
Cleaner Air To Breathe!

Health and Physical Education



Including:

What Is Second-Hand Smoke? How Dangerous Is It?
Issues In My Community
Making Decisions For Myself
The Community
I Have A Say
The Health Movement Campaign

An Integrated Unit for Grade 6/7

Written by:

Teri Smart and Donna Cox (Project Leader)

Length of Unit: approximately: 8 hours

January 2003



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

Acknowledgements

The developers are appreciative of the suggestions and comments from colleagues involved through the internal and external review process.

The Council of Ontario Directors of Education expresses its appreciation to the Boards who took the lead in developing these units on

The Arts, Grades 1-8

Health & Physical Education, Grades 1-8

Language, Grades 1-8

and to the many writers from District School Boards across the province.

The following organizations have supported the elementary curriculum unit project through team building and leadership:

The Council of Ontario Directors of Education

Curriculum Services Canada

The Ministry of Education, Curriculum and Assessment Policy Branch

An Integrated Unit for Grade 6/7

Written by:

Teri Smart and Donna Cox (Project Leader)

Renfrew County District School Board

Based on a unit by:

Teri Smart and Donna Cox (Project Leader)

Renfrew County District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

Task Context

The unit requires students to assume the role of health researchers, and to gather data and information on smoking, alcohol and other drugs. The unit puts a significant emphasis on tobacco. Students determine the influences and issues surrounding the use and abuse of tobacco. They investigate issues such as smoking laws and bylaws, and the changes that are produced as a result of these laws. Students need to be aware of the effects of second-hand smoke and to identify people in their community who support a healthy smoke-free lifestyle. Students learn to apply strategies toward attaining a healthier environment in their community. The Ontario Curriculum expectations included in this unit are taken from Health, Language (Writing and Oral and Visual Communication) and Dance and Drama. They have been clustered together with the following goal in mind: to help students communicate their understanding of the issues surrounding the use and abuse of tobacco.

Task Summary

Students learn about the importance of being in a smoke-free environment and assess their present environment through the examination of issues and influences surrounding smoking. Students produce evidence and research to suggest changes to their environment. Both grades gain an understanding of the advantages of living in a smoke-free environment and the effects of first and second-hand smoke on one's health. Students gain an understanding of issues in their community such as the impact of laws and bylaws governing tobacco, alcohol, and illicit drug use. Students apply a decision-making process to make wise choices regarding drug use. Students role-play, revealing their viewpoint by incorporating refusal skills and strategies. Students develop a position paper to support healthy choices and present their findings to conclude the unit.

Culminating Task Assessment

Students compose a position paper combining both personal and community viewpoints to promote a healthier environment. The Grade 6 unit culminates in an oral presentation at a simulated municipal meeting in a classroom setting. Students encourage the local government to put strategies in place to avoid tobacco use and second-hand smoke. The Grade 7 unit culminates in a campaign addressing strategies to deal with peer pressure and what the parent council can do in support of the campaign.

Links to Prior Knowledge

Students should be able to:

- use a library/technology centre to locate relevant material;
- use research skills to locate relevant information;
- record information using well-structured paragraphs;
- work independently;
- work in groups;
- communicate information;
- explain a variety of ideas and procedures;
- follow the teacher's instructions;
- ask questions on a topic to acquire information.

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

Units for combined grades provide examples of activities that could be used to meet the expectations for each grade. Teachers must examine the expectations listed for each subtask to determine the approach to the activities for each grade and how the instruction and assessment will be organized. Teachers may wish to develop additional activities specific to the expectations for each grade. Often the teacher must direct one grade to work on an appropriate assignment while the teacher focuses the other grade on different content.

The teacher should focus on the expectations for each grade. The resources that are indicated and referred to in the unit-wide resource section are suggestions only for teaching. The teacher may use resources that are available to their school boards and individual schools. In addition, the teacher may alter the unit in any way suitable to meet the expectations and needs of students. The activities and the assessment methods given are suggestions only for each individual subtask.

Students make use of technology for research. Provide students with website addresses and detailed instructions as to what they are researching. If Internet access is not available, the teacher should provide information sheets for student use or other health-related resources from a local health unit. A portion of the research may be completed at home. It is important to be aware that not all students have computers at home and those students must be prepared to use other print-resource methods. Teachers must ensure that students know and follow board and school policy about Internet use.

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, the teacher should always verify the websites prior to assigning them for student use.

The teacher must be aware that students come from various backgrounds and their viewpoints on healthy behaviours may differ. The teacher should also be aware that there may be smokers in the classroom and the unit's aim is to promote healthy behaviours.

Students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all. (questionnaires, surveys)

Teachers should be sensitive to the personal nature of the topic and support students in dealing with disclosures and discussions of sensitive issues in the classroom context.

Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor. Teachers are reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

1 What Is Second-Hand Smoke? How Dangerous Is It?

Students describe the short- and long-term effects of first- and second-hand smoke. They identify the advantages of being smoke-free and being in a smoke-free environment. Students discuss the effects on the human body and on human systems. In groups, students identify, on a model, the body parts that are affected by smoking. Students are assessed on their ability to identify factors that influence decisions to smoke or abstain from smoking.

2 Issues In My Community

Students research influences and issues related to the legalities of tobacco, cannabis, alcohol, and other drugs. The Grade 6 students determine the influences on the use and abuse of tobacco and other drugs. Grade 7 students determine the issues related to tobacco such as the impact of bylaws governing tobacco use. Students from both grades then apply their learning to make informed decisions regarding drug use.

3 Making Decisions For Myself

Both grades use a decision-making model to resolve a scenario. Grade 6 students focus on influences and healthy alternatives. Grade 7 students dramatize resistance techniques and address legal issues.

4 The Community

Students in Grade 6 research and present information on people and community agencies that support healthy living. Students in Grade 7 categorize drugs as stimulants, depressants, and hallucinogens and relate this information to community support.

5 I Have A Say

Students in both grades role-play to express what it means to live in cleaner air. Students are given the opportunity to indicate their feelings about and understanding of the importance of committing to a smoke-free lifestyle with evidence from the prior subtasks. This subtask assesses the ability to inform, to persuade, and to explain to a specific audience.

6 The Health Movement Campaign

Students compose a position paper combining both personal and community viewpoints to promote a healthier environment. The Grade 6 unit culminates in an oral presentation at a simulated municipal meeting in a classroom setting. Students encourage the local government to put strategies in place to avoid tobacco use and second-hand smoke. The Grade 7 unit culminates in a campaign addressing strategies to deal with peer pressure and what the parent council can do in support of the campaign.

What Is Second-Hand Smoke? How Dangerous Is It?

Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

Subtask 1

60 mins



Description

Students describe the short- and long-term effects of first- and second-hand smoke. They identify the advantages of being smoke-free and being in a smoke-free environment. Students discuss the effects on the human body and on human systems. In groups, students identify, on a model, the body parts that are affected by smoking. Students are assessed on their ability to identify factors that influence decisions to smoke or abstain from smoking.

Expectations

- 6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 6e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);
- 7e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);
- 7e64 – listen and respond constructively to alternative ideas or viewpoints;

Groupings

- Students Working As A Whole Class
- Students Working In Small Groups

Teaching / Learning Strategies

- Visualisation
- Review

Assessment

The teacher assesses the students' prior knowledge regarding first- and second-hand smoke and how dangerous it is to the human body. This is evident in student answers through discussion. Within the discussion, the teacher may look at students' identification of affected areas on the human body.

