A Guide to Individualized Learning Activities

Drug Abuse Education
PRS-5140-3

Québec

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INTRODUCTION

In 2004, the Direction de la formation générale des adultes (DFGA) of the Ministère de l'Éducation (MEQ) produced a course entitled *Drug Abuse Education.* It was developed in collaboration with participants from school boards and community organizations.

The objective of the course is "to enable citizens to obtain information about alcohol, drug and medication consumption in various life situations in order to increase their awareness of the subject, define their position in relation to it and assume responsibility."[1] Its companion document, the *Course Organization Guide*, covers such topics as raising awareness about the development process of a dependency.

An information tour held in the fall and winter of 2002-2003 consisted of nine regional meetings involving participants from school boards and public health departments (directions de la santé publique).

Considering that some teachers experienced difficulty using the content of the course when teaching in a group leadership context, **the DFGA decided to develop a series of individualized learning activities in order to help teachers plan individualized teaching based on the general elements of the course's common core content.** We believe this will allow the course to be more widely used and to better meet the needs of adults.

The learning activities suggested for students are based on a research project. They can carry out their research by selecting one or more life situations, taking into account the compulsory content of the course. Furthermore, they can develop skills in drug abuse prevention according to the indicators mentioned in the course.

The suggested learning activities are appropriate for the PRS-5140-3 course, which requires 75 hours to complete. It would be possible to adapt the activities to local course codes, such as PRS-5141-1, PRS-5142-2 and PRS-5143-3, which have been made available to school boards. However, it will be necessary to adapt the content of the activities to the course duration, taking into account the course's compulsory common core content.

The definition of the domain for the purposes of summative evaluation for the PRS-5140-3 course has been distributed to school boards.

It should also be noted that this course is optional and there is no prerequisite. It is designed for all students enrolled in adult education courses. It is also available to individuals or groups who already have a Secondary School Diploma (SSD) and who wish to become more aware of their responsibilities as citizens or parents, or who have been sentenced by a court or are subject to an administrative measure in the Alcofrein program (awareness session for persons found guilty of impaired driving).

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1. Québec, Ministère de l'Éducation, Direction de la formation des adultes, *Course on Drug Abuse Education* (Québec: Gouvernement du Québec, 2004), p. 3.

1   A RESEARCH STRATEGY APPLIED TO INDIVIDUALIZED LEARNING

The suggested strategy is modeled on project-based learning carried out in a context of individualized learning.

In this context, students are at the centre of the teaching process. They act as committed, responsible learners and become the architects of their own success. The teacher acts as a guide and mediator in the learning progress. As for the project, it is an essential feature of the construction of knowledge. It is a tool that supports both teaching and learning. In order to sustain commitment to a project and ensure its success, a number of conditions must be in place, specifically, the following:

Students:	Teachers:	The project:
- Act out of interest, motivation and intuition - Refer to their prior learning and experience from a cognitive, socioaffective and psychomotor perspective - Question themselves, are curious and have a desire to understand - Participate in the construction of their knowledge - Are responsible for their learning - Use a variety of resources - Put a variety of learning strategies into practice - Integrate their learning into their experience - Look for ways to transfer their learning - Undertake to complete their project successfully	- Act as mediators - Stimulate imagination and creative potential - Are sensitive to students' learning styles - Interact in the process of constructing knowledge - Situate the students in their learning path - Encourage relations with the environment - Draw on metacognitive strategies - Create a climate conducive to participation and empowerment - Counsel and guide the students	- Is meaningful for the student, authentic and reality-based - Includes a degree of feasibility and plausible results - Requires a certain degree of complexity (reflective, analytical, critical and synthetic thinking) - Mobilizes internal and external resources at the cognitive, socioaffective and psychomotor levels - Requires the application of a variety of learning strategies - Has a multidimensional scope in relation to adult social roles - Has potential for transferable learning - Requires collaboration - Leads to discoveries - Leads to action

2   EDUCATIONAL AIMS

The educational aims of the course are:[2]

- **To understand the phenomenon of alcohol, drug and medication consumption and the issues associated with it**

  - To be informed in order to reflect on the phenomenon of consumption
  - To place oneself in a broader context in terms of the issues related to consumption

- **To be sensitized to one's perceptions**

  - To become aware of one's perceptions
  - To establish connections with one's own attitudes and behaviours

- **To understand the effects of consumption on oneself and on others**

  - To be sensitized to the causes and consequences of consumption
  - To recognize the consequences of consumption
  - To evaluate the risks for oneself and for others

- **To support preventive actions related to consumption**

  - To learn to intervene before problems occur
  - To adopt preventive behaviour taking into account various life situations
  - To use one's personal resources, talents and strengths
  - To be familiar with the resources in one's community

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2.   Québec, Ministère de l'Éducation du Québec, Direction de la formation des adultes, *Course on Drug Abuse Education* (Québec: Gouvernement du Québec, 2004), p. 7.

