity. Instruct students to move clockwise to the next chart puzzle piece.</p> <p>Task 2 – Direct students to look at the images in front of them and this time add <u>only words</u> to the central idea. Once complete, have students rotate clockwise to the next puzzle piece.</p> <p>Task 3 – Have students take time to read and discuss the pictures and the words and, as a group, see if they can analyse trends. Prompt: What connections can be made to the Big Question? Once discussed, the last rotation takes each group back to their original chart paper where they review what was added to their puzzle and see how things relate to each other.</p> <p>Final task – Allow students time to discuss what has been added to their puzzle. They will need time to see the big picture as it relates to the Big Question and prepare to present their findings to the class. As each group presents, tape the puzzle pieces to the wall to create a visual display of the connections that can be referenced in the next lesson.</p>	<p>Tip</p> <p>Encourage students to get ideas down on the paper quickly either with a single word or short phrase.</p> <p>A to L Observe student learning using the ICE strategy:</p> <p>Ideas (basic understanding, details, facts)</p> <p>Connections (relationships or patterns)</p> <p>Extensions (go beyond what is obvious and make the deep connections as it relates to the big question above).</p>

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Puzzled Connections! Lesson 1	
Consolidation	Connections
<p>Individual → Two Dollar Summary Individually, students create a 'Toonie for Your Thoughts' to reflect on their understanding of the Big Question at the beginning of the lesson. Each student writes a Two Dollar Summary – 10 cents a word. What was their big learning?</p> <p>Whole Group → Parking Lot Discussion Choose a few sticky notes from the Parking Lot to discuss as a whole group.</p>	<p>A or L Students reflect on their learning and complete the Two Dollar Summary. Review student responses and decide if they made connections to the Big Question.</p> <p>TI Provide the option to orally discuss the consolidation with the teacher rather than write out the Two Dollar Summary.</p>

Possible Impact of Substance Use, Addictions, and Related Behaviours page 1 of 8

Possible Impact on Friends and Family

Possible Impact on Personal Life/Healthy Relationships

Possible Impact on Finances or Money

Possible Impact of Substance Use, Addictions, and Related Behaviours page 2 of 8

**Possible Impact on
Physical Health and Well-Being**

**Possible Impact on
Mental Health**

**Possible Impact on
School and/or Work**

Possible Impact of Substance Use, Addictions, and Related Behaviours

page 3 of 8

Break up with girlfriend/boyfriend
Conflicts with parents
Family and friends can see you have changed
Conflicts with brothers/sisters
Rejection of friends
New friends are also users
Break family rules
Trust issues
Stealing money from friends and family to buy alcohol or drugs
Borrow money from family and friends
Might expose family or friends to 'questionable' acquaintances
Run away from home
Be kicked out of family home
Friends and family can feel helpless
Need family counselling to help deal with the issues

Possible Impact of Substance Use, Addictions, and Related Behaviours

page 4 of 8

Bad reputation
Not achieving goals
No motivation
Can't set goals
Can't achieve future dreams
Feel like a failure
Give up
Peer pressure
Low self esteem
Dropping out of school
Buying and selling drugs
Stealing things to sell to make money to support habit
Visiting pawn shops to sell items in exchange for money
Charged with a crime of possession – can't keep some jobs down the road
Fined by police
Credit card debt

Possible Impact of Substance Use, Addictions, and Related Behaviours page 5 of 8

Bank creditors after you for payment
Bad credit rating
Spend more than earn
Increase debt
Can't pay mortgage on home
Can't pay bills
Can't cover costs of basic necessities of life
Unable to save money
Unable to put money away for emergency funds
Unable to save for a vacation
Always broke
Might owe many people money at one time
Spend more to try and get out of debt, only increasing debt further
Might get a ticket
Might get into an accident and have to pay for repairs somehow

Possible Impact of Substance Use, Addictions, and Related Behaviours page 6 of 8

Sleeping disorders
Get sick often
Immune system weakened
Improper diet
Lack of physical fitness
Lose weight
Gain weight
Engage in higher risk behaviours (risk of HIV from contaminated needles)
Poor sexual choices
Higher risk of contracting a sexually transmitted infection (STI) when under the influence of a substance
Get into fights and get hurt
General feeling of being unwell
Stress
Acne and other skin problems
Lack of energy