Response Journal:

The teacher can assess students' prior knowledge in a response journal after discussion.

The question and answer period and the response journal could be assessed by a checklist and teacher observation. The teacher might use an anecdotal record to report specific and observed behaviours throughout the assessment strategies for subtask one.

Assessment Strategies

- Questions And Answers (oral)
- Response Journal

Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

1. Students review previously learned short- and long-term effects of first- and second-hand smoke on the human body, addiction, healthy alternatives, the law, peer pressure and ways to resist tobacco use. This review is conducted by the teacher and carried out as a whole class discussion. The teacher assigns specific topics to small groups. Each group discusses and presents its information. (BLM 1.1 Review Topics).

What Is Second-Hand Smoke? How Dangerous Is It?

Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

Subtask 1

60 mins



2. Students may use labelled indicator cards or stickers with a model human body, to identify areas affected by first- and second-hand smoke. The teacher may use a life-size version of the model for whole class instruction.

3. The teacher can use a visualisation strategy to engage students in thinking about being in a particular environment, such as being around second-hand smoke, and to think about how they feel in that environment. Students write their feelings in a response journal and indicate the advantages of being in a smoke-free environment. Possible paragraph topics might be:

- "When people smoke around me in a restaurant, I...";
- "Smoking in public...";
- "Most places I visit are smoke-free; however, when I am around second-hand smoke I...";
- "I feel all places should be smoke-free because...";
- "I am glad I live in a smoke-free community because...".

4. Students review the influences that cause one to smoke or not to smoke (e.g., the media, family members, friends, laws). This task can be accomplished in small groups and discussed as a whole to conclude the review process.

Extension: Progressive writing - Students, working in small groups, use a story starter sentence such as, "When I am in a second-hand smoke environment, I..." . This story is passed on to the next student who writes the next sentence and on to the next and so on. Each student must write one sentence that follows the former until there is one unique story on the topic.

Extension: Video - Show a video from your local health unit on the theme of smoke-free living or the effects of smoking on the human body.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

The teacher should allow a significant response time when questioning to allow students time to process the request. All instructions and lesson content could be reinforced by written or visual cues. The teacher should repeat important information and clarify definitions, terms, and vocabulary to ensure understanding. Examples provided in class should reflect and relate to students' lives and real-life situations.

Teachers should facilitate overall thinking about the response journal (e.g., preplanning, topic sentence, details, summary) for students with poor writing skills. Provide opportunities for collaborative writing or word processing rather than writing assignments. Provide model writing examples. Teachers could proof-read and correct students' final draft of the response journal, focusing on grammar, punctuation, and spelling.

Resources



BLM 1.1 Review Topics

BLM_1.1_ReviewTopics_S.cwk



The Ontario Curriculum Grades 1-8 Health and Physical Education

Ministry of Education and Training



Health and Physical Education Grade 6

OPHEA



Health and Physical Education Grade 7

OPHEA



Smoke-free Canada

What Is Second-Hand Smoke? How Dangerous Is It?

Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

Subtask 1

60 mins



Notes to Teacher

At the beginning of Subtask 1, the students should be provided with advance organizers to structure content and timeframe of the unit overview. This is important for students who need to see how the subtasks flow together and how they are linked. Outline the expectations for both grades. All information should be recorded in a health booklet/duotang/folder as they begin to compile data.

Teachers should deal with disclosures of personal information sensitively to support the student. In dealing with cases of illegal activity, teachers must follow board policy and procedures for reporting.

Students may be reluctant to share family issues related to smoking. Students might find it difficult to grasp the concept of a smoke-free environment and how it would influence their lives in a healthier direction. Therefore students complete the response journal about their personal experience. If there are students who have recently moved from another area, ask those students what it was like for them in a smoking or smoke-free environment.

For the response journal, look for evidence of student understanding of what first and second-hand smoke is; where it can be found; the impacts on the human body; personal experiences of being around second-hand smoke; and why a smoke-free environment is a healthy choice.

Subtask 1 is important because it is the basis for the remaining subtasks. Since this subtask is based on a review, both grades work together.

Teacher Reflections



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

100 mins

Description

Students research influences and issues related to the legalities of tobacco, cannabis, alcohol, and other drugs. The Grade 6 students determine the influences on the use and abuse of tobacco and other drugs. Grade 7 students determine the issues related to tobacco such as the impact of bylaws governing tobacco use. Students from both grades then apply their learning to make informed decisions regarding drug use.

Expectations

- 7p16 – outline a variety of issues related to substance use and abuse (e.g., the effects of second-hand smoke; the impact of laws governing drug use, including the use of tobacco and alcohol);
- 6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
- 7p18 – apply a decision-making process to make informed choices regarding drug use;
- 6p14 – determine influences (e.g., interpersonal, personal, legal, economic) on the use and abuse of tobacco and other drugs (e.g., alcohol, cannabis, LSD) and consider them as part of a decision-making process to make healthy choices;
- 6p13 – describe the short- and long-term effects of cannabis and other illicit drugs;

Groupings

- Students Working In Pairs
- Students Working In Small Groups

Teaching / Learning Strategies

- Seminar/tutorial
- Guest Speaker
- Carousel
- Peer Teaching

Assessment

Grade 6
Assess student's performance task noting identification of relevant influences. Assess decision scenario noting application of steps and inclusion of influences.

Grade 7
Assess research project noting relevant and accurate details to legal issues. Assess decision scenario noting application of steps and inclusion of legal issues.

Assessment Strategies

- Classroom Presentation

Assessment Recording Devices

Teaching / Learning

1. Invite member(s) of the community (local politician, police, health official) as guest speaker(s). The guest speaker could provide resources and experiences of the issues related to the legalities of tobacco (e.g., legal age to possess cigarettes and buy cigarettes, by-laws regarding smoking in public places, tobacco advertising restrictions, penalty of selling tobacco to minors, etc.). Alternatively, the teacher could present this information related to the local community and the province.

2. This task requires students to use the Internet. Teachers must ensure that students know and follow board and school policies related to Internet use.

Discuss with Grade 6 students, personal, interpersonal, legal, and economic influences on the use and abuse tobacco, alcohol, and other drugs.

Personal

- to cope with pressure
- to belong in a group

Interpersonal

- influence of parent, sibling, and other

Legal

- against the law to possess or buy

Economic

- cost per pack, per carton
- cost of beer and other



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

100 mins

- to relax	relative who smokes, drinks, uses drugs - friends-peer pressure	cigarettes - against the law to drink/buy alcohol or use other drugs e.g., LSD, cannabis	alcoholic beverages - cost of cannabis, LSD
------------	---	--	--

Grade 7 students research an issue surrounding tobacco laws, such as: the impact of the law on community members; what regulations exist in their community; regions where bylaws differ (e.g., Quebec vs. Ontario); current laws; areas that have adopted a smoke-free environment; presenting identification at a legal age; places where tobacco is not sold; packaging of cigarettes; signs; restrictions on smoking; law enforcement. The resources and websites can be supplied by the teacher for effective researching.

3. Grade 6 students each select one influence category and one drug (e.g., tobacco, alcohol, LSD, or cannabis). They are to list the long- and short-term effects of the drug and describe why someone would use/abuse the drug related to the influence category they have selected (e.g., personal influence - someone is smoking to relax and cope with pressure, tobacco - causes heart disease, stroke, lung cancer, and bad breath).