3   ANDRAGOGY

3.1 ADULT EDUCATION APPROACH[3]
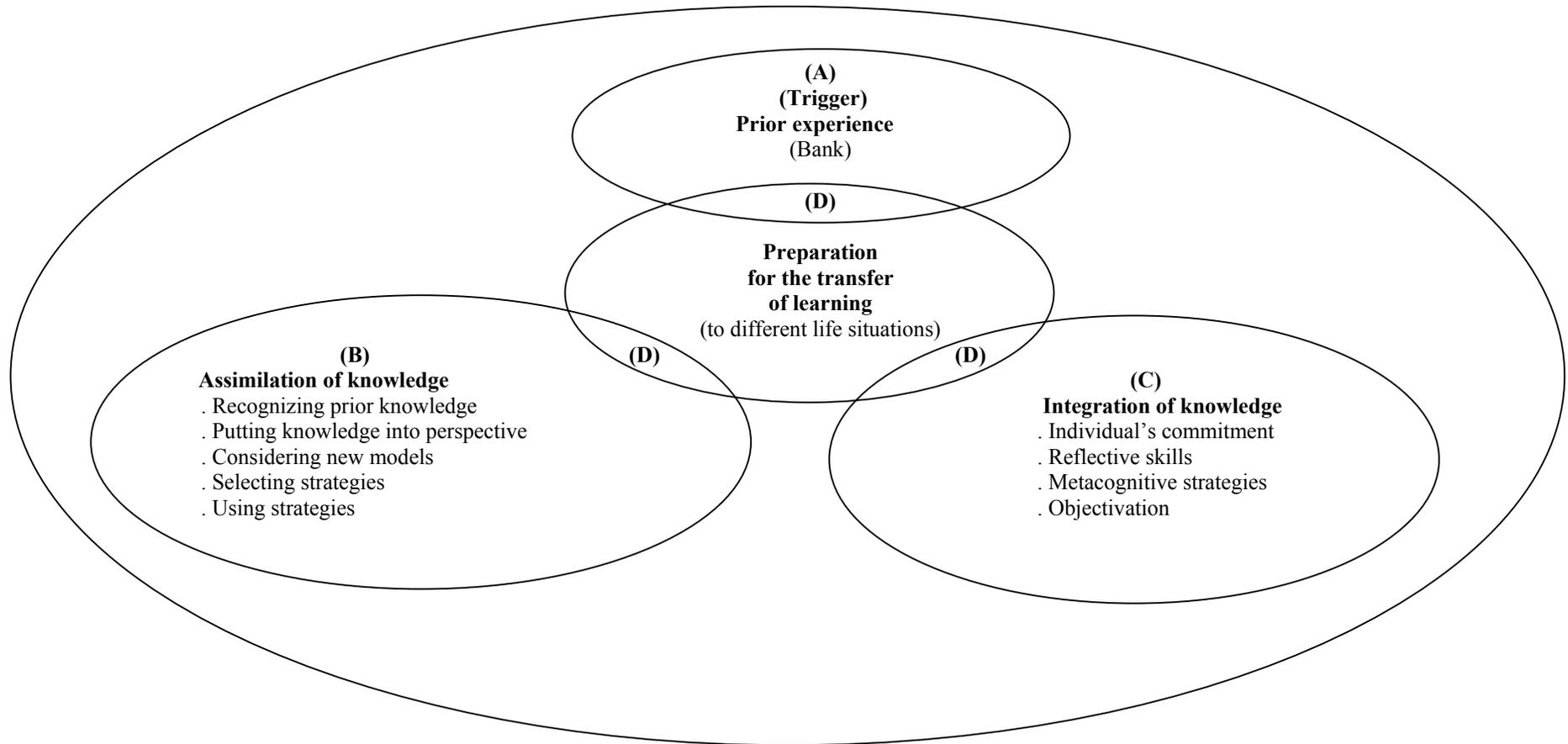
Proposed Adult Education Approach

Problems related to drug abuse require an examination of emotions and a search for solutions that either alleviate or are adapted to the consequences for oneself and others. In their approach, teachers and other professionals must demonstrate interpersonal skills and expertise in adult education.

In this context, we propose using an approach based on the individuals' own experiences to help them organize and integrate knowledge so that they may transfer their learning to different life situations, as required.

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3.   Québec, Ministère de l'Éducation du Québec, Direction de la formation des adultes, *Drug Abuse Education: Course Organization Guide,* (Québec: Gouvernement du Québec, 2004), pp. 6-9.

Below is a diagram that illustrates this adult education approach.[4] It consists of four steps: A) Prior experience; B) Assimilation of knowledge; C) Integration of knowledge; D) Preparation for the transfer of learning.

(A)
(Trigger)
Prior experience
(Bank)

(D)

Preparation
for the transfer
of learning
(to different life situations)

(B)
Assimilation of knowledge
. Recognizing prior knowledge
. Putting knowledge into perspective
. Considering new models
. Selecting strategies
. Using strategies

(D)

(D)

(C)
Integration of knowledge
. Individual's commitment
. Reflective skills
. Metacognitive strategies
. Objectivation

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4.   The bibliography at the end of this document suggests resources for teachers interested in learning more about the concepts related to the adult education approach.

A) Prior Experience

Adults' experiences include the various knowledge they have acquired in social, cultural and personal contexts. With this in mind, adults will be able to make use of their prior experiences from the outset of their learning.

In this way, their prior experience is used as a trigger. The social interaction that takes place in the classroom is considered as conducive to the structuration and restructuration of the various types of knowledge (knowledge, know-how and interpersonal skills).

B) Assimilation of Knowledge

The process of assimilating knowledge should make learning meaningful and stimulating. Adults' learning should be oriented according to the following learning path:

- Recognizing his or her prior experience enables the adult to make connections between prior knowledge of various kinds and newly acquired knowledge.
- Putting knowledge into perspective is conducive to the representation and organization of competencies.
- Considering new structured and detailed models leads the adult to modify his or her frame of reference according to cognitive and metacognitive strategies.
- Selecting strategies creates interrelations and points to logical connections.
- Using strategies gives the learning process shape and makes it meaningful.

Assimilating knowledge is an important step that involves overcoming certain obstacles. Adults must learn to come to terms with their errors and face the challenges before them in order to make positive use of their past experiences, accomplishments and difficulties and to perceive them as clues to the meaning of knowledge and as components in the construction of knowledge. Establishing meaningful contexts reflecting life situations that make learning significant will enable adults to develop or acquire useful knowledge and skills.

C) Integration of Knowledge

The integration of knowledge helps individuals measure the gap between what they can do (current situation) and what they could do (desired situation). At this step, the adult's learning process takes place according to the path set out below:

- Looking for a solution becomes a cognitive and affective exercise that requires a commitment from the adult.
- The development of reflective skills helps adults avoid making hasty decisions and therefore results in rational and prudent reactions.
- Metacognitive strategies related to knowing oneself enable the development or acquisition of skills needed to maximize the learning process.
- Through objectivation adults become aware of the usefulness of their learning.

The integration of knowledge is a step that enables adults to evaluate risks, consider possibilities and, when necessary, modify their behaviour in relation to the consumption of alcohol, drugs and medication.

D) Preparation for the Transfer of Learning

When necessary, adults can draw conclusions and make connections between cause and effect as they pertain to the situation. At this step, they will be preparing to transfer their learning to their own life situations. In this way, the success of the proposed adult education approach will be apparent over time and in situations independent of training provided in the classroom.

3.2 PURPOSE OF THE ADULT EDUCATION APPROACH

The proposed approach is based on adult education approaches[2] that take into account the development of the adult as an individual:

- **The adult is considered as a total person**
  - Respect for differences
  - Recognition of his or her prior knowledge and experience in the areas of knowledge, know-how and interpersonal skills

- **The adult is considered as a social being**
  - Active participation in the evolution of society and in current social changes
  - Development of a sense of belonging to the community
  - Prevention of social exclusion
  - Interdependent relationships with others

- **The adult is considered to be independent and responsible**
  - Assimilation of preventive strategies relative to drug abuse
  - Objectivation of his or her learning
  - Commitment to the adoption of preventive behaviours
  - Increase of his or her capacities to make enlightened choices in relation to drug abuse
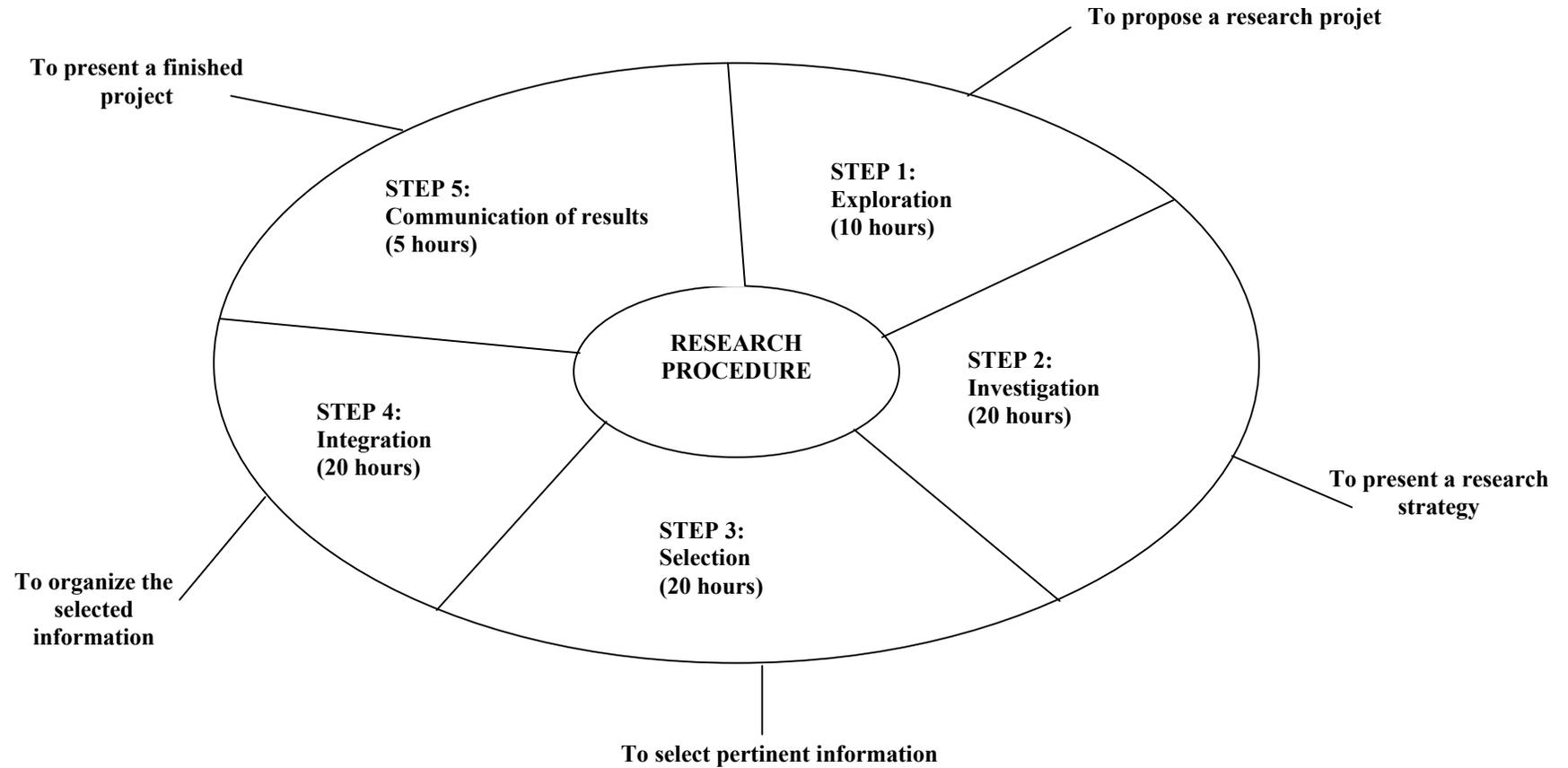 - Preparation for the transfer of learning in various life situations

