

Unit #1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: Drug and Alcohol Awareness

Lesson 2 of 2

Grade Level: 4

Length of Lesson: 90 minutes or Three 30 minute sessions

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):

PS.3.A.04.a.i: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.

PS.3.B.04.a.i: Describe different types of violence and harassment, and identify strategies for intervention.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

B. Students will make decisions, set goals, and take necessary action to achieve goals.

C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Transparencies of several drug statistics, the scoring rubric, and the drug information worksheet. Writing and Drawing Materials. Various Drug Information Packets for groups. Scoring Rubrics for each student. Drug Information Research Worksheet outline. Puppets, poster board, magazines, newspapers.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect		Goal Setting	X	Responsibility

Lesson Assessment (acceptable evidence):

Small groups of students will present an oral or visual presentation about their category of drug.
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Lesson Preparation

Essential Questions: What are unsafe substances and how does a person avoid them? How does a person utilize and apply problem-solving skills to the school environment and with others?

Engagement (Hook): Counselor will post a transparency with several drug statistics on it drawing the students' attention to what drugs can do to them.

Procedures

Instructor Procedures:	Student Involvement:
<p>Session 1</p> <ol style="list-style-type: none"> 1. Counselor opens with a transparency of drug statistics that pertain to youth. Copies can be handed out to the students. 2. The counselor tells students they will be developing and presenting reports on the side effects of drugs. The counselor divides students into four groups. 3. Counselor hands out drug information packets – one group gets tobacco, one group alcohol, and two groups illegal/prescription drugs. 	<p>Session 1</p> <ol style="list-style-type: none"> 1. Students view the statistics and discuss their findings. 2. Each group divides up work responsibilities and decides what format they will present their project in. 3. Each group receives and information packet with facts about the drug they are to report on.

<p>4. Counselor reviews the scoring rubric as he/she discusses the kinds of projects that groups can present.</p> <p>5. Counselor hands out information research notes papers to each student. The counselor differentiates between use of legal substances vs. use and abuse of illegal substances.</p> <p>6. Counselor collects all notes and places them in a folder for each group.</p> <p style="text-align: center;">Session 2</p> <p>1. Counselor hands out research folders and students have the entire time to prepare their projects. Groups can do a poster, puppet show, oral presentation, or a skit.</p> <p>2. The counselor instructs groups to use materials to develop presentations.</p> <p>3. Counselor keeps the presentations until third session.</p> <p style="text-align: center;">Session 3</p> <p>1. Counselor hands out rubric grading sheet to each student. Students will grade each presentation as it is presented.</p>	<p>4. Groups review the scoring rubric.</p> <p>5. Groups begin their research and decide on the format of their project.</p> <p>6. Groups hand in all notes.</p> <p style="text-align: center;">Session 2</p> <p>1. Each group receives its research folder and begins work on presentation.</p> <p>2. Groups use materials provided by counselor.</p> <p>3. Groups turn in all supplies to counselor.</p> <p style="text-align: center;">Session 3</p> <p>1. Each group presents their project. Their peers using the assignment rubric assess students.</p>
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Teacher Follow-Up Activities

The teacher reviews the group projects.

Counselor reflection notes (completed after the lesson)

Drug Information Research Sheet

Drug researching_____

Presentation style: ☐ poster ☐ puppet show ☐ oral presentation ☐ Power point

Legal or illegal: _____

What age (if any) is this drug okay for: _____

Members of your group: _____

Type of drug:

- ☐ Stimulant
- ☐ Depressant
- ☐ Hallucinogen
- ☐ Other _____

Forms the drug comes in:

Physical Effects of the drug: (Be sure to fill out the body outline showing what organs and systems the drug affects)

Uses for this drug:

Five important facts about this drug:

- 1.
- 2.
- 3.
- 4.
- 5.

Name/describe two ways to avoid abuse of this drug.

1.

2.

Presentation Rubric

1. Drug information presented was clear and easily understandable.	2	1	0
2. Type of drug was described	2	1	0
3. Forms the drug comes in was described/shown	2	1	0
4. Two ways to avoid abuse were presented	4	2	0
5. Five important facts were shown/explained	5 / 4	3 / 2	1 / 0
6. Project was neat.	2	1	0
7. Project was creative	2	1	0
8. Project was complete	2	1	0
9. Project was well organized	2	1	0
10. Over all project grade			