4. Students share information in groups of 4.

5. Review the decision-making model with students.

Decision-Making Model

Step 1 - Identify the decision that has to be made

Step 2 - List the Choices

- What are the Pros and Cons of each choice?
- Include those things which have an influence on the choice.

Step 3 - What are the consequences of each possible choice?

Step 4 - Make a decision

Step 5 - Act on your decision

- Design an action plan to carry out your decision

Step 6 - Reflect on your decision

- What have you learned?

6. Provide students with the grade-specific scenarios. The age-appropriate scenarios should be designed by the teacher in keeping with the beliefs and values of the school community.

Grade 6 Scenario (Example)

Your best friend has started to smoke and is spending less time with you than with new friends who also smoke. What do you do to keep the friendship?

Grade 7 Scenario (Example)

You are with a group of friends in a public park. You notice that several of them have brought beer which they hid in coat pockets. You know that the police patrol this park regularly. What do you do?

Provide groups of 2 or 3 students with a copy of decision-making model (BLM 3.1). Students record their response to each step on the model. Emphasize the importance of step 2 and include all personal, interpersonal, legal, and economic influences.

7. Discuss the decisions made as a class. Review the influences and legal issues.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

For ESL students, provide plenty of concrete and visual support - models, manipulatives, charts, graphs, maps, diagrams, pictures, posters, banners, word games, films, and videos instead of print-based and Internet means of researching facts.



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

100 mins

Teachers should break down large tasks into small tasks. Large tasks can quickly overwhelm students. Provide reinforcement as each part is completed. Furthermore, aim for quality of the research rather than quantity of work. Sometimes a reduced work load is required.

Enable students to demonstrate understanding using a variety of media including oral presentations, audio or video taped assignments, bulletin board displays, dramatizations, and demonstrations for relaying information.

For students who have difficulty working in groups provide a quiet environment to work, free from distraction; allow additional time for completion if working alone; allow flexibility as appropriate for the number of researched facts and the amount of information.

Resources



Health and Physical Education Grade 6

OPHEA



Health and Physical Education Grade 7

OPHEA



The Tobacco Control Act - What It's All About

Ministry of Health - Ontario



Canadian Foundation for Drug Policy



Local Health Unit

Public Health Nurse

Notes to Teacher

The decision-making process is addressed in subsequent subtasks with emphasis on developing an action plan. Introduce students to the short- and long-term effects of alcohol use and the legal issues involved. Introduce students to the terms *cannabis* and *LSD*. Describe what these drugs are and their short- and long-term effects.

Teacher Reflections



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

60 mins

Description

Both grades use a decision-making model to resolve a scenario. Grade 6 students focus on influences and healthy alternatives. Grade 7 students dramatize resistance techniques and address legal issues.

Expectations

- 6p14 A – determine influences (e.g., interpersonal, personal, legal, economic) on the use and abuse of tobacco and other drugs (e.g., alcohol, cannabis, LSD) and consider them as part of a decision-making process to make healthy choices;
- 7p18 A – apply a decision-making process to make informed choices regarding drug use;
- 7p16 – outline a variety of issues related to substance use and abuse (e.g., the effects of second-hand smoke; the impact of laws governing drug use, including the use of tobacco and alcohol);
- 7p19 – demonstrate strategies (e.g., saying no, walking away) that can be used to counter pressures to smoke, drink, and take drugs, and identify healthy alternatives to drug use.
- 7e50 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- 7e64 – listen and respond constructively to alternative ideas or viewpoints;
- 6e62 – follow up on others’ ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;
- 6e63 – identify questionable strategies (e.g., exaggerated claims, one-sided presentation of information) presenters use to influence an audience;

Groupings

- Students Working As A Whole Class
- Students Working In Pairs

Teaching / Learning Strategies

- Advance Organizer
- Demonstration
- Decision-making Models

Assessment

Grade 6 Assessment: Assess students’ knowledge of influences to use drugs and a wide variety of healthy alternatives. Assess their ability to apply the decision-making model and incorporate knowledge of influences and healthy alternatives.

Grade 7 Assessment: Assess students’ knowledge of legal issues related to tobacco, alcohol, and other drugs, their application of a decision-making model, legal issues in this model, and their demonstration (dramatization) of resistance strategies.

Use an observation checklist.

Assessment Strategies

Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

The teacher introduces and discusses with the students any important influences that they may have forgotten in their discussion.

1. Grade 6 students, in groups of 3 or 4, brainstorm a list of healthy alternatives to smoking, drinking alcohol, or taking drugs.
2. Discuss with Grade 7 students, a variety of resistance strategies that can be used to counter pressure to drink alcohol, smoke, or take other drugs (e.g., make an excuse, walk away, say No, keep saying No, reverse the pressure - "Why are you making me feel pressured?", etc.). After each example, ask Grade 7 students to describe what the strategy would look and sound like. Grade 7 students make a list of those strategies in their notebooks.
3. With Grade 6 students, summarize a list of healthy alternatives to drug use (e.g., playing a sport, reading, spending time with friends, etc.).
4. Students form mixed groups of 3 or 4. Introduce the following example scenario to all of the groups. (If



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

60 mins

necessary, a different scenario should be designed by the teacher in keeping with the beliefs and values of the school community.)

Example: You are staying overnight at a friend's house whose parents are away. Your friend's older brother is at home. He is having a party downstairs. They are smoking and drinking. Several of the teens who have been drinking, come upstairs and invite you and your friend to come down and have a drink with them. Your friend wants to join his brother's party. What do you do?




5. Students use an organizer (BLM 3.1 Decision-making Model) to respond to and act on the scenarios in this subtask. Provide a copy of the organizer to each student.
6. Groups of Grade 6 and 7 students work on the decision using the model. Grade 6 students are asked to provide input in step 2 - influences, and Grade 7 students provide input in step 2 - legal issues. Everyone works on steps 1, 3, and 4. In step 5, Grade 6 students describe healthy alternatives and Grade 7 students determine the resistance strategy.
7. Groups present their decisions. Grade 7 students dramatically present the resistance strategy.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Provide organizational strategies to assist in the preparation of planned oral presentations; provide extra time for processing and encourage the student to ask for clarification. This applies to response time as well, when questioning, to allow the student time to process the request.

Resources

	BLM 3.1 Decision-Making Model	BLM_3.1_DecisionModel_S.cwk
	Health and Physical Education Grade 6	OPHEA
	Health and Physical Education Grade 7	OPHEA

Notes to Teacher

The definitions of external pressure and internal pressure should be reviewed. External pressure is the pressure from peers and family, and internal pressure is one's own feelings about acceptance.

Teacher Reflections



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

60 mins

Description

Students in Grade 6 research and present information on people and community agencies that support healthy living. Students in Grade 7 categorize drugs as stimulants, depressants, and hallucinogens and relate this information to community support.

Expectations

- 6p15 – identify people and community agencies that support making healthy choices regarding substance use and abuse.
- 7p17 – identify and categorize drugs as stimulants, depressants, and hallucinogens;
- 6e62 – follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;
- 7e50 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;

Groupings

- Students Working Individually
- Students Working In Pairs

Teaching / Learning Strategies

- Lecture
- Guided Writing
- Interview

Assessment

Grade 6 - Assess student presentations noting range of support people and agencies and accuracy of services provided.

Grade 7 - Assess knowledge of drug categories through a teacher-created quiz or discussion related to agency presentation.