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[2]   Québec, Ministère de l'Éducation du Québec, Direction de la formation des adultes, *Drug Abuse Education: Course Organization Guide,* (Québec: Gouvernement du Québec, 2004), pp. 6-9.

4 RESEARCH PROCEDURE

The research procedure suggested in this guide consist of five steps, representing a total duration of 75 hours.

4.1 DIAGRAM OF STEPS

To propose a research projet

To present a finished project

STEP 5:
Communication of results
(5 hours)

STEP 1:
Exploration
(10 hours)

RESEARCH PROCEDURE

STEP 2:
Investigation
(20 hours)

STEP 4:
Integration
(20 hours)

To present a research strategy

STEP 3:
Selection
(20 hours)

To organize the selected information

To select pertinent information

4.2 DESCRIPTION OF THE STEPS OF THE RESEARCH PROCEDURE

1 EXPLORATION (pp. 18-24)	**3 SELECTION (pp. 32-37)**
To propose a research project (10 hours)	**To select pertinent information (20 hours)**
1.1 Identify one's interest and motivation for the course 1.2 Acquire general knowledge about dependency as applied to drug abuse 1.3 Select a life situation and points for consideration 1.4 Present a research project * In this step, the students select the topic of their research.	3.1 Describe the problem situation to be studied 3.2 Gather information on spheres of influence 3.3 Gather information on the consequences of inappropriate use of psychoactive drugs 3.4 Look for connections between the common core elements of the course and the situation under study * In this step, the students gather information on their topic.
2 INVESTIGATION (pp. 25-31)	**4 INTEGRATION (pp. 38-40)**
To present a research strategy (20 hours)	**To organize the selected information (20 hours)**
2.1 Gather information on the evolution of the phenomenon of consumption in drug abuse 2.2 Develop a research strategy 2.3 Become involved in a research project * In this step, the students can modify their research topic, narrow it down or exchange it for another topic if the project seems to be too long, complex or unfeasible.	4.1 Formulate hypothetical solutions to the situation under study 4.2 Select appropriate solutions 4.3 Identify helpful public, private and community resources appropriate to the situation under study * In this step, the students develop their research in accordance with the information they have gathered.

5 COMMUNICATION OF RESULTS (pp. 41-44)

To present a finished project (5 hours)

5.1   Present the results of their research, orally or in writing
5.2   Exchange points of view
5.3   Identify possible uses for the learning acquired

*   In this step, the students transmit the results they have obtained, give their opinions and consider how they can transfer their learning.

4.3 INFORMATION PROVIDED FOR EACH STEP

Learning focus	**Learning contexts, resources and expected productions**	**Success indicators**
• A learning focus indicates the objective of an activity or a group of activities, as well as the direction or scope of a learning situation. It also specifies the learning content. (For example: "Select a life situation.")	• Activities The suggested activities are not limited to one task or a group of tasks. "These are a set of coordinated actions that extend beyond the specific field of tasks, involving procedures or productions related to significant dimensions of the situation under study."[6] [translation] • Resources The resources suggested are human and material resources appropriate for carrying out the activities mentioned. • Main outcome The main outcome is the finished product or result obtained after carrying out an activity or group of activities.	• The success indicators provide information on the progress and achievement of learning. "They enable us to judge the relevance, effectiveness, impact and efficiency of an activity (group of activities) or a project."[7] [translation]

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6. Québec, Ministère de l'Éducation du Québec, Direction générale de la formation professionnelle et technique, *Guide de détermination des compétences*, working document prepared by Jean Dussault and Anne Fillion (Québec: Gouvernement du Québec, 1996).
7. Renald Legendre, *Dictionnaire actuel de l'éducation* (Montréal: Guérin, 1993), p. 707.

5   ORGANIZATION OF LEARNING

5.1 DURATION OF LEARNING AND COURSE CODES

The suggested learning activities are appropriate for the PRS-5140-3 course, which requires 75 hours to complete. It would be possible to adapt the activities to the local course codes, such as PRS-5141-1, PRS-5142-2 and PRS-5143-3, which have been made available to school boards. However, it will be necessary to adapt the content of the activities to the course duration, taking into account the course's compulsory common core content.

The *Course on Drug Abuse Education* program and the *Course Organization Guide* are available on the DFGA Web site or from the regional offices of the MEQ. The reference numbers for these documents are, respectively, 41-2001-PA and 41-2001-A.

5.2 THE STUDENT'S LEARNING FILE

The student's learning file contains the main productions realized during the course of the research project. It may combine different types of productions: portfolio, logbook, users' kit, etc. Students will be required to do a final presentation at the end of the course.

The **Appendix** outlines the productions that can be included in the student's learning file in relation to the steps of the research procedure proposed in this guide.

5.3 INSTRUCTIONAL MATERIALS

School boards are responsible for choosing the instructional materials for the learning activities.

Some examples are:

- Basic information on the course
- Recording tools that will become part of the student's learning file:
  - portfolio
  - logbook
  - sample work of a plan for a research project
  - information sheets or cards
  - questionnaires, question banks
  - outlines, diagrams, blank charts
  - other
- Basic documentation on drug abuse:
  - glossary of principal terms
  - folders, pamphlets
  - newspaper and magazine articles, press kits
  - books
  - Web sites
  - videos, films
  - directory of public, parapublic and community resources
  - other
- Group activity tools:
  - quiz game
  - crossword puzzles
  - other
- Self-evaluation grids for each step in the research procedure

5.4 SUGGESTED RESOURCE MATERIALS

Below are some suggested resource materials related to concepts from the common core content.[8] These materials were used during the writing and piloting of the course. They are not prescriptive.

