

## Understanding by Design Module Goal setting

<b>Title of Module</b>	Goal Setting	<b>Level</b>	Boreal Home Building
<b>Curriculum Area</b>	Essential work place skills and Personal Growth	<b>Time Frame</b>	1 week
<b>Developed By</b>	Trea StormHunter		
<b>Identify Desired Results (Stage 1)</b>			
<b>Module Description</b>			
<p>This module provides information on addictions and a description of different types of addictions and some of the characteristics of addictive behaviour. It also provides a brief explanation of the origins of addiction and comments on the First Nation experience. This information will give participants information to help understand the addiction process, the effect of addiction on the family and community. The participants will learn about strategies to improve their self esteem and how to set goals for positive life choices.</p>			
<b>Understandings</b>		<b>Essential Questions</b>	
<b>Overarching Understanding</b>		<b>Overarching</b>	<b>Topical</b>
<p>Substance use/abuse affects all dimensions of wellness (physical, mental/emotional, social)</p> <p>Outside sources (i.e. family, friends, peers, etc.) affect their decisions about alcohol, tobacco, and other drugs.</p> <p>Low self-esteem can lead to substance abuse and social issues.</p> <p>Setting goals helps to provide a future focus and motivation.</p> <p>Indigenous traditional knowledge relating to alcohol, family and support.</p>		<p>What are the harmful effects of alcohol, tobacco, and other drugs (such as physical, mental, social, and legal consequences)?</p> <p>How does self-esteem effect our lives?</p> <p>How are addicts as well as family and friends of addicts affected by the disease?</p> <p>What part to I play (if any) in the Family Trap Model?</p> <p>What is codependency?</p> <p>How can goals be useful?</p>	<p>What are the resources available for these addicts and their family and friends?</p> <p>How to break away from codependent behaviors?</p> <p>Do I have a supportive relationship?</p>
<b>Related Misconceptions</b>			
<p>Addiction is about a lack of self-control</p> <p>Codependency is due to alcoholic parents, trauma, abuse and other failures of parents to nurture and keep their children safe.</p> <p>Jealousy is a sign of true love and caring.</p>			
<b>Knowledge</b>		<b>Skills</b>	
Participants will know...		Participants will be able to...	

## Personal Development Boreal Homebuilding

- Some of the short term and long-term effects of alcohol, tobacco, and other drugs.
- The importance of reflecting on their own beliefs.
- How to define family dysfunction and codependency.
- To discuss what addiction is and the consequences of it.
- Strengthen their own identity

- Articulate the negative effects of alcohol, tobacco, and other drugs
- Recognize and apply proper decision-making skills that promote either harm reduction or abstinence to alcohol, tobacco, and other drugs.
- To determine behaviours that increase well-being and allow students to achieve life goals.
- Express positive feelings about themselves; build self-esteem
- Apply strategies for codependency.
- Recognize positive and negative partner interaction relating to both program and employment support.
- Implement strategies to strengthen family relationships.
- Students will identify strategies for goal setting and planning

### Assessment Evidence (Stage 2)

#### Performance Task Description

<b>Goal</b>	Participants will research a substance abuse related topic affecting their community and report their findings.
<b>Role</b>	Participant
<b>Audience</b>	Classroom participants and Instructors.
<b>Situation</b>	Participants will work together in groups to create a presentation about a substance topic of their choice. (approved by the Instructor)
<b>Product/Performance</b>	Role Play

#### Other Evidence – IQ Skills

Team building skills, cooperation, comprehension and reflective journal writing relating to lateral violence in their community.

