

# 21<sup>st</sup> Century Healthy Living Lesson

Grade: 8

Unit: Healthy Community

**Driving Question: Deal Me In – How does Gambling impact the community?**

## Curriculum Outcomes:

3.16 examine the impacts of substance use and gambling, both legally sanctioned and illegal activities have on communities

## Expected Time:

2 – 60 minute classes

## Resources:

- [PowerPoint](#) – link available to download at this site
- [3-2-1 Individual response handout](#)
- [Group handout](#)
- Class set of iPads, netbooks or computers. Could also use student’s own devices if possible

## Lesson Procedure

## 21<sup>st</sup> century skills

Teacher does (I Do):

Open class with the [PowerPoint](#) to introduce gambling and some statistics on gambling in Nova Scotia. Open a [PollEverywhere](#) open-ended question to ask, ***“What are some consequences of problem gambling?”*** Answers will vary but should include: losing money, losing family and friends, job loss, depression, anxiety, stress, family abuse, crime (stealing to feed habit), health care costs, suicide). Have a class discussion about how these consequences affect people on individual, family and community levels.

Open a second [PollEverywhere](#) open-ended question to ask, ***“Why is it difficult for gamblers to stop gambling even though they face many negative consequences?”*** Again, answers will vary but should include: love the thrill of playing, could win big to solve all their problems, could become a millionaire, like being able to take care of family needs, forget problems for a while, time away for themselves). Have a class discussion on how this type of thinking impacts your overall well-being in the long run.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

<p>Individual student work (You Do):</p> <p>Give students the <a href="#">3-2-1 individual response handout</a> and some time to complete it. They can use any device with internet access to complete the first two parts if they cannot think of responses on their own.</p>	<input checked="" type="checkbox"/> find, validate <input checked="" type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Group work (We Do):</p> <p>Have groups of 2-3 students come together and give them the <a href="#">group handout</a>. Tell class that they can complete any one of the activities outlined on the handout and use the appropriate technology that fits their assignment.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input checked="" type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input checked="" type="checkbox"/> evaluate, leverage <input checked="" type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Class share (We Share):</p> <p>Have 1-2 groups share their work with the class and have a class discussion on the impact problem gambling can have on the community.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p><b>Lesson Wrap Up:</b></p> <p>Thank class for their work. Ensure you have access to all group assignments for grading purposes.</p>	
<p><b>Differentiation/Modification/Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Pair students who need support with stronger students</li> <li>• Students can complete more than one of the optional group activities if they finish early or want to expand on their learning about problem gambling in the community.</li> </ul>	
<p><b>Assessment:</b></p> <p>Record assignments in Power School using a grading scale of 1-4 for content that shows understanding of the impact gambling has on the community.</p>	
<p><b>Teacher Reflection:</b></p>	