Common core concepts	Suggested resource materials
1. Evolution of the phenomenon of consumption • Habits of consumption and evolution of substances • Currents of thought • Prevention of drug abuse • Legislation • Offences	 • Brisson, P. *L'usage des drogues et la toxicomanie*, 2000. Vol. 3, chap. 1, pp. 3-40. • Peele, S. *L'expérience de l'assuétude*, 1982. p. 848 • Cormier, D., S. Brochu and J.-P. Bergevin. *Prévention primaire et secondaire de la toxicomanie*, 1991. • Consult government departments responsible for the relevant statutes.

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8.   Québec, Ministère de l'Éducation du Québec, Direction de la formation des adultes, *Drug Abuse Education: Course Organization Guide,* (Québec: Gouvernement du Québec, 2003), p. 30-31.

Common core concepts	Possible resource materials
2. Personal environment	
• Definitions	• American Psychiatric Association. *DSM-IV: Diagnostic and Statistical Manual of Mental Disorders, 4th edition.* Washington: 1994. • Health Canada. *Straight Facts about Drugs and Drug Abuse.* Ottawa: Public Works and Government Services Canada, 2000.
• Cycle of dependency	• Peele, S. *L'expérience de l'assuétude*, 1982. pp. 19-59.
• Law of effect (E α ISC)	• Actions Toxicomanie Bois-Francs. *Spécial semaine de prévention*, vol. 2, no. 1. 2001. pp. 4-5.
• General effects of psychotropic substances on physical health	• Brisson, P. *L'usage des drogues et la toxicomanie*, 2000. Vol. 3, chap. 5, pp. 121-174.
• Profile of consumers	• Brisson, P. *L'usage des drogues et la toxicomanie*, 1988. Vol. 1, chap. 16, pp. 253-269.
3. Spheres of influence	
• Definitions	• Course glossary
• Myths and beliefs (examples)	• Local myths
• Spheres of influence	• Brisson, P. *Programme régional en prévention de l'alcoolisme et des toxicomanies et en promotion de la santé*. 1990. Chap. 3, pp. 62-77.
• Risk factors • Protection factors	• Brisson, P. *L'usage des drogues et la toxicomanie*, 2000. Vol. 3, chap. 11, pp. 279-305.
4. Consequences for oneself and others	
• Related consequences • Economic consequences	• Publications of the Comité permanent de lutte à la toxicomanie • Service de lutte contre les infections transmissibles sexuellement et par le sang (SLITSS) [formerly the Centre québécois de coordination sur le SIDA (CQCS)]. • Association des intervenants en toxicomanie du Québec (AITQ) • Association québécoise de suicidologie
5. External resources	
• Public, private and community resources	• Local organizations

5.5 EVALUATION OF LEARNING

Formative evaluation is left to the discretion of the teacher.

The research strategy proposed in this guide includes self-evaluation periods at the end of each step in the strategy.

For the PRS-5140-3 course, the MEQ has produced a *Definition of the Domain* (41-2001-DDE) to be used for summative evaluation.

The *Course on Drug Abuse Education* program and the *Course Organization Guide* are available on the DFGA Web site or from the regional offices of the MEQ. The reference numbers for these documents are, respectively, 41-2001-PA and 41-2001-A.

6   THE STEPS

STEP 1	**EXPLORATION:**	**To propose a research project (10 hours)**
STEP 2	**INVESTIGATION:**	**To present a research strategy (20 hours)**
STEP 3	**SELECTION:**	**To select pertinent information (20 hours)**
STEP 4	**INTEGRATION:**	**To organize the selected information (20 hours)**
STEP 5	**COMMUNICATION OF RESULTS:**	**To present a finished project (5 hours)**

STEP 1   EXPLORATION: To propose a research project

Approximate duration: 10 hours

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

1.1 To identify one's interest and motivation for the course	• <u>Activities</u>
	
	  - Assimilation of information that summarizes the essential content of the course, the suggested procedure and the evaluation specifications (summative and formative)
	  - Explanation of the student's learning file and the recording tools that are included in it
	  - Reflection on the students' interest in the content of the course
	  - Reflection on the students' motivation to apply the research strategy
	  - Recording of the reflections
	  - Other
	
	• <u>Resources</u>
	
	  - Basic information on the course
	  - Examples of recording tools (portfolio, logbook, information sheets, questionnaires, outlines, diagrams and other) that will be included in the student's learning file
	  - Recording tool for reflections on interest and motivation
	  - Other
	
	• <u>Main outcome</u>
	
	  - Reflection on their interest and motivation for the course
		• To identify their interest in taking the course. (Understanding)
		
		• To list the motivation factors that will foster their success. (Knowing)
		
		• To define the organization of the course, the expected productions and the presentation format for the students' learning file. (Knowing)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

1.2 To acquire general knowledge about dependency as applied to drug abuse (section 9.2 of the course)
 	
• Definitions
 	
   - Physical dependency
   - Psychological dependency
   - Intoxication (abuse)
   - Inappropriate usage
	• Activities
	
	   - Personal definition of dependency on alcohol, drugs and medications
	   - Quiz on definitions
	   - Crossword puzzle on definitions
	   - Reflection on one's own definition of dependency on alcohol, drugs and medications, as required
	   - Other
	
	• Resources
	
	   - Basic documentation: folders, books, Web sites, videos and other documents on dependency
	   - Quiz on definitions
	   - Crossword puzzle on definitions given in the course
	   - Recording tool for the definintion of dependency
	   - Other
	
	• Main outcome
	
	   - Definition of dependency on alcohol, drugs and medications
		• To identify concepts with the appropriate words. (Knowing)
		
		• To relate new knowledge to previous knowledge. (Understanding)

Learning focus	**Learning contexts, resources and expected outcomes**	**Success indicators**

• Cycle of dependency
 	
- Circular process
    • Sources of problems
    • Life problems
    • Search for adapted and alleviating solutions
 	
- Potential for reversing the process
 	
• Law of effect (E $\propto$ ISC)
 	
- Individual
- Psychoactive substances
- Context
	• Activities
	
	  - Familiarization with the law of effect (individual, psychotropic substances, context)
	  - Familiarization with the cycle of dependency
	  - Insertion of information about Isabelle into the diagram on the cycle of dependency:
	    • Example, story of Isabelle, reflection on her situation
	    • Overview of the situation
	    • Diagram of the cycle of dependency
	  - Insertion of data from the example of Isabelle into the diagram of the law of effect
	  - Reflection on the triggers of a dependency
	  - Understanding of the reversible potential of the process of dependency and the positive outcomes
	  - Recording of reflections and observations
	  - Other
	
	• Resources
	
	  - *Course Organization Guide*, Chapter 2: Dependency, pp. 13-22.
	  - Blank diagrams to fill in: Cycle of Dependency and Law of Effect
	  - Tool for recording reflections and observations
	  - Other
	
	• Main outcomes
	
	  - Completed dependency diagram, reflections and observations
	  - Completed law-of-effect diagram
		• To understand the development process of a dependency and its triggers, by means of a diagram. (Conceptualizing)
		
		• To recognize the potential for reversing the process of dependency and the positive outcomes that ensue. (Knowing)

Learning focus	**Learning contexts, resources and expected outcomes**	**Success indicators**

• General effects of psychoactive substances on physical health
 	
- Depressants
  • Alcohol
  • Tranquillizers and sleeping pills
  • Opiates (opium derivatives)
 	
- Stimulants
  • Cocaine
  • Nicotine
 	
- Psychodysleptics
  • Cannabis
  • Hallucinogens
  • Solvents and glue
	• Activities
	
	- Consultation of simplified documents describing psychotropic substances and their main effects
	- Development of a chart or poster on the effects of psychotropic substances (depressants, stimulants, psychodysleptics) when consumed inappropriately
	- Awareness of the modifications made to certain psychotropic substances and how this affects their degree of toxicity (for example, difference between cannabis of today and cannabis of the past)
	- Recording of comments on the general effects of psychotropic substances, as well as comments on attitudes and behaviours
	- Other
	