1. Resourcefulness/Toktohanik Atokpaktot
2. Family/Elait
3. Strength/Hakugiktot
4. Acceptance/Pivaktait Nagogiblugit

### Learning Plan (Stage 3)

<b>Where are your participants headed? Where have they been? How will you make sure the participants know where they are going?</b>	<p>This module continues to build on knowledge sharing and collaboration both at the individual and community level.</p> <p>The participants will be able to identify the short and long-term effects of addictions on the individual, family and community. The participants will apply the family trap model to their own circumstances and identify positive coping strategies moving forward.</p>
<b>How will you hook participants at the beginning of the Module?</b>	<p>Elders are a very important support system in Indigenous Communities. They carry traditional knowledge and can share teachings, provide wisdom and are well respected. An Elder will introduce the traditional knowledge related to addiction, family and support.</p> <ul style="list-style-type: none"> <li>• How did the traditional Indigenous family interact with one another?</li> </ul>

	<ul style="list-style-type: none"> <li>• What Indigenous values were the most important for a family?</li> <li>• How have these family values changed?</li> <li>• How do the traditional family values work in today's world?</li> </ul> <p>Participants will brainstorm the importance of culture and tradition related to addiction and family relationships. Explain how the Indigenous traditional family can be effectively function in the western world.</p>
<p><b>What events will help participants <b>experience and explore</b> the big idea and questions in the Module? How will you equip them with needed skills and knowledge?</b></p>	<p>The specific module learnings related to anger, lateral violence and conflict resolution are as follows:</p> <ul style="list-style-type: none"> <li>• On the first day, the essential questions will be written down on a piece of flipchart paper.</li> <li>• The group will complete an addiction self-assessment questionnaire.</li> <li>• The large group will discuss the term addiction.</li> <li>• The large group will give examples of addiction in their community. Then will be asked to provide other examples of addiction outside of the community.</li> <li>• The participants will work together in small groups and give a presentation on a substance of their choice.</li> <li>• Participants will learn how addiction affects the family and review the Family Trap Model.</li> <li>• Participants will learn about codependency strategies to overcome unhealthy codependent behaviours.</li> <li>• Participants will learn ways to improve their self esteem and implementing positive strategies in working towards a healthy and supportive relationship.</li> <li>• The participants will continue their work on goal setting and the importance of goal achievement.</li> <li>• The participants will be assigned a partner for the week to be accountable for how they are managing their addiction (if any), how they are moving towards a healthy relationship and how their family supports their program and employment goals.</li> <li>• Each participant will be encouraged to give feedback to their partner.</li> </ul>
<p><b>How will you cause participants to <b>reflect and rethink</b>? How will you guide them in rehearsing, revising, and refining their work?</b></p>	<p>At the end of the week the participants will....</p> <ul style="list-style-type: none"> <li>• Review the essential questions identify a minimum of two strategies to deal with addiction, codependency and how to build a healthier relationship.</li> <li>• Journal about their experience in the classroom environment and working with their partner throughout the week.</li> <li>• Share one highlight of their learning with the group in a sharing circle at the end of the week.</li> </ul> <p>This ensures accountability to the group, along with continued building of trust and rapport within the group.</p>
<p><b>How will you help participants to <b>exhibit and self-evaluate</b> their growing skills, knowledge,</b></p>	<ul style="list-style-type: none"> <li>• Throughout this Module, the formative assessment approach, which summarizes the participants' development at a particular time will be used to evaluate a student's</li> </ul>

<p><b>and understanding throughout the Module?</b></p>	<p>progress.</p> <ul style="list-style-type: none"> <li>• An oral summative assessment to demonstrate a deeper understanding of how addiction, family relationships and support can be addressed using positive, healthy strategies.</li> </ul>
<p><b>How will you <b>tailor</b> and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL participants, without compromising the goals of the Module?</b></p>	<p>This module will include the following:</p> <ul style="list-style-type: none"> <li>• Defining terminology to have a clear understanding of concepts and key terms.</li> <li>• Actively applying these key concepts and terms through the week.</li> <li>• Writing in their journal and completing a peer feedback evaluation.</li> <li>• Differentiated assignments to meet the different levels of the participants.</li> </ul>
<p><b>How will you <b>organize</b> and sequence the learning activities to optimize the engagement and achievement of ALL participants?</b></p>	<ul style="list-style-type: none"> <li>• The participants will connect traditional Indigenous values to addiction, family relationships and how to build healthier relationships using the IQ principles.</li> <li>• Through this identification, the participants will brainstorm and both individually and collectively to find their own effective management techniques and how to minimize the impact of codependency and addiction in the individual, family and workplace settings.</li> <li>• By engaging mentally, emotionally and physically, they are optimizing their learning in all aspects.</li> </ul>

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)