

FACILITATION STRATEGIES

CORE LESSON

1 PREVIEWING ACTIVITY

What do I know? – Body in motion

- Discuss with the students how a bicycle works. Include a detailed description of how the pedals move the wheels forward, the chain connects the rear sprocket to the front sprocket, etc. Accept several explanations.
- Discuss how each working part of the bicycle is important to the whole.
- Ask what would happen if you took away the pedals, the chain or the front wheel? (It wouldn't work properly.)
- Explain that the body is like the bicycle. It consists of many working parts, all equally important, which work very hard to help the body function as it should. Tell them to keep this thought in mind as they work through the lesson.

Dreams, Hopes and our Future

- Ask the children to raise their hands if they would agree that dreams are important. Discuss.
- In a large group, ask the children to help you fill out a learning web with the word “DREAMS” in the centre. Place as many words as you can think of around this word. Post this in a place where everyone can see.
- Ask the children to remember that there are two kinds of dreams: those that occur while you are sleeping and those which deal with your future.
- Explain that today you will be dealing with the dreams they have for their future.

RATIONALE

Young people need to make the connections between the physical effects of substance use and the impact these effects can have on their futures.

PURPOSE

To have children realize that using harmful substances can alter their ability to achieve their dreams and their future choices.

2 LINK TO THE COMMERCIAL

- Discuss what might prevent them from attaining their dreams. Accept several responses. (Illness, money, low self esteem, criminal record, timing, physical limitations, etc.)

FOCUS FOR VIEWING: THE BRAIN

As you watch this commercial, think about your own personal dreams and what could happen to them if your brain didn't work properly anymore, just like the bicycle we discussed.

VIEW THE COMMERCIAL

THE BRAIN

(30 SECONDS)

3 POSTVIEWING ACTIVITY

DREAMWEAVERS

- Discuss the commercial by asking them what happened to the brain and why.
- Who do you think this commercial is aimed at?
- What was the message?
- Divide the students into groups by spelling the word, D-R-E-A-M. Group like letters.
- Provide each group with several long strips of coloured construction paper in two colours. Ask them to print their dreams on the strips and share them with their groups.
- Tell them to consider:
 - what they want to be;
 - what they want to do;
 - what they want to have, etc.
- Explain that they are going to weave their dreams together, to make a product representative of their collective hopes and futures.

Educator's Note: *Explain that the best way to weave a mat is to glue the ends of half of the completed strips to an 'anchor' strip and then work the others through by going over and under, to create a mat. When finished, glue the bottom to another 'anchor' strip.*

- After they weave the dreams into a mat, ask them to frame them with construction paper and place them on a bulletin board entitled "DreamWeavers."

CLOSURE

What did you learn in the lesson?

What happens to the brain when someone takes drugs?

What can stand in your way of achieving your dreams?

What can you do to help achieve your dreams?

Who else can help you?

EXTENSION ACTIVITIES

SKILLS EXTENSION ONE

► BRAIN TEASERS

SUBJECT FOCUS: HEALTH, LANGUAGE

- Explain to the class that they will be playing a game entitled “BRAIN TEASERS”, where they will be responding to a series of questions about the brain.
- The first step is to divide the students into groups and provide each group with a resource sheet about the brain (Appendix I).
- Ask each group to come up with a name and give them time to read over the material on the resource sheet.

Educator’s Note: *It would be helpful to appoint group roles here – Leader, Timer, Reader.*

- Once they have studied the information in their groups, ask them to turn it over so they can’t see it.
- Using the Resource Sheet, ask questions that pertain to knowledge about the brain. Allow only 20 seconds for a response. Award two points for each correct answer. If the first team is incorrect, allow another team to respond for one point.
- Continue until all of the material has been covered.

CLOSURE

What new information did you learn about the brain?

Why do you think this information is important?

What can using harmful substances do to the functioning of your brain?

A Step Further

Consider inviting a medical expert or Community Services Officer to explain how the brain functions and what drugs can specifically do to prevent it from functioning properly.

THE BRAIN

- The brain is divided into three sections:
 - the cerebrum
 - the cerebellum
 - the medulla
- The human brain is grayish-pink in colour and weighs about 1.4 kilograms.
- The cerebrum weighs the most, totalling 85% of the 1.4 kilograms.
- The cranium shields the brain from injury.
- The brain is at its full weight by the time a person is six years old.
- Your brain is responsible for your sight, hearing, sense of touch, smell and taste.
- Your brain controls your speech and your ability to reason.
- The brain is made up of between 15 and 100 billion nerve cells (neurons).
- Your brain is one of the heaviest parts of your body.
- The brain receives 100 million signals every second from all parts of your body.
- The brain runs on electrical impulses.
- There are two kinds of memory – short term and long term.
- One side of your brain is usually dominant (in control).
- The left side of your brain controls the right side of your body; the right side controls the left.
- The left side controls tasks that require logic and language (i.e., writing and math).
- The right side of your brain controls music appreciation, the use of symbols, pattern recognition and creativity.