	• Resources
	
	- Basic documentation (folders, Web sites, posters, newspaper articles, etc.) on the general effects of psychotropic substances and the increased degree of toxicity of some of these substances
	- Table of psychotropic substances and a partially completed chart to fill in
	- Other
	
	• Main outcome
	
	- Chart on the general effects of psychoactive substances and commentary
		• To associate the main acute and chronic short- and long-term effects of substances on health, attitudes and behaviours. (Knowing)
		
		• To recognize the significance of substance modification and increases in degree of toxicity. (Knowing)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

• Consumer profile
  - Abstainer
  - Explorer
  - Occasional user
  - Abuser
  - Regular user
  - Excessive consumer
	• Activities
	
	  - Portrait
	    • Description of the six consumer profiles
	    • Comments on the consumer profiles and connections with the cycle of dependency
	  - Role playing
	    • Creation of six characters personifying the characteristics of each profile
	    • Connection between the cycle of dependency and the characters created
	    • Other
	
	• Resources
	
	  - Basic documentation: folders, pamphlets, books, Web sites, other
	  - Chart of profiles of consumers
	  - Model for the creation of a character
	  - Recording tool for comments on dependency
	  - Other
	
	• Main outcome
	
	  - Description of the six consumer profiles and personal comments on dependency
		• To recognize the cycle of dependency in individuals (Knowing)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

1.3 To select a life situation and points for consideration (section 10 of the course)	• Activities
	
	  - Exploration of the six life situations suggested in the course
	  - Choice of a life situation
	  - Justification of their choice
	  - Recording of the points for consideration to be used during the research
	  - Other
	
	• Resources
	
	  - Life situations, pp. 26-39 of the course
	  - Bank of questions to facilitate reflections
	  - Tool for recording the points for consideration to be used during the research
	  - Other
	
	• Main outcome
	
	  - Life situations, points for consideration and giving reasons for their choices
		• To select a meaningful life situation, as well as points for consideration to use during the research. (Applying)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators
At the end of this step, the student will be able: **1.4 To present a research project*** ∗ The project must integrate common-core content and the steps of the research procedure	• <u>Activities</u> - Identification of common-core content to be developed, taking into account the life situation selected and the points for consideration to be covered - Proposal for a research project and use of common-core content - Identification of their interest and motivation for the research project and its connections with their initial interest and motivation (1.1) - Self-evaluation of their learning (Step 1) - Other • <u>Resources</u> - Common core, p. 12 of the course and following, as applicable - Selected life situation and points for consideration - Productions from Step 1 - Self-evaluation grid for the learning in Step 1 - Other • <u>Main outcomes</u> - Description (text, diagram, other) of their research project - Self-evaluation of Step 1	• To connect the life situation and the points for consideration with the common-core content of the course. (Understanding) • To identify their interest in carrying out a research project. (Understanding) • To determine the elements of motivation that will foster success. (Understanding)

STEP 2   INVESTIGATION: To present a research strategy

Approximate duration: 20 hours

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

2.1 To gather information on the phenomenon of consumption in drug abuse (section 9.1 of the course)
 	
• Habits of consumption and evolution of psychoactive substances
 	
  - Prohibition of alcohol
  - The 1960s and chemical substances
  - Psychedelic era
  - Multiple drug abuse
  - Ecstasy and rave culture
  - Other
	• <u>Activities</u>
	
	  - Watching films and first impressions of habits of consumption (Woodstock, The Untouchables, other)
	  - "Time capsule"
	    • Construction of a short history of consumption phenomena in North America through the lives of famous people (Al Capone, Elvis Presley, Vietnam veterans, the Beatles, Jimi Hendrix, Janis Joplin, Jim Morrison, Eric Clapton, Bob Dylan, Harmonium, Dan Bigras, Robert Charlebois, Nirvana and others)
	  - "Here and elsewhere"
	    • Viewing a documentary showing different aspects of the consumption of psychoactive substances, here and elsewhere
	    • Comparison of consumption habits between Québec and elsewhere (fashionable products, prices, effects, age, dependency and other relevant elements)
	  - Awareness of consumption habits and the development of psychoactive substances in Québec
	  - Other
		• To recognize habits of consumption related to the evolution of the principal substances (alcohol, drugs, medications and multiple drug abuse) in Québec and elsewhere, where applicable.
		(Knowing)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators
	• <u>Resources</u> - Basic documentation: books, magazines, newspaper articles, Web sites, etc. - Documentaries, films, videos, discography and other - Model for the production of a short history - Tool for recording the comparison of habits of consumption here and elsewhere - Tool for recording personal realizations about consumption habits and the development of psychoactive substances in Québec - Other • <u>Main outcome</u> - Personal observations about consumption habits and the development of psychoactive substances in Québec	

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

• Currents of thought
 	
  - Moral and religious approach
  - Medical and scientific approach
  - Psychosocial approach
  - Other
	• Activities
	
	  - Timeline of approaches and principal leaders
	  - Comparison of the principles advocated in the different approaches, using a chart to be constructed
	  - Personal opinions about currents of thought and their influence on people's attitudes and behaviours
	  - Other
	
	• Resources
	
	  - Basic documentation on approaches, principles and leaders: books, magazines, Web sites, etc.
	  - Chart of principles used in different approaches and a partially completed chart
	  - Tool for recording their personal opinions on currents of thought and their influence
	  - Other
	
	• Main outcome
	
	  - Comparative chart on approaches and currents of thought and personal opinions about their influence
		• To gain an idea of the evolution of currents of thought and their influence on the attitudes and behaviours of a person and a group.
		(Conceptualizing)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

• Prevention of drug abuse
 	
  - Origin
  - Evolution
  - Advantages
	• <u>Activities</u>
	
	  - Reflection on the proverb: *An ounce of prevention is worth a pound of cure*
	    • Explanation of the proverb using examples related to the consumption of substances
	    • Comments pertaining to the advantages of prevention in the field of drug abuse
	  - "Interview"* with a person from a public or community organization working in the field of drug abuse prevention:
	    • Preparation of an interview questionnaire (origin, evolution and advantages of prevention: three to five questions)
	    • Preparation for the interview (appointment, materials, etc.)
	    • During the interview (taking notes, recording)
	    • Production of a report on the interview and conclusions as to the advantages of the preventive approach
	  - Other
	  * The interview could be replaced by watching a film in which someone talks of their experience working in the field of drug abuse prevention.
	