Possible Impact of Substance Use, Addictions, and Related Behaviours page 7 of 8

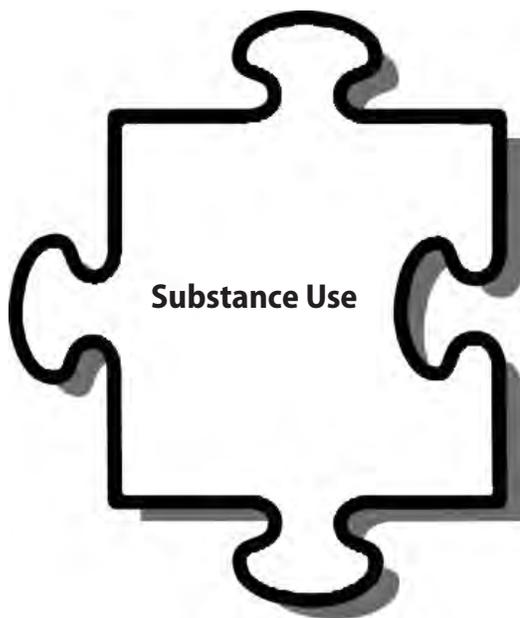
Feel hopeless
Thoughts of suicide
Possible attempt of suicide
Feel 'down'; sad
Depression issues
Anxiety issues
'Imbalance' – not feeling 'right'
Look for 'fix' to feel better
Withdrawal symptoms
Unstable mood swings
Feel lost, without direction
Feel a 'high' when using the drug or participating in the addictive behaviour
Brain needs the 'fix'
Incomplete work
Might fail courses

Possible Impact of Substance Use, Addictions, and Related Behaviours page 8 of 8

Skip class
Will get suspended for being 'high'
Might get expelled if possess drugs on school property
Don't show up to work
Late for work
Boss might not give you opportunities
Consequences from school, e.g., suspension
Drop out of school eventually
Might lose job by getting fired
Hard time holding a job consistently
Hard time finding a job
Concentration issues
Might be distracted by on-line gaming and make a mistake at work
Quit sports teams or other clubs
Consumed by addiction and not by life around you

Puzzle Pieces

Cut chart papers in the shapes of puzzle pieces.



Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Making Cents of the Situation *Lesson 2*

Students work cooperatively to explore the connections between stress, mental health and substance use, and/or addictive behaviours and to develop strategies for relieving stress. They use critical thinking skills to explore the short- and long-term implications of decision-making on personal and financial well-being.

Connections to Financial Literacy

Financial literacy knowledge and skills are linked to the Healthy Living stand of the Health and Physical Education curriculum. Student learning related to Living Skills expectations such as personal skills, e.g. self-awareness and self-monitoring skills; adaptive, coping, and management skills; interpersonal skills, e.g., communication skills; relationship and social skills; and critical and creative thinking skills, e.g., setting goals, solving problems, making decisions, evaluating choices, can be connected with financial literacy. There are many opportunities to link the development of healthy living skills and financial literacy skills related to personal financial planning such as budgeting, saving, and spending, planning for the future as well as the social implications of financial decisions.

Curriculum Expectations

[Click here](#) to access expectations in full, with examples.

Health and Physical Education

Healthy Living

1. Living Skills – demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade

1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living

C1. Healthy Living – demonstrate an understanding of factors that contribute to healthy development

C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours and the consequences that can occur

Learning Goals

Students will:

- recognize how stress is a part of everyday life
- identify physical, emotional, and behavioural, symptoms of stress
- understand how to apply positive strategies for relieving stress
- analyse the impact of negative ways of dealing with stress, e.g., substance use, addictions, on personal life, finances, health and well-being, mental health, and school/work
- communicate the connection between stress and the use of substances and the impact on self, others, and their finances
- describe sources of support or help
- use critical thinking skills to understand and apply the decision-making process

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Making Cents of the Situation Lesson 2

Curriculum Expectations (continued)

[Click here](#) to access expectations in full, with examples.

C2. Healthy Living – demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

C2.3 explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health

Language

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience

1.2 generate ideas about a potential topic using a variety of strategies and resources

The Arts

Drama

C2. 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

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities

B1.3 plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role

Sample Success Criteria

I am able to understand the problem and be specific about the struggle between the issues and how they relate to the learning in the lessons.