▶ BRAINSTORM

SUBJECT FOCUS: DRAMA

- Refer to the core lesson brainstorm of the word 'DREAM'.
- Provide each student with a piece of paper to copy down all their dreams. Tell them to keep this information private.
- Divide them into groups of three and allow each group ten minutes to rehearse how they would pantomime their dreams so that others could guess what they were thinking. Encourage all three participants to have a role in everybody's 'dream'.
- Share the pantomimes, asking students to guess what they think the dreams are.
- Ask them to select their favourite dream and write it on a piece of paper.
- Tell them to make the piece of paper into an airplane and toss it into the sky to represent their 'soaring dreams taking flight'.

CLOSURE

What were some of the unique dreams you saw and heard about today?

Put your hand up if you want everyone in our class to achieve their dreams.

What advice can you give to the people in your class in order to ensure that they are successful in achieving their dreams?

A Step Further

Consider taking your pantomimes to the community to share your dreams. Be sure to explain to other groups that the purpose of the exercise was to realize how important it is to take good care of the brain if we are to achieve our dreams – and that means ... NO DRUGS!

SKILLS EXTENSION TWO

▶ ROLE REVERSAL

SUBJECT FOCUS: DRAMA, LANGUAGE ARTS

- Remind the students about the dream weaving they did in the core lesson.
- Share a few of their dreams for the future.
- Divide them into pairs.
- The activity consists of an interview with someone who has achieved their goal. One of the partners takes on this role, the other is the interviewer.
- On the board, brainstorm possible questions that would be suitable.
Examples:
 - How did you become a _____?
 - What education did you need?
 - What health tips do you have for me?
 - What stood in the way?
 - What other advice can you give me?
- Allow five minutes to 'conduct' the interview.
- Switch roles and let the other partner be the positive role model for his/her dream.
- Continue, changing partners frequently.

CLOSURE

What did you learn about positive role models?

How did it feel to be successful at attaining your dreams?

How can taking care of your mind and body help you to achieve your dreams?

What could drugs do to your dreams?

A Step Further

Consider having the students interview a prominent member of the community to find out how they were able to achieve their dreams. (Don't forget – the Seniors' Home can contain a wealth of success stories and this could be the beginning of a wonderful relationship!)

SKILLS EXTENSION THREE

▶ PATRICIA'S STORY

SUBJECT FOCUS: DRAMA, HEALTH

- Review the commercial about the brain (view it again).
- Explain that they are going to hear a true story about a person who doesn't have a choice about how her brain works.
- Ask them to listen to Patricia's Story and to keep in mind how fortunate they are to have the choice to keep their brain healthy and functioning as it should.
- Read the story (Appendix II).
- Discuss the story by asking:
 - What is the problem with Patricia's brain?
 - What impact does this disability have on Patricia's way of life?
 - Does she have any choice about this situation?
- Explain that Patricia, like many people who are afflicted with physical and emotional challenges, manages exceptionally well. She knows her limitations and she also knows her strengths. She can't do anything about her condition.
- Remind them of the closing statement on the commercial "Take Care of Your Brain – While You Still Can". Ask them what this means.
- Explain that Patricia can make healthy choices about her future, too. She can't change what has already occurred in her life but she can protect her brain from becoming damaged due to drugs.

CLOSURE

Close by reminding them that they only have one brain and that they are the ones who have to make the choices to help their dreams come true!

Why do you think Patricia chose to tell her story?

What did you learn from her experience?

A Step Further

Invite a guest speaker from the health field to come to your classroom to tell you more about cerebral palsy or other brain related conditions.

Access additional information about the brain on the Internet and share.

APPENDIX II

PATRICIA'S STORY

A TRUE STORY

Hello. My name is Patricia. I am 11 years old and I have cerebral palsy. I was born with this disability which affects the physical portion of my brain. I can't run as fast or as far as other children. I can't jump as high as they can. I have trouble keeping up in gym class and I find that just about everything takes me longer to do than the other people in my class.

I can't do anything about this situation. My brain simply does not function to its full capacity. I make the best of my life by participating in all sports, knowing it will just take me longer than others. I have a pretty good attitude about my disability and I have learned to cope with it very well.

It used to make me sad when my friends didn't want to pick me for their teams, or when no one would want to get behind me on the stairs, or when I would watch them running and playing tag in the school yard. I got over that because I realized that I can't do anything about it! So – I have decided to be happy about the life I lead, in spite of the challenges I face. I have many good friends and I feel pretty good about the way I approach my life!

My message to you is to ask you to stop and realize how lucky you are to have a brain that works properly. Sometimes we take our health for granted and we really don't appreciate what our body can do – unless something happens to make you realize that something isn't working right.

As the commercial on the brain says, drugs can alter your brain. They can stop your brain from working as it should. They can change the whole way that you live. They can affect your hopes, your dreams, your future!

You are lucky you have a choice to keep your brain and the rest of your body working properly. Don't abuse that privilege by doing something stupid.

THINK ABOUT IT – WHILE YOU STILL CAN!