Assessment Strategies

Assessment Recording Devices

Teaching / Learning

In this subtask, the teacher is specifically looking for the students' organization of ideas from real-life community supports.

1. Grade 6 students in groups of 2 or 3, access websites, use phone directories, and refer to agency pamphlets to make a list of community agencies that support making healthy choices regarding drug use and abuse (e.g., Public Health Department, Community Health Clinics, Police, YMCA, fitness clubs, Centre for Addiction and Mental Health, Canadian Cancer Society, Heart and Stroke Foundation, Lung Association, Kids Help Line, etc.). Grade 6 students record a list of agencies and services provided by each group. If students use the Internet to access information, teachers must ensure that students know and follow board and school policies related to Internet use.
2. Define *hallucinogen*, *stimulant*, and *depressant* with Grade 7 students. Ask them to make a list of drugs (e.g., tobacco, alcohol, cannabis, LSD, ecstasy, cocaine, etc.). Categorize each drug under one of the following headings: Stimulant, Depressant, Hallucinogen. Students record the information.
3. Grade 6 student groups present their agency information to the class. With the introduction of each agency/group, and a description of services, Grade 7 students determine the types of drugs or healthy alternatives the agency would address (e.g., YMCA - healthy alternative, Cancer Society - Tobacco).
4. Invite a representative from one of the agencies to speak to the class regarding their services to support healthy living in the community.
5. Grade 6 students could be given a quiz on the services that various support agencies address and ways that



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

60 mins

they support healthy choices regarding drug use and abuse. Grade 7 students could be given a quiz on drugs and related categories.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestion.

Allow students to tape notes instead of writing them for later review, if permission is granted from the source.

Resources



Health and Physical Education Grade 6 OPHEA



Health and Physical Education Grade 7 OPHEA

Notes to Teacher

Approach these community agencies: Public Health Office, Community Health Centre, Police Department, YMCA, City Parks and Recreation Office, Regional Office of the Centre for Addiction and Mental Health, The Lung Association, Canadian Cancer Society for guest speakers and possible resource material.

Teacher Reflections



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

80 mins

Description

Students in both grades role-play to express what it means to live in cleaner air. Students are given the opportunity to indicate their feelings about and understanding of the importance of committing to a smoke-free lifestyle with evidence from the prior subtasks. This subtask assesses the ability to inform, to persuade, and to explain to a specific audience.

Expectations

- 6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
- 7e50 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- 6a49 A • solve problems presented through drama and dance in different ways, and evaluate the effectiveness of each solution;
- 7a57 A • solve, in various ways, a problem that is presented through drama and dance, and explain ways in which each solution is effective;
- 7p18 – apply a decision-making process to make informed choices regarding drug use;
- 7p19 – demonstrate strategies (e.g., saying no, walking away) that can be used to counter pressures to smoke, drink, and take drugs, and identify healthy alternatives to drug use.
- 6p14 – determine influences (e.g., interpersonal, personal, legal, economic) on the use and abuse of tobacco and other drugs (e.g., alcohol, cannabis, LSD) and consider them as part of a decision-making process to make healthy choices;

Groupings

- Students Working Individually
- Students Working In Pairs

Teaching / Learning Strategies

- Role-playing
- Debate

Assessment

Assess Grade 6 and 7 students' application of the decision-making process in the scenario task. Assess Grade 6 and 7 students' ability to persuade and explain ideas using the role-play task.

Assessment Strategies

- Performance Task

Assessment Recording Devices

Teaching / Learning

1. Students are provided with examples of scenarios on the topic of cleaner air. The age-appropriate scenarios should be designed by the teacher in keeping with the beliefs and values of the school community. An example is BLM 5.1. Students are divided into small groups and asked to respond to the scenarios using the decision-making process (BLM 3.1). Groups present their responses, describing each step of the decision process.
2. Students discuss issues and dangers of second-hand smoke (e.g., effects on a non-smoker, rights of a non-smoker, rights of a smoker). This is a review of information from Subtask 1.
3. Introduce the term *advocacy* (communication on behalf of an issue, idea) and *advocate* (someone who communicates on another's behalf). Share an example from the local community of an advocacy issue (e.g., citizens meeting with local officials to save a historic home). Editorial pages are a good resource from which to find advocacy issues. Students include these two terms in their glossary.
4. In groups of four or five, students act as advocates for cleaner air and smoke-free environments. Provide each



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

80 mins

group with a different scenario. (See BLM 5.2.) Each group role-plays their response. Share the criteria for presentations which may include describing the decision, describing effects of second-hand smoke, describing the short- and long-term effects of smoking, taking a stand on clean air to breathe, acting assertively, being persuasive, and making a request. Share the assessment tool that you will use to evaluate the presentations.

Extension: The teacher can explain that a debate follows a clearly defined format. Students can use debating to strengthen and extend their understanding on the issue of smoking from the standpoint of smokers and non-smokers.

Adaptations

Resources



BLM 5.1 Decision-Making Situations Examples

BLM_5.1_SampleSmokeSits_s.cwk



BLM 5.2 Role-Playing Scenario Examples

BLM_5.2_RolePlayScenarios_S.cwk

Notes to Teacher

In some communities, all restaurants are smoke free. For students living in those communities, Scenario #2 on BLM 5.1 and Scenario #1 on BLM 5.2 need to be replaced.

Teacher Reflections



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

120 mins

Description

Students compose a position paper combining both personal and community viewpoints to promote a healthier environment. The Grade 6 unit culminates in an oral presentation at a simulated municipal meeting in a classroom setting. Students encourage the local government to put strategies in place to avoid tobacco use and second-hand smoke. The Grade 7 unit culminates in a campaign addressing strategies to deal with peer pressure and what the parent council can do in support of the campaign.

Expectations

- 7p19 A – demonstrate strategies (e.g., saying no, walking away) that can be used to counter pressures to smoke, drink, and take drugs, and identify healthy alternatives to drug use.
- 6p15 A – identify people and community agencies that support making healthy choices regarding substance use and abuse.
- 7e64 – listen and respond constructively to alternative ideas or viewpoints;
- 7p16 A – outline a variety of issues related to substance use and abuse (e.g., the effects of second-hand smoke; the impact of laws governing drug use, including the use of tobacco and alcohol);
- 6p14 A – determine influences (e.g., interpersonal, personal, legal, economic) on the use and abuse of tobacco and other drugs (e.g., alcohol, cannabis, LSD) and consider them as part of a decision-making process to make healthy choices;
- 6e1 A • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 7e50 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- 7e57 – regularly incorporate new vocabulary into discussions and presentations;
- 7p17 A – identify and categorize drugs as stimulants, depressants, and hallucinogens;
- 7p4 A • apply living skills to deal with peer pressure related to substance use and abuse.
- 7p18 – apply a decision-making process to make informed choices regarding drug use;

Groupings

- Students Working Individually
- Students Working In Small Groups
- Students Working In Pairs

Teaching / Learning Strategies

- Guided Writing
- Seminar/tutorial

Assessment

Grade 6 - Assess position paper and presentation using Municipal Meeting Rubric.

The teacher is assessing the classroom presentations as a simulated municipal meeting set-up by the Grade 6 students and parent council meeting by Grade 7 students. Identify main concepts in students' oral presentation, suggestions for a healthier environment, and the ability to defend points and answer questions.

The teacher is looking for the Grade 7 students' ability to identify people and community agencies that support their campaign, the ability to describe the effects of tobacco and the influences that effect how students consider an approach to their problems.