I am able to provide options and ensure there are at least 2–3 viable options.

I am able to evaluate the pros/cons of each option and organize the details of the pros/cons logically, clearly and concisely.

I can make a decision.

I can reflect on the decision.

Sample Success Criteria for the Improvisation

I can demonstrate an ability to sustain concentration, and an understanding of the appropriate use of the voice and gesture in the improvisation of the scenario, e.g., monologue, puppet play, improvisation, interview, talk show.

My voice is clear and I use expression.

I focus and stay in character role to ensure audience believes the role.

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Making Cents of the Situation Lesson 2

Considerations for Planning

Readiness

Students should:

- have an understanding of support services available for them or others around them dealing with issues
- know that some impacts also have social and financial implications
- feel safe in order to share ideas
- be sensitive to the needs and emotions of others in the class that may have personal connections to the learning
- have experience using a decision-making process to make decisions

Terminology

- Financial Literacy
- Financial Implications
- Addictions
- Substances
- Stress
- Mental Health
- Improvisation
- Voice
- Focus

Materials

- Parking Lot and Puzzle Pieces from prior lesson posted in classroom for reference
- Background Music for Mix and Mingle
- Handout: **Clock Faces** for appointments
- Handout: **Choice Board**
- Handout: **Exit Pass**
- Parking Lot chart paper
- Sticky Notes

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Making Cents of the Situation Lesson 2	
Minds On	Connections
<p>Whole Class → Review</p> <p>Suggest that students try to see how they might make links and see common themes with the ideas from Lesson 1 to further strengthen their understanding of the Big Question: What might be the connections between substance use, addictions, stress, and money/finances?</p> <p>Mix and Mingle – Play background music and allow the students to mix and mingle. Give each student a clock face template (Handout: Clock Faces – Teacher) to make appointments with other students. Instruct students to find one partner for a 3:00 o'clock appointment, one for a 6:00 o'clock appointment, and one for a 9:00 o'clock appointment. All appointments must be pre-arranged and include one different person per available time slot. Each appointment lasts two minutes. (If there are an odd number of students, one group may have a triad meeting.)</p> <p>Pairs → Appointments</p> <p>Once appointments have been set, send students to their first appointment (3 o'clock) to discuss this question based on prior learning: What are some implications of choices that people make in regards to substances and addictions? Student responses may vary but could include – <i>might end up with health concerns, self-image issues, financial problems like increased debt, family problems, social isolation, overspending, loss of job.</i></p> <p>Students meet with next appointment (6 o'clock). Pose this question: If money issues are a common theme across the puzzle pieces, how might someone's decision making be changed if they were not influenced with substances or addictive behaviours? Student responses may vary but could include – <i>make better spending decisions, recognize that they need help and will seek a therapist or doctor, might look to family for support, might not acquire credit card debt, not lose job because of issues.</i></p> <p>Students meet with last appointment (9:00 o'clock). Pose this question: What support resources are available or might be available either, through the school or the community, to help someone with substance use, addictions or other related behaviours? Student responses may vary but could include – <i>Kid's Help Phone, doctor, family members, therapists, Al Anon, AA, Drugs Not 4 Me, financial advisor, an elder, or a coach.</i></p> <p>Close the discussion with any Parking Lot talk that was not covered in the prior class or any new sticky notes that have been added.</p>	<p>Tips</p> <p>Prior to the lesson, post the Parking Lot chart paper and provide each table group with sticky notes. Invite the students to post thoughts and ideas here for later discussion.</p> <p>Post the puzzle pieces from the previous lesson in order to help the students focus on the Big Question.</p> <p>A for L Assess with thumbs up/down if students need more time to discuss the question at their appointment.</p>

Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

Making Cents of the Situation Lesson 2	
Action!	Connections
<p>Individual/Pairs/Groups → Making Cents of the Situation Choice Board</p> <p>Students apply their learning in a more independent manner by responding to a scenario, using a presentation strategy selected from a choice board.</p> <p>Direct students to decide whether they will work alone, in pairs or in a small group, to select a scenario; then, using the choice board, select their way of sharing information from their scenario. The scenarios provide students with an opportunity to be creative in the consolidation of their learning. Each scenario has suggested formats from the choice board listed; however, modifications based on student interest and teacher guidance are encouraged. Provide guidance, if needed, as students are developing their presentations to help them share information and avoid stereotypes and assumptions as they play different roles.</p> <p>Note: Ensure that students all respect the norms of the class in terms of inclusion, i.e., do not turn away a student who wishes to join a group, and respect that some students may wish to work alone.</p> <p>Post the criteria for the choice board (see Handout: Choice Board) and discuss with students some examples of what each might look like. No matter what type of presentation students choose, e.g., monologue, puppet show, debate, they need to keep these criteria in mind to get these messages across. Also, review the guiding questions you will use for discussion at the end of the lesson so students have the opportunity to think about them as they work.</p> <p>For each scenario, students must address these criteria:</p> <ul style="list-style-type: none"> • Makes Cents, e.g., make sense of the financial implications of the scenario on the person affected, the family, the personal life, job etc. • Stress Busters, e.g., provide coping mechanisms for the issues in the scenario including sources of support; alternatives to the use of substances or addictive behaviours • Addiction Prediction, e.g., some possible warning signs of stress or substance use and additive behaviours based on the puzzled connections lesson – physical, emotional, behavioural • Decision-making Pathway, (if applicable to the scenario) e.g., understand the problem, consider options, evaluate pros/cons, make decision and reflect 	<p>A for L Watch how students interact, share feedback for next steps.</p> <p>A for L Provide feedback to the individuals/groups while they are working on a task and/or performing.</p> <p>TI The student Choice Board provides an element of differentiation for product in that students chose an activity based on their learning style and interests. Encourage students to try something new to challenge themselves.</p>

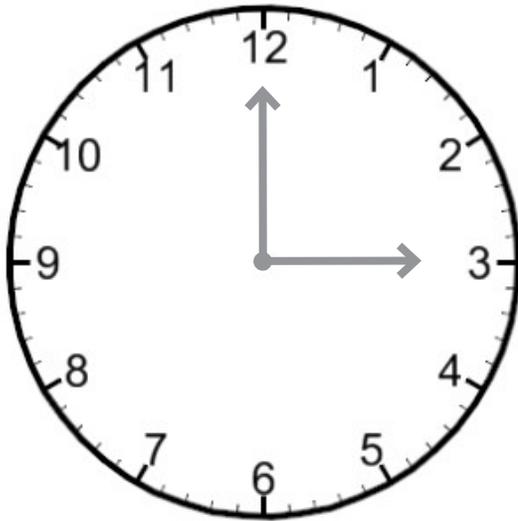
Making Connections: Financial Literacy, Substance Use, Addictions, Mental Health and Stress Management

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised) Grade 8 Healthy Living
Language, Grades 1–8 (2006) Grade 8 Oral Communication, Writing The Arts, Grades 1–8 (2009) Grade 8 Drama

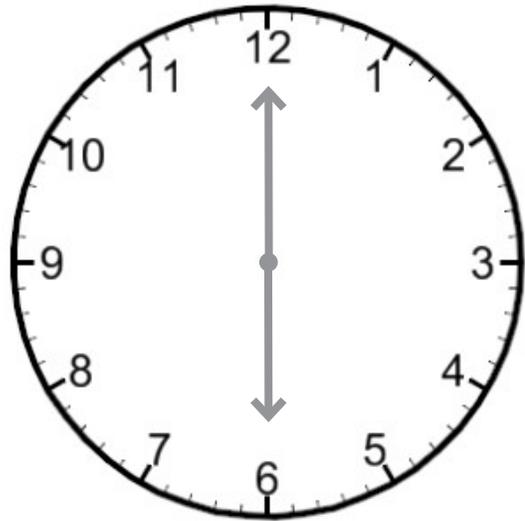
Making Cents of the Situation Lesson 2	
Action! (continued)	Connections
<p>After students have shared their scenarios, debrief to discuss the learning. Consider these questions:</p> <ul style="list-style-type: none"> • What did you notice in preparing your presentation about the possible connections between mental health, substance use, and finances? • How did you consider bias and assumptions when preparing your scenarios to avoid sharing stereotypes or sharing false information? • What did you learn about warning signs of possible addiction? • How does knowing yourself help in reducing stress and making healthy choices? What connections can you make between that and financial literacy? 	
Consolidation	Connections
<p>Individual → Exit Pass Use Handout: Exit Pass to consider the Big Question: <i>What might be the connections between substance use, addictions, stress and money/finances?</i></p> <p>Guiding Questions</p> <p>Circle: Something that is still rolling around in my head is... or One thing I am still not sure about is... or One thing I want to learn more about is...</p> <p>Square: Something that squares with my thinking (agree with) is...</p> <p>Triangle: Three things I will remember are...</p> <p>Arrow: Moving forward, something I will take with me is... or In the future, I will think about... or Next steps are...</p>	<p>A#L Consider the thoughts/ideas that students record on the Exit Pass and use them for further discussion, if appropriate. Have they made the connections to financial literacy in moving forward as per the Big Question? What have they missed in terms of understanding? What did they feel was their big learning and how might you (the teacher) use this to further consolidate learning?</p> <p>D Differentiate the product by providing some students with the opportunity to give feedback orally for the Exit Pass.</p>