	• <u>Resources</u>
	
	  - Basic documentation
	  - Tool for recording reflections on the proverb
	  - List of persons in local public and community organizations working in the field of drug abuse prevention
	  - Documentation to prepare themselves for the interview
	  - Model for the interview report
	  - Other
	
	• <u>Main outcome</u>
	
	  - Personal reflections on the advantages of the preventive approach in drug abuse prevention
		• To locate organizations working in the field of drug abuse. (Applying)
		
		• To recognize the advantages of the preventive approach. (Knowing)

Learning focus	**Learning contexts, resources and expected outcomes**	**Success indicators**

• Types of legislation
 	
  - *Criminal Code*
  - *Highway Safety Code*
  - *Controlled Drugs and Substances Act*
  - *Young Offenders' Act*
 	
• Offences
 	
  - Possession of psychoactive substances
  - Possession for the purpose of trafficking
  - Trafficking
  - Importing and exporting
  - Production
  - Impaired driving
	• <u>Activities</u>
	
	  - Exploration of simplified versions of various legal documents (charts, diagrams, etc.)
	  - Production of a skit with two or three characters illustrating the laws and inappropriate use of alcohol, drugs and medications (two friends, a police officer and two friends, other situations)
	  - "Visit to a police station"
	    • Preparation of a series of questions concerning legislation and offences related to drug abuse
	    • Visit to a police station and gathering of information obtained by asking questions
	  - Development of a chart that summarizes laws, offences and sanctions
	  - Conclusions about legal aspects and reflection on the social forces behind the laws
	  - Other
	
	• <u>Resources</u>
	
	  - Basic legal documentation (simplified)
	  - Police officer from the local police station
	  - Model for the production of a sketch (oral or written)
	  - Model of a questionnaire for the meeting with police officers
	  - Chart of laws, offences and sanctions and a partially completed chart, if necessary
	  - Tool for recording conclusions about legal aspects and the social forces behind the laws
	  - Other
	
	• <u>Main outcome</u>
	
	  - Summary chart of the legislation governing alcohol, drugs and medications
		• To recognize the main laws governing substances in force in Québec. (Knowing)
		
		• To recognize the consequences of legal infractions. (Knowing)
		
		• To recognize that certain legal substances can be used inappropriately or in an illegal context. (Knowing)
		
		• To recognize the principal sanctions attached to different offences. (Knowing)
		
		• To recognize the social forces behind the laws. (Knowing)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

2.2 To develop a research strategy	• <u>Activities</u>
	
	- Description of a work plan based on a selected life situation:
	  • Objectives to be attained
	  • Type of work to be produced (production integrated into a logbook or portfolio, oral production, PowerPoint document, etc.)
	  • Organization plan for the common-core content according to the points for consideration being used
	  • Identification of human and material resources
	  • Choice of strategies, tools and sites for collecting information
	  • Timetable including follow-up meetings with the teacher
	  • Criteria for evaluating the results of the research
	  • Other elements, if required
	- Other
	
	• <u>Resources</u>
	
	- Productions from Steps 1 and 2
	- Model of a work plan for a research strategy*
	- Directory of local resources
	- Other
	* The activities for developing the research are carried out with the constant participation of the teacher. A joint work session could be organized.
	
	• <u>Main outcomes</u>
	
	- Work plan for a research strategy
	- Production timetable
	- Criteria for evaluating the results
		• To plan the research. (Synthesis)
		
		• To prepare the steps to come. (Understanding)
		
		• To develop a working method. (Understanding)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

At the end of this step, the student will be able to:
 	
2.3 To become involved in a research project
	• <u>Activities</u>
	
	  - Review of their interest and motivation (see the production of 1.1)
	  - Awareness of their responsibilities
	  - Identification of unforeseen problems and possible solutions
	  - Identification of the teacher's role
	  - Declaration of their commitment to pursue their research
	  - Self-evaluation of their learning (Step 2)
	  - Other
	
	• <u>Resources</u>
	
	  - Reflection on their interest and motivation (1.1)
	  - Work plan (2.2)
	  - Grid for the self-evaluation of their learning in Step 2
	  - Other
	
	• <u>Main outcomes</u>
	
	  - Involvement (oral or written) in his or her research project
	  - Self-evaluation of Step 2
		• To identify their interest in pursuing the research project.
		 (Understanding)
		
		To revise the elements of motivation favouring success.
		 (Understanding)
		
		• To determine their responsibilities.
		 (Understanding)

STEP 3   SELECTION: To select pertinent information

Approximate duration: 20 hours

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

3.1 To describe the problem situation to be studied
 	
The following documents will be useful until the end of the research:
-    Life situation and points for consideration
-    Work plan for the research strategy
-    Timetable
	• Activities
	
	  - Identification of the consumer profile (main character in the life situation)
	  - Identification of the effects of psychoactive substances, legislation and related offences
	  - Description of the problem situation
	  - Awareness of the potential for the reversal of the situation under study
	  - Other
	
	• Resources
	
	  - Model (chart) for the consumption profile, the effects of psychoactive substances, legislation and offences
	  - Data gathered in Steps 1 and 2
	  - Tool for recording the description of the problem situation
	  - Other
	
	• Main outcomes
	
	  - Description of the situation (problem) and the potential for reversal of dependency
	  - Summary table of the consumption profile, the effects of psychoactive substances, legislation and related offences
		• To connect elements in the problem situation. (Understanding)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

3.2 To gather information on spheres of influence (section 9.3 of the course)
 	
• Definitions
 	
   - Perception
   - Belief
   - Value
   - Prejudice
   - Stereotype
   - Risk factors
   - Protection factor
 	
• Myths and beliefs
	• Activities
	
	   - Personal reflections on their own perceptions, myths and beliefs, values, prejudices and stereotypes regarding drug abuse, recording of their opinions
	   - Discussions with students or friends and recording of myths and beliefs in general and in particular according to the situation under study
	   - Other
	
	• Resources
	
	   - Definitions of terms
	   - Tool for recording personal reflections
	   - Myths and beliefs (examples, Course p. 17)
	   - Questionnaire (short) for consulting students
	   - Other students or friends
	   - Tool for recording myths and beliefs in their environment (general)
	   - Tool for recording myths and beliefs related to the situation under study (particular)
	   - Other
	
	• Main outcomes
	
	   - Recording of myths and beliefs of those around them
	   - Identification of myths and beliefs related to the situation under study
		• To accept that perceptions, beliefs and values are determining factors and that they may serve to influence, limit and distort information. (Maintaining socioaffective relationships in one's social environment)
		
		• To be mindful of one's perceptions related to myths and beliefs surrounding drug abuse. (Implementing and organizing one's values.)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

• Spheres of influence
 	
    - Personal environment
    - Family environment
    - Social environment
	• <u>Activities</u>
	
	    - "In my crystal ball"
	        • Identification of the spheres of influence in the life situation under study
	    - Other
	
	• <u>Resources</u>
	
	    - Program, p. 18
	    - Tool for recording personal, family and social environment
	    - Other
	
	• <u>Main outcome</u>
	
	    - Description of spheres of influence related to the situation under study
		• To recognize spheres of influence in relation to certain life situations. (Knowing)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

• Risk factors and protection factors
 	
  - Individual factors
  - Family and intergenerational factors
  - Social factors
  - Social, educational and vocational factors
	• Activities
	
	  - Development of a diagram related to the main character being studied, based on the following elements:
	    • The risk factors that lead a person to consumption and their influence on attitudes and behaviours
	    • Protection factors
	    • Personal resources that support taking responsibility for one's actions and adopting preventive behaviours concerning the consumption of alcohol, drugs and medications
	    • Comments on the moderating role of protection factors
	  - Other
	
	• Resources
	
	  - Program, pp. 19, 20, 21 and 22
	  - Model for a diagram
	  - Other
	
	• Main outcome
	
	  - Diagram identifying the risk factors and protection factors, as well as the personal resources of the main character in the situation under study
		• To connect the personal, family, social, educational or vocational factors that lead to inappropriate consumption of psychoactive drugs and influence attitudes and behaviours. (Understanding)
		
		• To identify personal resources that support taking responsibility for one's actions and adopting preventive behaviours in the consumption of alcohol, drugs and medications. (Conceptualizing)
		
		• To recognize the moderating role of protection factors in consolidating a problem of consumption of psychoactive drugs. (Knowing)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

3.3 To gather information on the consequences of inappropriate use of psychoactive drugs (section 9.4 of the course)
 	
• Related consequences
 	
• Economic consequences
 	
  - Direct costs
    • Health care
    • Law enforcement
    • Road accidents
    • Debt
    • Other
 	