Grade 7 - Assess position paper and parent council presentation using Health Movement Campaign rubric.

Assessment Strategies

- Classroom Presentation

Assessment Recording Devices

- Rubric

Teaching / Learning



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

120 mins

1. Grade 6 students each prepare a position paper advocating a community smoke-free environment. This paper is presented at a mock municipal council meeting. Grade 7 students act as municipal councillors, listening and asking questions. Presentation criteria shared with students prior to the task: may include: a clear statement of what you want and how it can be achieved, a description of concerns about effects of smoking and dangers of second-hand smoke, and identification of community agencies that can provide support. The teacher reminds students to be persuasive and assertive in their writing and in their oral presentation and indicates the approximate length of time they have for their presentations.

2. Grade 6 students role-play as parent council members, listening and asking questions. Presentation criteria shared with students prior to the task may include: a clear statement of a variety of types of drug use, a description of legal issues related to smoking and drinking by pre-teens and teens, details related to dangers of second-hand smoke, and a list of strategies to help pre-teens and teens resist pressures to smoke and drink. Grade 7 students each prepare a position paper advocating a healthy drug-free lifestyles for pre-teens and teens. This paper is presented at a mock parent council meeting. The teacher reminds students to be persuasive in asking for parent council support and indicates the approximate length of time they have for their presentations.

Extension:

1. The writing piece can be slightly modified to an opinion letter to be sent to local government. It would be interesting for students to share their opinions in "real life" and the students should ask for a response to their viewpoint.

2. Invite the mayor or local official into the classroom to allow students to share their thoughts on the health campaign for resisting pressure and for new, innovative laws for youth. This is an opportunity for a local health representative to comment on student work and to share current ideas from his/her perspective.

3. Students can spread the word about their campaign for cleaner air by sending an informed message by e-mail about second-hand smoke and smoking to someone they care about. The class can create a web page displaying their campaign against smoking.

4. Have students join the Blue Ribbon campaign by wearing a ribbon to show their support for cleaner air. <http://www.healthcanada.ca/blue-ribbon>. This task requires students to use the Internet. Teachers must ensure that students know and follow board and school policies related to Internet use.

Adaptations

Resources



Grade 7: Health Movement Campaign



Grade 6: Municipal Meeting



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

120 mins

Notes to Teacher

During the Grade 6 presentations, the Grade 7 students could prepare questions or be equipped with their own checklist to provide feedback to the presenters, and the same for the other group.

Guided writing is a process of modelling a variety of writing experiences facilitated by the teacher to direct student understanding of the process, purpose, and form of writing. Students must also understand the stages of the writing process. Revising and editing are two stages of the writing process. Students must be reminded of what to look for in their writing when editing and how to give feedback for improvement when revising.

Teacher Reflections



Appendices

Cleaner Air To Breathe!

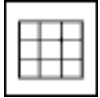
Health and Physical Education

Resource List:
Blackline Masters:
Rubrics:
Unit Expectation List and Expectation Summary:



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7



Rubric

- Grade 6: Municipal Meeting** ST 6
3
- Grade 7: Health Movement Campaign** ST 6
3



Blackline Master / File

- BLM 1.1 Review Topics** ST 1
BLM_1.1_ReviewTopics_S.cwk
Review questions from the grade four curriculum Healthy Living.
- BLM 3.1 Decision-Making Model** ST 3
BLM_3.1_DecisionModel_S.cwk
The step-by-step approach to problem-solving.
- BLM 5.1 Decision-Making Situations Examples** ST 5
BLM_5.1_SampleSmokeSits_s.cwk
- BLM 5.2 Role-Playing Scenario Examples** ST 5
BLM_5.2_RolePlayScenarios_S.cwk



Print

- Growing up in smoke** Unit
Canadian Cancer Society
211-977
Pamphlet on facts about children and second-hand smoke.
- Health and Physical Education Grade 6** ST 1
OPHEA
Extra resources to accompany the subtask.
- Health and Physical Education Grade 6** ST 2
OPHEA
Curriculum related resources.
- Health and Physical Education Grade 6** ST 3
OPHEA
Curriculum related resources.
- Health and Physical Education Grade 6** ST 4
OPHEA
Curriculum related resources.
- Health and Physical Education Grade 7** ST 1
OPHEA
Extra resources to accompany the subtask.
- Health and Physical Education Grade 7** ST 2
OPHEA
Curriculum related resources.
- Health and Physical Education Grade 7** ST 3
OPHEA
Curriculum related resources.
- Health and Physical Education Grade 7** ST 4
OPHEA
Curriculum related resources.
- Second-Hand Smoke and Your Heart** Unit
Heart and Stroke Foundation
CAT 34059522
Understanding what second-hand smoke is.
- The Ontario Curriculum Grades 1-8 Health and Physical Education** ST 1
Ministry of Education and Training
Curriculum
- The Ontario Curriculum -Health and Physical Education** Unit
Ministry of Education and Training
ISBN 0-7778-7576-4
Curriculum guideline and expectations for grades 1-8.
- The Tobacco Control Act - What It's All About** Unit
Ministry of Health - Ontario
ISBN 0-7778-3432-4
New rules about selling and smoking tobacco.
- The Tobacco Control Act - What It's All About** ST 2
Ministry of Health - Ontario
ISBN 0-7778-3432-4
New rules about selling and smoking tobacco.



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

 Tobacco and Your Heart

Heart and Stroke Foundation
CAT 340295222

Understanding the relationship between smoking and your heart.

Unit



Website

 Where there's smoke...it's usually second-hand

Canadian Cancer Society
211-979

Pamphlet on facts about the exposure to second-hand smoke at home, at school, in public places, on public transportation, in restaurants and at work.

Unit

 Canadian Cancer Society

<http://www.cancer.ca>

Facts about second-hand smoke

Unit

 Canadian Centre on Substance Abuse

<http://www.ccsa.ca>

Basic drug information useful for school projects.

Unit

 Women and Tobacco

Heart and Stroke Foundation
CAT 34039522

Understanding why women smoke, health issues, second-hand smoke.

Unit

 Canadian Foundation for Drug Policy

<http://www.cfdp.ca>

Policy and government organizations for substances

Unit

 Canadian Foundation for Drug Policy

<http://www.cfdp.ca>

Policy and government organizations for substances

ST 2

 Canadian Health Network

<http://www.canadian-health-network.ca>

CHN provides general information on Health related issues. The focus is on consumer information.

Unit

 Centre for Addiction and Mental Health

<http://www.camh.net>

The full text of The Journal of Addiction and Mental Health.

Unit

 Health Canada

<http://www.canada.gc.ca>

Programs and current information on health-related issues.

Unit

 Heart and Stroke Foundation

<http://www.hsf.ca>

News, statistics and medical-research updates.

Unit

 Heart and Stroke Foundation of Ontario

<http://www.hsf.on.ca>

News, statistics, and medical-research updates.

Unit

 "I gave my life to skating, not to smoking"

Health Canada

www.gosmokefree.ca

Health Canada's online ad featuring Olympic athletes Elvis Stojko and Josee Chouinard. Also available as a TV campaign. (1 800 622-6232)

Unit

 Ministry of Education and Training

<http://www.edu.gov.on.ca>

Electronic publication of the Ontario Curriculum for grades 1-8 for Health and Physical Education.