Clock Faces

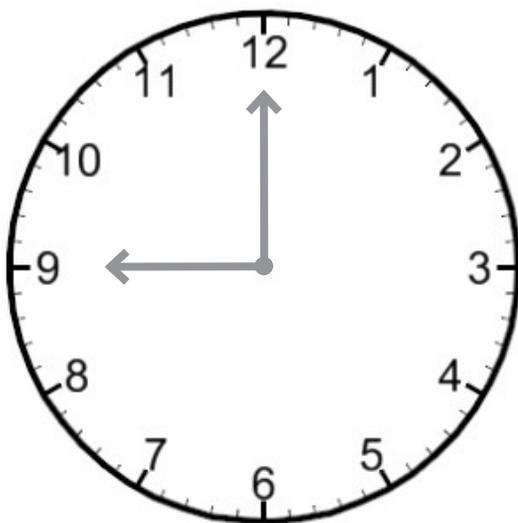
Give each student a clock face on which to record their appointments.



Name _____



Name _____



Name _____

Choice Board

Address these criteria for each choice on the Choice Board:

- Makes Cents, e.g., make sense of the financial implications of the scenario on the person affected, the family, the personal life, job
- Stress Busters, e.g., provide coping mechanisms for the issues in the scenario, including sources of support and alternatives to the use of substances or addictive behaviours
- Addiction Prediction, e.g., some possible warning signs of stress or substance use and addictive behaviours based on the puzzled connections lesson – physical, emotional, behavioural
- Decision-making Pathway (if applicable to the scenario), e.g., understand the problem, consider options, evaluate pros/cons, make decision and reflect

Solo	In pairs	In groups
<p>Monologue – Act out a rant based on one of the scenarios provided.</p>	<p>Puppet Show – Create a mini play using puppets as the characters for one of the scenarios provided.</p>	<p>Play – Create an improvisation of one scenario provided in a mock trial. Ensure that each actor has a defined role to portray. Consider the impacts discussed in class and make connections for your audience.</p>
<p>News Report –Address the <i>who, what, where, when, why</i> and <i>how</i> of the scenario. Either perform live or record the report.</p>	<p>Debate – Compare and contrast the issues from one of the scenarios provided. Ensure you prove your points with support using the criteria.</p>	<p>Talk Show/Panel of Experts – Provide an analysis of one of the scenarios listed and ensure that multiple viewpoints are considered. Develop at least 5 questions and answers relevant to the scenario and criteria.</p>
<p>Letter to the Editor – Express your concerns based on one of the scenarios.</p>	<p>Song/Poem – Create a song/poem based on the scenario chosen. Ensure the criteria are considered in the lyrics/ words.</p>	<p>Newspaper Spread – Each person in the group writes a small article for the ‘local’ newspaper. Each article is from a different viewpoint, e.g., the person with the addiction; a family member or friend; the school/ workplace, the doctor. Each voice must also consider the criteria.</p>

Choice Board Scenarios page 1 of 2

You are a teenager facing a lot of peer pressure (**ROLE**). Explain (**STRONG VERB**) to your peer group (**AUDIENCE**) why you feel that they need to respect your decision to not smoke pot (**TOPIC**) because you are concerned about the short- and long-term effects on your personal life as well as your future goals. You have chosen to stand before your peers and give a persuasive speech (**FORMAT** – *Monologue, News Report, Letter to Editor, Song /Poem, Puppet Show, Debate, Play, Panel of Experts*) about your reasoning on how choosing to try pot could lead to trying other substances. Include financial implications, coping mechanisms, warning signs of addictive behaviours, and an explanation of the decision-making process used.