  - Indirect costs
    • Loss of productivity
    • Loss of meaning in one's life
    • Absenteeism
    • Other
	• Activities
	
	  - Assembly of a press kit or viewing of a film in which someone recounts their experience with the related and economic consequences of inappropriate use of psychoactive drugs
	  - Relation to the situation under study and list of related and economic consequences, both present and future
	  - Estimate, in dollars, of the direct and indirect economic costs for the situation under study
	  - Other
	
	• Resources
	
	  - Model for a press kit
	  - Current documents for assembling a press kit (newspapers, magazines, Web sites, other)
	  - Video testimony of a former substance abuser
	  - Tool for recording consequences related to the life situation
	  - Model for the evaluation of direct and indirect costs
	  - Other
	
	• Main outcome
	
	  - List of related and economic consequences, present and future, for the life situation under study
		• To determine the possible consequences of inappropriate use of psychoactive drugs. (Understanding)
		
		• To recognize the direct and indirect costs related to inappropriate consumption of psychoactive drugs. (Knowing)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

At the end of this step, the student will be able:
 	
3.4 To look for connections between the common core elements of the course and the situation under study
	• Activities
	
	- Summary of the life situation under study using previous productions:
	  • Evolution of the phenomenon of consumption in the main character
	  • Life situation in relation to the character's environment (personal, family, work, social, etc.)
	  • Consequences for oneself and others in the short, medium and long term
	  • Other
	- Self-evaluation of their learning (Step 3)
	- Review of their interest, motivation and commitment to pursuing the research
	- Modification of the work plan and timetable, if necessary
	- Other
	
	• Resources
	
	- Model for the production of a summary of the situation under study
	- Productions realized during the course of the research strategy
	- Work plan for the research strategy
	- Reflections on their interest and motivation (1.1)
	- Commitment to their research project (2.3)
	- Self-evaluation grid for their learning in Step 3
	- Other
	• Main outcomes
	
	- Summary of the situation under study in terms of the evolution of consumption, influences on the individual and his or her environment and consequences for the individual and those close to him or her
	- Self-evaluation of Step 3
		• To summarize the progress of the research activities. (Synthesizing)
		
		• To make connections among common-core elements of the course. (Analyzing)

STEP 4   INTEGRATION: To organize the selected information

Approximate duration: 20 hours

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

4.1 To formulate hypothetical solutions to the situation under study
 	
The following documents will be useful until the end of the research:
- Life situation and points for consideration
- Work plan for the research strategy
- Timetable
	• Activities
	
	- Familiarity with problem-solving processes
	- Preparation for consulting various actors on different points of view (select from the following):
	  • Specialist in alcohol, drug and medication abuse
	  • Representative of the law (police, lawyer, other)
	  • Former substance abuser
	  • People close to the student (teachers, friends, other students)
	  • Other persons consulted
	- Meetings with the people selected
	- Formulation of hypothetical solutions adapted to the life situation under study
	- Other
	
	• Resources
	
	- Problem-solving strategy
	- Summary of the situation under study (3.4)
	- Directory of resources in the community
	- Tool for recording points of view
	- Tool for recording adapted hypothetical solutions
	- Other
	
	• Main outcome
	
	- List of hypothetical solutions adapted to the situation under study
		• To identify hypothetical solutions taking into account different points of view.
		 (Understanding)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

4.2 To select appropriate solutions	• <u>Activities</u>
	
	  - Analysis of solutions:
	    • Criteria: relevant, feasible and acceptable solutions
	    • Examination of possible impact on the main character and in the social environment
	    • Awareness of the values involved
	    • Evaluation of the possibility that the problem will disappear
	  - Prioritization of selected solutions
	  - Justification of their choices, using examples (impact; short-, medium- and long-term effects; potential for success, etc.)
	  - Recording of analysis and evaluation data
	  - Other
	
	• <u>Resources</u>
	
	  - Problem-solving strategy (*cont.*)
	  - Tool for recording the analysis and evaluation data
	  - Other
	
	• <u>Main outcome</u>
	
	  - Evaluation of selected solutions and priorities
		• To look for adapted solutions to foster the process of change. (Analyzing)
		
		• To consider the solutions selected and their potential for success. (Evaluating)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

At the end of this step, the student will be able:
 	
4.3 To identify helpful public, private and community resources appropriate to the situation under study (section 9.5 of the course)
 	
• Public, private and community resources
	• Activities
	
	  - Research on organizations and resources relevant to the situation under study
	  - Selection of helpful resources appropriate to the situation (extrapolation)
	  - Self-evaluation of their learning (Step 4)
	  - Other
	
	• Resources
	
	  - Directory of resources in the community
	  - Tool for recording the data gathered on help resources
	  - Self-evaluation grid for their learning in Step 4
	  - Other
	
	• Main outcomes
	
	  - List of community resources that could be appropriate to the situation under study
	  - Self-evaluation of Step 4
		• To present services available in their community. (Synthesizing)

STEP 5   COMMUNICATION OF RESULTS: To present a finished project

Approximate duration: 5 hours

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

Taking into account the data in the previous steps:
 	
5.1 To present the results of their research, orally or in writing
	• Activities
	
	- Selection of materials to be presented from the outcomes realized during the course of the research strategy
	- Presentation of the research (oral, written):
	  • Steps of the research procedure
	  • Objectives targeted
	  • Life situation and points for consideration used during the research
	  • Definition of dependency as it pertains to substance abuse
	  • Consumption profile (main character)
	  • Overview of the situation (diagram of the law of effect)
	  • Completed diagram of the cycle of dependency
	  • Information gathered on various aspects: habits of consumption, legislation and infractions, effects of the substances involved, spheres of influence, risk factors, protection factors, adapted solutions, consequences, helpful resources and other relevant elements related to the course's common-core content
	  • Evaluation of the results of the research using criteria determined in the work plan
	- Other
		• To present the research in an original and creative way.
		(Synthesizing)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

	• Resources
	
	  - Recording tools used during the research (diagrams, charts, summaries, logbooks, portfolios, and other productions from Steps 1, 2, 3, and 4)
	  - Work plan
	  - Life situation and points for consideration used during the research
	  - Other
	
	• Main outcome
	
	  - Presentation (oral, written) of the research	

Learning focus	Learning contexts, resources and expected outcomes	Success indicators

5.2 To exchange points of view	• <u>Activities</u>
	
	  - Exchange points of view on the research strategy and the learning acquired
	  - Other
	
	• <u>Resources</u>
	
	  - Productions realized
	  - Self-evaluations of Steps 1, 2, 3 and 4
	  - Other
	
	• <u>Main outcome</u>
	
	  - Critical summary of the research strategy and the results obtained
		• To take a critical look at the research strategy and the results obtained. (Evaluating)

Learning focus	Learning contexts, resources and expected outcomes	Success indicators
5.3 To identify possible uses for the learning acquired	• <u>Activities</u> - Identification of learning strategies used in the areas of data processing, problem solving, critical and ethical meaning, creativity, method (methodology), communication, etc. - Consideration of learning acquired and not acquired - Reflection on possible uses of learning - Identification of short-, medium- and long-term continuing education needs, if necessary - Other • <u>Resources</u> - Work plan and results obtained - The production as a whole - Other • <u>Main outcome</u> - Summary of personal achievements and plans for follow-up, if applicable	• To determine ways to transfer their learning. (Understanding)