Unit

 "Light" and "Mild" Cigarettes - Cocktail

Health Canada

www.gosmokefree.ca

Online ad of the chemicals found in cigarettes. Also available as a TV ad campaign. (1 800 622-6232)

Unit

 Ministry of Health - Ontario

<http://www.gov.on.ca>

Unit

 "Light" and "Mild" Cigarettes - Poisons

Health Canada

www.gosmokefree.ca

Online ad of the poisons found in cigarettes. Also available as a TV ad campaign. (1 800 622-6232)

Unit

 National Clearinghouse on Tobacco and Health

<http://www.cctc.ca/nctc>

Unit

 Ontario Physical and Health Education Association

<http://www.ophea.org>

Ontario curriculum resource for Health and Physical Education: kindergarten to Grade 10.

Unit

 Physicians for a smoke-free Canada

<http://www.smoke-free.ca>

Information on second-hand smoke, cigarette sales and marketing strategies of tobacco.

Unit

 "Tobacco. We can live without it."

Health Canada

www.gosmokefree.ca

Online ad on the facts of tobacco use. Also available as a TV ad campaign. (1 800 622-6232).

Unit

 Smoke-free Canada

<http://www.gosmokefree.ca>

Government website on promoting a tobacco-free environment.

Unit



Media



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

- Smoke-free Canada** **ST 1**
<http://www.gosmokefree.ca>
Government website on promoting a tobacco-free environment.
- Smoke-free municipalities across Ontario** **Unit**
<http://www.theotn.org>
An electronic map highlighting the 100% smoke-free municipalities across Ontario.
- Substance Abuse Network of Ontario** **Unit**
<http://sano.camh.net>
Web site for young people on information of substance abuse
- The Lung Association** **Unit**
<http://www.lung.ca>
Information to Canadians to enjoy clean air and healthy lungs.
- Virtual Clearinghouse on Alcohol, Tobacco, and Other Drugs** **Unit**
<http://www.well.com/user/woa>



Parent Community

- Local Health Unit** **ST 2**
Public Health Nurse
The local Health Educator can deliver current tobacco information about their community.

Review Topics

1. What are first-hand and second-hand smoke and how do they differ?
2. How can someone be protected from second-hand smoke?
3. Discuss the short-term effects of smoking.
4. Discuss the long-term effects of smoking.
5. Indicate the possible health complications of a child growing up with smoke.
6. Are you at risk for second-hand smoke? How can you reduce your risk?
7. What is in tobacco smoke?
8. What does nicotine do?
9. What may be some reasons why people smoke?
10. List several healthy alternatives to using tobacco.
11. Identify the advantages of being in a smoke-free environment.
12. What strategies could a person use to avoid tobacco use.
13. Explain the relationship between peer pressure and tobacco use.
14. List some of the laws you know about cigarettes.
15. What would you say if you were offered a cigarette?
16. Explain how the laws about smoking might influence a person's decision to smoke or not.

Decision-Making Model

- Step #1 Identify the decision that has to be made
- Step #2 Look at the options/choices
List all possible choices and the pros and cons of each.
- Step #3 Examine and consider all the consequences of each possible choice
- Step #4 Make a decision
- Step #5 Act - follow through on the decision
Design an action plan to carry out your decision.
- Step #6 Reflect on the decision
What happened?
What learning took place?
Would you make the same choice again?

Decision-Making Situations Examples

1. Every day Renea is forced to breathe second-hand smoke as her neighbour drives her to school on her way to work. Her neighbour smokes several cigarettes in the car, where there is no ventilation. Renea has asthma and she smells like smoke after being in the car. What should Renea do?

2. Marcie's parents are both smokers. They always want to eat at the same restaurant that permits smoking in a designated area. Marcie detests being in the smoking section because she gets sick from the smell. What should Marcie do?

Role-Playing Scenario Examples

1. You are asked to take a table in the smoking section of a restaurant because that is what is available. Assume the role of a non-smoker. How do you respond?
2. Your aunt lights a cigarette in the car. Assume the role of a non-smoker. What do you say?
3. You have been asked to be a student representative for your school on the subject of cleaner air in restaurants. What is your message?
4. Your role is to talk to your parents about cleaner air in the home. How do you approach this subject?
5. Your friend has tried smoking. What role can you play in discussing the dangers of first-hand smoke and addiction?

Grade 7: Health Movement Campaign
for use with Subtask 6 : The Health Movement Campaign
 from the Grade 6/7 Unit: **Cleaner Air To Breathe!**



Student Name: _____
 Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 7e50** • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- 7p4** • apply living skills to deal with peer pressure related to substance use and abuse.
- 7p16** – outline a variety of issues related to substance use and abuse (e.g., the effects of second-hand smoke; the impact of laws governing drug use, including the use of tobacco and alcohol);
- 7p17** – identify and categorize drugs as stimulants, depressants, and hallucinogens;
- 7p19** – demonstrate strategies (e.g., saying no, walking away) that can be used to counter pressures to smoke, drink, and take drugs, and identify healthy alternatives to drug use.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of concepts 7p4, 7p16 - ability to identify the issues related to smoking (legal, physical) - identify and categorize drugs as stimulants, depressants and hallucinogens	- shows understanding of a few of the required concepts of the issues related to smoking - shows limited understanding of drugs and their categories	- shows understanding of some of the required concepts of the issues related to smoking - shows some understanding of drugs and their categories	- shows understanding of most of the required concepts of the issues related to smoking - shows considerable understanding of all 3 categories and provides an extensive list of drugs in each category	- shows understanding of almost all or all of the required concepts of the issues related to smoking - shows high degree of understanding of drugs and their categories
Communication of required knowledge 7p19, 7e50 - ability to express and respond to ideas - demonstrate strategies that can be used to counter pressures to smoke, drink, and take drugs	- uses limited appropriate terminology to express the strategies needed to say no to smoking	- uses some appropriate terminology to express the strategies needed to say no to smoking	- uses considerable appropriate terminology to express the strategies needed to say no to smoking - applies most of the resistance techniques	- uses concise terminology to express the strategies needed to say no to smoking all the time
Active participation 7p4 - ability to apply living skills and identify resources and help for smoking	- shows evidence of a few living skills to deal with peer pressure - able to identify limited alternatives to smoking	- shows evidence of some living skills to deal with peer pressure - able to identify some alternatives to smoking	- shows evidence of many living skills to deal with peer pressure - able to identify most alternatives to smoking	- shows evidence of most living skills to deal with peer pressure appropriate to age group - always able to identify alternatives to smoking

Grade 6: Municipal Meeting
for use with Subtask 6 : The Health Movement Campaign
 from the Grade 6/7 Unit: **Cleaner Air To Breathe!**



Student Name: _____
 Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 6e1** • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 6p14** – determine influences (e.g., interpersonal, personal, legal, economic) on the use and abuse of tobacco and other drugs (e.g., alcohol, cannabis, LSD) and consider them as part of a decision-making process to make healthy choices;
- 6p15** – identify people and community agencies that support making healthy choices regarding substance use and abuse.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts 6p14, 6p15 - influences on use and abuse of tobacco when considering healthy living - ability to identify people in the community who support a healthier environment and agencies who support change	- shows understanding of a few of the concepts - identifies a few people or agencies that support a healthier environment	- shows understanding of some of the concepts - identifies some people or agencies that support a healthier environment	- shows understanding of most of the concepts - identifies most people or agencies that support a healthier environment	- shows understanding of almost all or all of the concepts - identifies all the people or agencies that support a healthier environment
Communication of required knowledge 6e1 - ability to express and respond to ideas and demonstrate strategies to enforce tobacco bylaws and laws against tobacco use	- communicates limited ability to generate strategies for enforcement - uses specific terminology when defending point of view with limited ability	- communicates some ability to generate strategies for enforcement - uses specific terminology when defending point of view with some ability	- communicates clearly and precisely when discussing strategies for enforcement - usually uses specific terminology when defending point of view with considerable ability	- communicates clearly and precisely, providing evidence when discussing strategies for enforcement - uses specific terminology when defending point of view with high degree of ability