You are a person who has experienced and recovered from an addiction to something, e.g., food, shopping, exercise (**ROLE**). Develop a dramatic depiction (**FORMAT** – *Monologue, News Report, Puppet Show, Debate, Play, Panel of Experts*) of why you chose to cope with the stress in your life in this manner (**TOPIC**) and how you got help to change your behaviour. You are taking your message across the country by way of a mobile talk show (**AUDIENCE**) in order to encourage (**STRONG VERB**) others to seek help when they recognize the signs, symptoms, and/or financial implications of these related behaviours.

You are a member of the community – doctor, therapist, teacher, religious leader (**ROLE**) who is being interviewed (**FORMAT**– *Monologue, News Report, Puppet Show, Debate, Play, Panel of Experts*) on the local cable TV program. You have been summoned to be an expert for families (**AUDIENCE**) who have loved ones dealing with substance use and/or addictions. You provide feedback and explain (**STRONG VERB**) to them about the possible implications of substances on their lives. Include financial implications, coping mechanisms, warning signs of addictive behaviours, and processes for making decisions (**TOPIC**).

You are a family member of a 'gamer' who does not live in reality (**ROLE**). He/She is spending a huge amount of time and money updating technology and staying up all night playing these games. The family is concerned and want the gamer (**AUDIENCE**) to stop because this behaviour is taking its toll on the family unit since he/she is exhibiting some serious social, physical, and behavioural effects of the addiction. The family members are requesting (**STRONG VERB**) an intervention (**FORMAT** – *Monologue, News Report, Letter to Editor, Puppet Show, Debate, Play, Panel of Experts, Newspaper Spread*) about the effects of the gamer's actions (**TOPIC**). Include financial implications, coping mechanisms, warning signs of addictive behaviours, and the process used for making decisions.

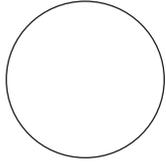
Choice Board Scenarios page 2 of 2

<p>You are a mental health professional (ROLE) who is touring local high schools (AUDIENCE) in order to highlight the risks of substance use and addictive behaviours in a presentation (FORMAT – <i>Monologue, News Report, Letter to Editor, Song/Poem, Puppet Show, Debate, Play, Panel of Experts, Newspaper Spread</i>) for teens. Promote (STRONG VERB) the importance of the need for accessing support services in order to understand the connections between stress (particularly toxic stress), substance use, and other related behaviours on teens. Include financial implications, coping mechanisms, warning signs of addictive behaviours, and how using a process to make decisions can be a helpful tool for teens (TOPIC).</p>
<p>You are a recovering from being a person who regularly participated in binge drinking (ROLE). You have chosen to appeal (STRONG VERB) to family members, friends, community members and other persons with addictive tendencies (AUDIENCE) in an attempt to direct attention to the need for early intervention when warning signs are apparent because you now fully understand the consequences of your actions (TOPIC). Include financial implications, warning signs of addictive behaviours and effect on self and others, and the process used to make decisions in your presentation (FORMAT – <i>Monologue, News Report, Letter to Editor, Song/Poem, Puppet Show, Debate, Play</i>).</p>
<p>You are a celebrity (actor, athlete, or musician) who has found yourself hitting rock bottom (ROLE) because of substances and addictive behaviours. The decisions you have made have had a negative impact on your career and now you are working to make some positive changes. Explain your 'wake-up call' to your fan base (AUDIENCE) and justify (STRONG VERB) your reasons for these changes (TOPIC) based on financial implications, warning signs of addictive behaviours and effect on self and others, and the processes you used to make decisions (FORMAT – <i>Monologue, News Report, Song/Poem, Puppet Show, Debate, Talk Show, Play</i>).</p>

Exit Pass

Name: _____

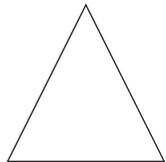
Something that is still rolling around my head is...