APPENDIX

EXAMPLES OF OUTCOMES THAT COULD BE INCLUDED IN A STUDENT'S FILE

STEPS	FOCUSES OF LEARNING	EXAMPLES OF OUTCOMES
1 EXPLORATION • **To propose a research projet**	**1.1 To identify one's interest and motivation for the course**	• Reflection on their interest and motivation in relation to the course
	1.2 To acquire general knowledge about dependency as applied to drug abuse (section 9.2 of the course) • Definitions • Cycle of dependency • Law of effect (E α ISC) • General effects of psychoactive substances on physical health • Consumer profile	 • Definition of dependency on alcohol, drugs and medications • Completed dependency and law-of-effect diagrams, reflections and observations • Chart on the general effects of psychoactive substances and commentary • Description of the six profiles of consumers and personal comments on dependency
	1.3 To select a life situation and points for consideration (section 10 of the course)	• Life situations, points for consideration and justification of their choices
	1.4 To present a research project	• Description (text, diagram, other) of their research project • Self-evaluation of Step 1

STEPS	FOCUSES OF LEARNING	EXAMPLES OF OUTCOMES
2 INVESTIGATION • **To present a research strategy**	**2.1 To gather information on the evolution of the phenomenon of consumption in drug abuse (section 9.1 of the course)** • Habits of consumption and evolution of psychoactive substances • Currents of thought • Prevention of drug abuse • Types of legislation • Offenses	• Personal observations about consumption habits and the evolution of psychoactive substances in Québec • Comparative chart on approaches and currents of thought and personal opinions about their influence • Personal reflections on the advantages of the preventive approach to drug abuse • Summary chart of legislation governing alcohol, drugs and medications
	2.2 To develop a research strategy	• Production of a work plan for a research strategy • Production timetable • Criteria for evaluating the results
	2.3 To become involved in a research project	• Involvement (oral or written) in his or her research project • Self-evaluation of Step 2

STEPS	FOCUSES OF LEARNING	EXAMPLES OF OUTCOMES
3 SELECTION • **To select pertinent information**	**3.1 To describe the problem situation to be studied**	• Description of the situation (problem) and the potential for reversal of dependency • Summary table of the profile of consumption, the effects of psychoactive substances, legislation and related offenses
	3.2 To gather information on spheres of influence (section 9.3 of the course) • Definitions • Myths and beliefs • Spheres of influence • Risk factors and protection factors	 • Recording of myths and beliefs of those around them • Identification of myths and beliefs related to the situation under study • Description of spheres of influence related to the situation under study • Diagram identifying the risk factors and protection factors, as well as the personal resources of the main character in the situation under study
	3.3 To gather information on the consequences of inappropriate use of psychoactive drugs (section 9.4 of the course) • Related consequences • Economic consequences	 • List of related and economic consequences, present and future, for the life situation under study
	3.4 To look for connections between the common core elements of the course and the situation under study	• Summary of the situation under study in terms of the evolution of consumption, influences on the individual and his or her environment and consequences for the individual and those close to him or her • Self-evaluation of Step 3

STEPS	FOCUSES OF LEARNING	EXAMPLES OF OUTCOMES
4 INTEGRATION • **To organize the selected information**	**4.1 To formulate hypothetical solutions to the situation under study**	• List of hypothetical solutions adapted to the situation under study
	4.2 To select appropriate solutions	• Evaluation of selected solutions and priorities
	4.3 To identify helpful public, private and community resources appropriate to the situation under study (section 9.5 of the course) • Public, private and community resources	• List of community resources that could be appropriate to the situation under study • Self-evaluation of Step 4
5 COMMUNICATION OF RESULTS • **To present a finished project**	**5.1 To present the results of their research, orally or in writing**	• Presentation (oral, written) of the research
	5.2 To exchange points of view	• Critical summary of the research strategy and the results obtained
	5.3 To identify possible uses for the learning acquired	• Summary of personal achievements and plans for follow-up, if applicable

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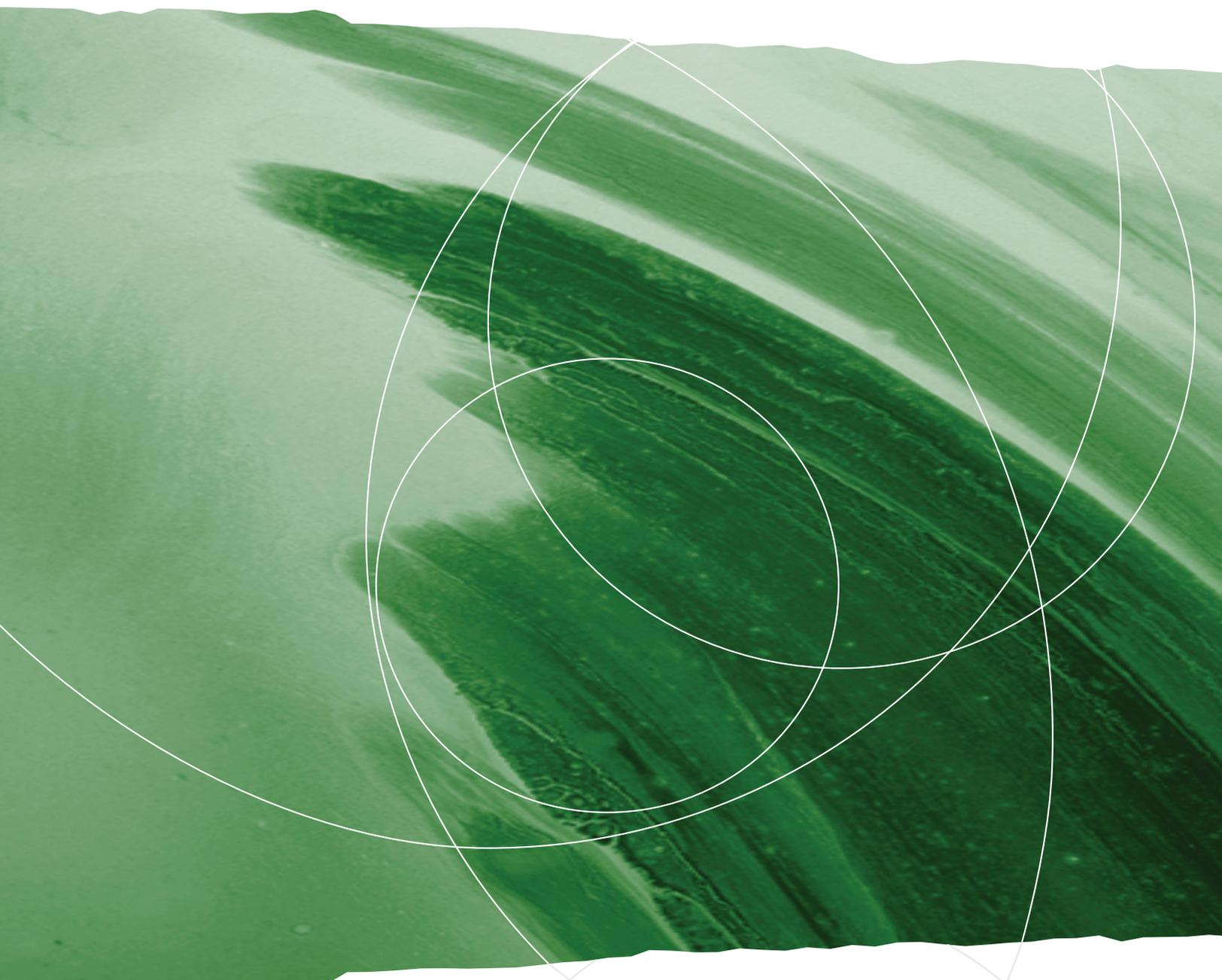Knowles, M. *The Adult Learner: A Neglected Species,* 3rd ed. Houston: Gulf Publishing, 1984.

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