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

Selected **Assessed**

English Language---Writing

- 6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology); 3 **1**
- 6e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions); 1

English Language---Oral and Visual Communication

- 6e62 – follow up on others’ ideas, and recognize the validity of different points of view in group discussions or problem-solving activities; 2
- 6e63 – identify questionable strategies (e.g., exaggerated claims, one-sided presentation of information) presenters use to influence an audience; 1

Health and Physical Education---Healthy Living

- 6p13 – describe the short- and long-term effects of cannabis and other illicit drugs; 1
- 6p14 – determine influences (e.g., interpersonal, personal, legal, economic) on the use and abuse of tobacco and other drugs (e.g., alcohol, cannabis, LSD) and consider them as part of a decision-making process to make healthy choices; 2 **2**
- 6p15 – identify people and community agencies that support making healthy choices regarding substance use and abuse. 1 **1**

The Arts---Drama & Dance

- 6a49 • solve problems presented through drama and dance in different ways, and evaluate the effectiveness of each solution; **1**

English Language---Writing

- 7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology); 2
- 7e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions); 1

English Language---Oral and Visual Communication

- 7e50 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately; 4
- 7e57 – regularly incorporate new vocabulary into discussions and presentations; 1
- 7e64 – listen and respond constructively to alternative ideas or viewpoints; 3

Health and Physical Education---Healthy Living

- 7p4 • apply living skills to deal with peer pressure related to substance use and abuse. **1**
- 7p16 – outline a variety of issues related to substance use and abuse (e.g., the effects of second-hand smoke; the impact of laws governing drug use, including the use of tobacco and alcohol); 2 **1**
- 7p17 – identify and categorize drugs as stimulants, depressants, and hallucinogens; 1 **1**
- 7p18 – apply a decision-making process to make informed choices regarding drug use; 3 **1**
- 7p19 – demonstrate strategies (e.g., saying no, walking away) that can be used to counter pressures to smoke, drink, and take drugs, and identify healthy alternatives to drug use. 2 **1**

The Arts---Drama & Dance

- 7a57 • solve, in various ways, a problem that is presented through drama and dance, and explain ways in which each solution is effective; **1**



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

English Language

6e1	3	1	6e2	1	6e3	6e4	6e5	6e6	6e7	6e8	6e9	6e10
6e11			6e12		6e13	6e14	6e15	6e16	6e17	6e18	6e19	6e20
6e21			6e22		6e23	6e24	6e25	6e26	6e27	6e28	6e29	6e30
6e31			6e32		6e33	6e34	6e35	6e36	6e37	6e38	6e39	6e40
6e41			6e42		6e43	6e44	6e45	6e46	6e47	6e48	6e49	6e50
6e51			6e52		6e53	6e54	6e55	6e56	6e57	6e58	6e59	6e60
6e61			6e62	2	6e63	1	6e64	6e65	6e66			

French as a Second Language

6f1	6f2	6f3	6f4	6f5	6f6	6f7	6f8	6f9	6f10
6f11	6f12	6f13	6f14	6f15	6f16	6f17	6f18		

Mathematics

6m1	6m2	6m3	6m4	6m5	6m6	6m7	6m8	6m9	6m10
6m11	6m12	6m13	6m14	6m15	6m16	6m17	6m18	6m19	6m20
6m21	6m22	6m23	6m24	6m25	6m26	6m27	6m28	6m29	6m30
6m31	6m32	6m33	6m34	6m35	6m36	6m37	6m38	6m39	6m40
6m41	6m42	6m43	6m44	6m45	6m46	6m47	6m48	6m49	6m50
6m51	6m52	6m53	6m54	6m55	6m56	6m57	6m58	6m59	6m60
6m61	6m62	6m63	6m64	6m65	6m66	6m67	6m68	6m69	6m70
6m71	6m72	6m73	6m74	6m75	6m76	6m77	6m78	6m79	6m80
6m81	6m82	6m83	6m84	6m85	6m86	6m87	6m88	6m89	6m90
6m91	6m92	6m93	6m94	6m95	6m96	6m97	6m98	6m99	6m100
6m101	6m102	6m103	6m104	6m105	6m106	6m107	6m108	6m109	6m110
6m111	6m112	6m113	6m114	6m115	6m116	6m117	6m118	6m119	6m120
6m121	6m122	6m123	6m124	6m125					

Science and Technology

6s1	6s2	6s3	6s4	6s5	6s6	6s7	6s8	6s9	6s10
6s11	6s12	6s13	6s14	6s15	6s16	6s17	6s18	6s19	6s20
6s21	6s22	6s23	6s24	6s25	6s26	6s27	6s28	6s29	6s30
6s31	6s32	6s33	6s34	6s35	6s36	6s37	6s38	6s39	6s40
6s41	6s42	6s43	6s44	6s45	6s46	6s47	6s48	6s49	6s50
6s51	6s52	6s53	6s54	6s55	6s56	6s57	6s58	6s59	6s60
6s61	6s62	6s63	6s64	6s65	6s66	6s67	6s68	6s69	6s70
6s71	6s72	6s73	6s74	6s75	6s76	6s77	6s78	6s79	6s80
6s81	6s82	6s83	6s84	6s85	6s86	6s87	6s88	6s89	6s90
6s91	6s92	6s93	6s94	6s95	6s96	6s97	6s98	6s99	6s100
6s101	6s102	6s103	6s104	6s105	6s106	6s107	6s108	6s109	6s110
6s111	6s112	6s113	6s114	6s115	6s116	6s117	6s118	6s119	6s120
6s121	6s122	6s123	6s124						

Social Studies

6z1	6z2	6z3	6z4	6z5	6z6	6z7	6z8	6z9	6z10
6z11	6z12	6z13	6z14	6z15	6z16	6z17	6z18	6z19	6z20
6z21	6z22	6z23	6z24	6z25	6z26	6z27	6z28	6z29	6z30
6z31	6z32	6z33	6z34	6z35	6z36	6z37	6z38	6z39	6z40
6z41	6z42	6z43	6z44	6z45	6z46	6z47	6z48		

Health & Physical Education

6p1	6p2	6p3	6p4	6p5	6p6	6p7	6p8	6p9	6p10
6p11	6p12	6p13	1	6p14	2	2	6p15	1	1
6p21	6p22	6p23		6p24		6p25	6p26	6p27	6p28
6p31	6p32	6p33		6p34				6p29	6p30

The Arts

6a1	6a2	6a3	6a4	6a5	6a6	6a7	6a8	6a9	6a10
6a11	6a12	6a13	6a14	6a15	6a16	6a17	6a18	6a19	6a20
6a21	6a22	6a23	6a24	6a25	6a26	6a27	6a28	6a29	6a30
6a31	6a32	6a33	6a34	6a35	6a36	6a37	6a38	6a39	6a40
6a41	6a42	6a43	6a44	6a45	6a46	6a47	6a48	6a49	1
6a51	6a52	6a53	6a54	6a55	6a56	6a57	6a58	6a59	6a60
6a61	6a62	6a63	6a64	6a65	6a66	6a67	6a68	6a69	6a70
6a71									