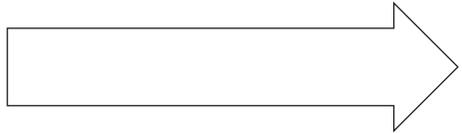
Something that squares with my thinking is...



Three things I will remember are...



In moving forward, something that I will take with me is...



Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised)	
Healthy Living	
Overall Expectations	Specific Expectations
<p>Healthy Living 1. Living Skills – demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p>1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., <i>Active Living: manage their improvement of different health-related components of fitness by monitoring the frequency of their physical activity, the intensity of their activity, the types of activities they choose, and the length of time they are being active; Movement Competence: experiment with shifting weight and changing body position to find ways to make smoother transitions when performing a series of balances with a partner; Healthy Living: identify the type of support that is available to help with the various physical, emotional, cultural, social, and psychological issues that can arise in connection with sexuality and sexual health</i>)</p> <p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., <i>Active Living: track and analyse changes in their health-related components of fitness over a designated period of time, and make any necessary adjustments in their fitness plans; plan ways to promote the involvement of all the students in the school in “healthy schools” activities such as litterless lunch programs and active recess activities; Movement Competence: explain how developing movement competence and building confidence influence the extent to which people participate in physical activity; Healthy Living: analyse potentially dangerous situations and devise solutions for making them safer</i>)</p>
<p>C1. Healthy Living – demonstrate an understanding of factors that contribute to healthy development</p>	<p>C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., <i>changes in behaviour, gradual withdrawal from social circles, a drop in academic performance</i>) and the consequences that can occur (e.g., <i>aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; financial problems resulting from online gambling; overdose as a result of misuse of prescription medications, including pain relievers; inability to make good decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours, including cutting, related to mental illnesses such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy</i>)</p>

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised)	
Healthy Living	
Overall Expectations	Specific Expectations
<p>C2. Healthy Living – demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>C2.3 explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health (<i>e.g., engaging in physical activity, listening to music, resting, meditating, talking with a trusted individual, practising smudging</i>) [PS]</p> <p>Teacher prompt: “Maintaining good mental health and emotional well-being involves balancing the different aspects of life: the physical, intellectual, social, emotional, and spiritual. It involves the ability to think, feel, act, and interact in a way that allows you to enjoy life and cope with challenges that arise. Signs of potential mental health difficulties can include being frequently sad or depressed, anxious, or rebellious; having difficulty paying attention; having problems with eating, sleeping, or getting along at school; or being addicted to substances. Everyone is vulnerable to emotional or mental stresses. What can you do to take care of your mental health?”</p> <p>Student: “Being aware of my feelings and monitoring them can help. So can understanding that anyone can experience mental health difficulties and that getting help makes a big difference.”</p> <p style="text-align: center;">•••••</p> <p>Teacher prompt: “Stress can be positive and negative. Stress can motivate you to get things done, but it is also connected to things over which you have less control, like illness, death, or divorce, financial concerns, or environmental issues. Identify a situation in which students often feel stressed. How can you manage stress effectively?”</p> <p>Student: “Students often feel stressed when they have too much to do. To cope, you need to plan your time and set priorities. Do the most important things first. Include some time for taking breaks and being active. Check off what you get done as you do it. Plan with a friend, if that helps you. Stress can be managed or relieved in many ways. Some people find that taking some personal time to reflect and think and do quiet things like rest, write, read, meditate, or listen to music works best for them. Others find that being physically active or interacting with others by talking through problems is helpful. Different things work for different people, and you have to find the way that works best for you. Some cultures have special ways of relieving stress. Some First Nation people, for example, use smudging to relieve stress. This is a practice in which people fan smoke from herbs like sage or sweetgrass over their bodies to cleanse them of bad feelings and get rid of negative thoughts and energy. Afterwards, they feel renewed, physically, emotionally, mentally, and spiritually.”</p>

