

## Learning Activity

### Become an expert

#### Materials:

- [About alcohol](#)
- [About tobacco](#)
- [About marijuana \(cannabis\)](#)
- [About pain pills](#)
- Other resources:
  - [Kids Help Phone - Substance Abuse Facts](#)
  - [OPHEA Teaching Tools - Costly Choices](#)

#### Prepare ahead:

- The materials from the Centre for Addictions and Mental Health (CAMH) are written at mid-sixth to seventh grade readability level. Review the texts to identify words that may be unfamiliar or challenging to the students.
- Provide instruction to introduce relevant vocabulary that the students will encounter in the texts or prepare a glossary of terms to accompany the resources.
- Alternatively, instruct students to use reference materials (e.g. dictionary, online reference tools) to look up unfamiliar words.

#### Instructions:

- Organize students into small groups and assign each group a different substance on which to become experts.
  - Optional: have one student in each group responsible for a different content area relating to the substance (e.g. background, physical health effects, regulation, relationship to mental health, factors influencing use, refusal).
- Provide students with appropriate resources from which to gather information.
- Direct groups to use resources to create a report or other visual/written/verbal presentation on their assigned substance.
- Allow each group to present their reports/presentations to the rest of the class.

# Teaching Tool

## Be Drug Free – Grade 6

- Review key content and supplement/correct information where required.

### Variations:

- Have each group of students create one piece of a larger class project (e.g. each group completes a section of a substance use prevention handbook).
- Allow students to present information in a variety of ways (e.g. create a video, role-play, oral presentation, visual representation such as a poster, brochure, written report, dramatic skit).
- Modify grouping based on students' needs and abilities.
  - Use heterogeneous groups to allow students with varying needs and abilities to participate in the activity with the help of peer support.
  - Use homogeneous groups to provide additional support to struggling students, while allowing advanced students to work more independently.
- Arrange for students to share their presentations with other classes in the school.