SKILLS EXTENSION FOUR

▶ STAR SEARCH

SUBJECT FOCUS: LANGUAGE, ARTS

- Remind the students about the Dream Weaver activity from the core lesson.
- Review some of their dreams and ways that they can achieve them.
- Explain that today they are going to go on a 'Star Search'. They are to interview their classmates to see what talents they have. There will be a space for each child on the grid, so it is important that they interview everyone.
- Create and pass out a STAR SEARCH GRID.
- Have the students move around the room, filling in talents for everyone in the class.

Educator's Note: *Explain that they will be looking for all kinds of talents, from baking to playing the piano, playing baseball, drawing, even being a good friend! Encourage them to also promote the talents of others!*

CLOSURE

What did you learn about yourself during this activity?

What did you learn about others?

What do you think was the purpose of this activity?

How does it relate to the commercial about the brain?

A Step Further

Encourage the students to plan a talent show to display their strengths. Invite other classes or members of the community to be the audience.

View the CCA commercial "What's Your Thing?". Discuss the message, point of view and target audience.

MEDIA LITERACY LESSON

PLAY IT AGAIN, BRAIN!

1 PREVIEWING ACTIVITY

- Explain that they are going to take another look at the commercial about the brain. Ask them to tell you what the brain does, based on the information they learned in previous lessons.
- Ask them if they have any idea what preparation goes on before a commercial like this is ever seen on television. Share their responses. Tell them they are going to view the commercial again, and this time they are going to learn a little about the planning that went on before the commercial ever aired.
- Ask them if they know what is meant by the term “target audience” (the specific group at which the commercial was aimed).

2 LINK TO THE COMMERCIAL

- Explain that they will be given a viewing sheet to use as a guide for the discussion which will take place after the viewing. Tell them they can make notes if they wish, or they can fill the blanks in after the viewing in the “Media and the Message Handout” (Appendix III).
- Go over the terms on the sheet to make sure that they understand the questions.
- View the commercial.

FOCUS FOR VIEWING: THE BRAIN

As you watch this commercial, look for answers to “The Media and the Message” (Appendix III).

VIEW THE COMMERCIAL

THE BRAIN

(30 SECONDS)

3 POSTVIEWING ACTIVITY

THE MEDIA AND THE MESSAGE

- Divide the students into small groups and ask them to fill out “The Media and The Message” (Appendix III) sheets as a team, discussing each question, and coming to consensus before entering their answers.
- Ask each team to appoint a spokesperson and take up the answers to each question.

Educator’s Note: *The answers suggested on page 59 are just discussion starters. The important point is to get the students talking about these issues. Their perceptions are the key to understanding media literacy.*

CLOSURE

What did you learn about the making of commercials from this lesson?

Tell them to keep those factors in mind when viewing the other commercials.

A Step Further

Take this information home and explain it to your family. Act as a media expert and point out:

1. target audience,
2. message
3. characters, and
4. tone

as you watch television with your family.

Educator’s Note: *This is a good time to explain “mixed messages” by referring to cigarette ads. On the one hand, you are seeing that healthy, beautiful people have a lot of fun, success and great experiences while smoking. On the other hand, you know that smoking is not good for you and that it can actually have a very negative impact on your future. These messages can be very confusing particularly for young audiences. “Brain” has a clear, focussed message, which tells the truth – no confusion here!*

THE MEDIA AND THE MESSAGE

Student Viewing Sheet

1. Target Audience:

- Who is the commercial aimed at?

- How do you know?

- Why do you think it has been developed for this particular audience?

2. Message:

- What is the message of this ad?

- Is it clear? Explain.

- Is there more than one message? Explain.

THE MEDIA AND THE MESSAGE

3. Characters:

- Describe the main subject(s) of the ad.

- Ask yourself if the people look and act like “real” people, or if they seem to be “too perfect.” Explain.

4. Tone:

- Is the tone serious, humorous or a blend of both?

THE MEDIA AND THE MESSAGE

Student Viewing Sheet

1. Target Audience:

- **Who is the commercial aimed at?**
Young people who are making choices about their own drug use.
- **How do you know?**
They say, “Think about your choices, while you still can.”
- **Why do you think it has been developed for this particular audience?**
Young people need to make informed choices about drug use. Reaching them before they make these negative choices is critical.

2. Message:

- **What is the message of this ad?**
Think about what drugs can do to your brain, your dreams and your future, while you still can!
- **Is it clear? Explain.**
The message in this commercial is very clear. There is no question what the intent of the producers was in this case.
- **Is there more than one message? Explain.**
The message is fairly clear here, but it will be interesting to hear what the students have to say.

3. Characters:

- **Describe the main subject(s) of the ad.**
The only characters in this ad are a brain and the narrator. The brain is definitely the main character, while the narrator is responsible for the delivery of the message.
- **Ask yourself if the people look and act like “real” people, or if they seem to be “too perfect.” Explain.**
In this case, the brain is not a real brain, but rather one constructed of electric wires. It is, however, given a very “real” look and the viewers believe that it simulates a real brain.

4. Tone:

- **Is the tone serious, humorous or a blend of both?**
The tone for this commercial is definitely serious. The narrator is making a very strong point in a very short period of time, and the only way to do the is to get to the facts.