Puzzled Connections! Lesson 1
Curriculum Expectations page 3 of 3

Language, Grades 1–8 (2006)	
Oral Communication	
Overall Expectations	Specific Expectations
1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
Writing	
Overall Expectations	Specific Expectations
1. generate, gather, and organize ideas and information to write for an intended purpose and audience	1.2 generate ideas about a potential topic using a variety of strategies and resources

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised)	
Healthy Living	
Overall Expectations	Specific Expectations
<p>Healthy Living 1. Living Skills – demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p>1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., <i>Active Living: manage their improvement of different health-related components of fitness by monitoring the frequency of their physical activity, the intensity of their activity, the types of activities they choose, and the length of time they are being active; Movement Competence: experiment with shifting weight and changing body position to find ways to make smoother transitions when performing a series of balances with a partner; Healthy Living: identify the type of support that is available to help with the various physical, emotional, cultural, social, and psychological issues that can arise in connection with sexuality and sexual health</i>)</p> <p>1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living add to the end of 1.3 (e.g., <i>Active Living: give examples of how to communicate information clearly and concisely in an emergency situation; Movement Competence: congratulate opponents on a good play in a sincere way; Healthy Living: make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating</i>)</p>
<p>C1. Healthy Living – demonstrate an understanding of factors that contribute to healthy development</p>	<p>C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., <i>changes in behaviour, gradual withdrawal from social circles, a drop in academic performance</i>) and the consequences that can occur (e.g., <i>aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; financial problems resulting from online gambling; overdose as a result of misuse of prescription medications, including pain relievers; inability to make good decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours, including cutting, related to mental illnesses such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy</i>)</p>

Health and Physical Education, Grades 1–8, Interim Edition, 2010 (revised)	
Healthy Living	
Overall Expectations	Specific Expectations
<p>C2. Healthy Living – demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>C2.3 explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health (<i>e.g., engaging in physical activity, listening to music, resting, meditating, talking with a trusted individual, practising smudging</i>) [PS]</p> <p>Teacher prompt: “Maintaining good mental health and emotional well-being involves balancing the different aspects of life: the physical, intellectual, social, emotional, and spiritual. It involves the ability to think, feel, act, and interact in a way that allows you to enjoy life and cope with challenges that arise. Signs of potential mental health difficulties can include being frequently sad or depressed, anxious, or rebellious; having difficulty paying attention; having problems with eating, sleeping, or getting along at school; or being addicted to substances. Everyone is vulnerable to emotional or mental stresses. What can you do to take care of your mental health?”</p> <p>Student: “Being aware of my feelings and monitoring them can help. So can understanding that anyone can experience mental health difficulties and that getting help makes a big difference.”</p> <p style="text-align: center;">•••••</p> <p>Teacher prompt: “Stress can be positive and negative. Stress can motivate you to get things done, but it is also connected to things over which you have less control, like illness, death, or divorce, financial concerns, or environmental issues. Identify a situation in which students often feel stressed. How can you manage stress effectively?”</p> <p>Student: “Students often feel stressed when they have too much to do. To cope, you need to plan your time and set priorities. Do the most important things first. Include some time for taking breaks and being active. Check off what you get done as you do it. Plan with a friend, if that helps you. Stress can be managed or relieved in many ways. Some people find that taking some personal time to reflect and think and do quiet things like rest, write, read, meditate, or listen to music works best for them. Others find that being physically active or interacting with others by talking through problems is helpful. Different things work for different people, and you have to find the way that works best for you. Some cultures have special ways of relieving stress. Some First Nation people, for example, use smudging to relieve stress. This is a practice in which people fan smoke from herbs like sage or sweetgrass over their bodies to cleanse them of bad feelings and get rid of negative thoughts and energy. Afterwards, they feel renewed, physically, emotionally, mentally, and spiritually.”</p>

Financial Literacy and Our Choices Lesson 2

Curriculum Expectations page 3 of 3

Language, Grades 1–8 (2006)	
Oral Communication	
Overall Expectations	Specific Expectations
1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
Writing	
Overall Expectations	Specific Expectations
1. generate, gather, and organize ideas and information to write for an intended purpose and audience	1.2 generate ideas about a potential topic using a variety of strategies and resources

The Arts, Grades 1–8 (2009)	
Drama	
Overall Expectations	Specific Expectations
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	B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities B1.3 plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role