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

English Language

7e1	2	7e2	1	7e3	7e4	7e5	7e6	7e7	7e8	7e9	7e10
7e11		7e12		7e13	7e14	7e15	7e16	7e17	7e18	7e19	7e20
7e21		7e22		7e23	7e24	7e25	7e26	7e27	7e28	7e29	7e30
7e31		7e32		7e33	7e34	7e35	7e36	7e37	7e38	7e39	7e40
7e41		7e42		7e43	7e44	7e45	7e46	7e47	7e48	7e49	7e50
7e51		7e52		7e53	7e54	7e55	7e56	7e57	1	7e58	7e59
7e61		7e62		7e63	7e64	3	7e65	7e66	7e67	7e68	7e69
											7e70

French as a Second Language

7f1	7f2	7f3	7f4	7f5	7f6	7f7	7f8	7f9	7f10
7f11	7f12	7f13	7f14	7f15	7f16	7f17			

Mathematics

7m1	7m2	7m3	7m4	7m5	7m6	7m7	7m8	7m9	7m10
7m11	7m12	7m13	7m14	7m15	7m16	7m17	7m18	7m19	7m20
7m21	7m22	7m23	7m24	7m25	7m26	7m27	7m28	7m29	7m30
7m31	7m32	7m33	7m34	7m35	7m36	7m37	7m38	7m39	7m40
7m41	7m42	7m43	7m44	7m45	7m46	7m47	7m48	7m49	7m50
7m51	7m52	7m53	7m54	7m55	7m56	7m57	7m58	7m59	7m60
7m61	7m62	7m63	7m64	7m65	7m66	7m67	7m68	7m69	7m70
7m71	7m72	7m73	7m74	7m75	7m76	7m77	7m78	7m79	7m80
7m81	7m82	7m83	7m84	7m85	7m86	7m87	7m88	7m89	7m90
7m91	7m92	7m93	7m94	7m95	7m96	7m97	7m98	7m99	7m100
7m101	7m102	7m103	7m104	7m105	7m106	7m107	7m108	7m109	

Science and Technology

7s1	7s2	7s3	7s4	7s5	7s6	7s7	7s8	7s9	7s10
7s11	7s12	7s13	7s14	7s15	7s16	7s17	7s18	7s19	7s20
7s21	7s22	7s23	7s24	7s25	7s26	7s27	7s28	7s29	7s30
7s31	7s32	7s33	7s34	7s35	7s36	7s37	7s38	7s39	7s40
7s41	7s42	7s43	7s44	7s45	7s46	7s47	7s48	7s49	7s50
7s51	7s52	7s53	7s54	7s55	7s56	7s57	7s58	7s59	7s60
7s61	7s62	7s63	7s64	7s65	7s66	7s67	7s68	7s69	7s70
7s71	7s72	7s73	7s74	7s75	7s76	7s77	7s78	7s79	7s80
7s81	7s82	7s83	7s84	7s85	7s86	7s87	7s88	7s89	7s90
7s91	7s92	7s93	7s94	7s95	7s96	7s97	7s98	7s99	7s100
7s101	7s102	7s103	7s104	7s105	7s106	7s107	7s108	7s109	7s110
7s111	7s112	7s113	7s114	7s115	7s116	7s117	7s118	7s119	7s120
7s121	7s122	7s123	7s124	7s125	7s126	7s127	7s128	7s129	7s130
7s131									

History

7h1	7h2	7h3	7h4	7h5	7h6	7h7	7h8	7h9	7h10
7h11	7h12	7h13	7h14	7h15	7h16	7h17	7h18	7h19	7h20
7h21	7h22	7h23	7h24	7h25	7h26	7h27	7h28	7h29	7h30
7h31	7h32	7h33	7h34	7h35	7h36	7h37	7h38	7h39	7h40
7h41	7h42	7h43	7h44	7h45	7h46	7h47	7h48	7h49	7h50
7h51	7h52	7h53	7h54	7h55	7h56	7h57			

Geography

7g1	7g2	7g3	7g4	7g5	7g6	7g7	7g8	7g9	7g10
7g11	7g12	7g13	7g14	7g15	7g16	7g17	7g18	7g19	7g20
7g21	7g22	7g23	7g24	7g25	7g26	7g27	7g28	7g29	7g30
7g31	7g32	7g33	7g34	7g35	7g36	7g37	7g38	7g39	7g40
7g41	7g42	7g43	7g44	7g45	7g46	7g47	7g48	7g49	7g50
7g51	7g52	7g53	7g54	7g55	7g56	7g57	7g58	7g59	7g60
7g61	7g62	7g63	7g64						

Health & Physical Education

7p1	7p2	7p3	7p4	1	7p5	7p6	7p7	7p8	7p9	7p10
7p11	7p12	7p13	7p14		7p15	7p16	2	1	7p17	1
7p21	7p22	7p23	7p24		7p25	7p26			3	1
7p31	7p32	7p33	7p34		7p35	7p36			7p37	7p38
7p41	7p42								7p39	7p40

The Arts

7a1	7a2	7a3	7a4	7a5	7a6	7a7	7a8	7a9	7a10
7a11	7a12	7a13	7a14	7a15	7a16	7a17	7a18	7a19	7a20
7a21	7a22	7a23	7a24	7a25	7a26	7a27	7a28	7a29	7a30
7a31	7a32	7a33	7a34	7a35	7a36	7a37	7a38	7a39	7a40
7a41	7a42	7a43	7a44	7a45	7a46	7a47	7a48	7a49	7a50
7a51	7a52	7a53	7a54	7a55	7a56	7a57	1	7a58	7a59
7a61	7a62	7a63	7a64	7a65	7a66	7a67	7a68	7a69	7a70
7a71	7a72	7a73	7a74	7a75	7a76	7a77	7a78		



Cleaner Air To Breathe!

Health and Physical Education An Integrated Unit for Grade 6/7

Analysis Of Unit Components

- 6 Subtasks
- 41 Expectations
- 48 Resources
- 37 Strategies & Groupings
- Unique Expectations --
- 9 Language Expectations
- 8 Health & Physical Education
- 2 Arts Expectations

Resource Types

- 2 Rubrics
- 4 Blackline Masters
- 0 Licensed Software
- 17 Print Resources
- 4 Media Resources
- 20 Websites
- 0 Material Resources
- 0 Equipment / Manipulatives
- 0 Sample Graphics
- 0 Other Resources
- 1 Parent / Community
- 0 Companion Bookmarks

Groupings

- 2 Students Working As A Whole Class
- 5 Students Working In Pairs
- 3 Students Working In Small Groups
- 3 Students Working Individually

Assessment Recording Devices

- 2 Anecdotal Record
- 1 Rubric

Teaching / Learning Strategies

- 1 Advance Organizer
- 1 Carousel
- 1 Debate
- 1 Decision-making Models
- 1 Demonstration
- 1 Guest Speaker
- 2 Guided Writing
- 1 Interview
- 1 Lecture
- 1 Peer Teaching
- 1 Review
- 1 Role-playing
- 2 Seminar/tutorial
- 1 Visualisation

Assessment Strategies

- 2 Classroom Presentation
- 1 Performance Task
- 1 Questions And Answers (oral)
- 1 Response Journal