**Educational Level:** Grades 6-8

**Subjects:** Health Education, Music Education (Technology), Reading Literacy

**Introduction:**

Drug and substance abuse is common among young adolescents. It is introduced at a young age as a way to have a good time or fit in. At-risk youth find themselves in an environment that leaves all these options readily available to them. Drugs vary from household items such as inhalants, narcotics and most commonly among teens are marijuana and alcohol. Students who participate in these unhealthy activities will experience a decrease in grades, social activities, healthy habits and an overall negative influence on their life. In order to inform students on healthy habits and positive decision-making, we will include several outlets in our lesson plan. The lesson plan will include ways and tactics to say ‘No’ and places to seek information. The lesson plan will expand the student’s knowledge on the effects on drugs and different drugs available to them.

**Group size:** no more than 30 students

**Health Education Standards:**

**HE.7.B.3.4 -** Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

**HE.8.P.1.1 -** Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior.

[**HE.8.P.2.2** - Promote positive health choices with the influence and support of others.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlStandardSearch$StandUc1$BenchmarkGrid$ctl00$ctl33$HyperLink2',''))   
[**HE.912.C.2.7** - Assess the consequences of health risk behaviors.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlStandardSearch$StandUc1$BenchmarkGrid$ctl00$ctl41$HyperLink2',''))

**Reading/Literacy Standards:**

**LA.6.1.7.3** - The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; 

**LA.6.3.5.3** - The student will share the writing with the intended audience.

**LA.6.4.1.2** - The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, and limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.

**Music Education Standards**:

**MU.68.F.1.1** – Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

**Materials:**

1. Computer access with internet connectivity for video clips and creating beats for drug awareness group songs
2. Individual copies of Drugs and Your Body Worksheets for students
3. Individual copies of Drug Awareness Crossword Puzzle Worksheets for students

Projectile screen display or smart board for video clip to be viewed to entire class

1. Books for Read Aloud:
   1. Drugs, Teens, and Recovery
   2. How to Get Help
2. Books for Group Band Activity:
   1. Junior drug awareness series books: Nicotine and cigarettes, marijuana, inhalants, hallucinogens, alcohol
   2. House that Crack Built
3. Bag of Candy – for active participation
4. Rubric for Homework Assessment 5 Paragraph Essay

**Day 1: Peer Pressure, Drugs, & the Effects on the Body**

**HE.8.P.1.1 -** Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior.

**HE.912.C.2.7** - Assess the consequences of health risk behaviors.

**LA.6.1.7.3** - The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; 

**Learning Objective Applied**:

* Students will be able to relate and feel emotionally connected to peers in harmful drug situations.
* This objective will be addressed through the lesson by YouTube video clip on Anti-Drugs, along with the questioning about peer pressure

**Allotted time needed:** 40 minutes

**Guiding Questions:** “Come on man, just try it.” Showing a raise of hands who knows what peer pressure is? Have any of you peer pressured someone else? What types of types of things have you been peer pressured about? Have you experienced peer pressure from relatives, friends, or people you don’t even know?

1. Play YouTube video clip: Anti-Drug “They Lied”
2. **Activate Prior Knowledge:** Handout the “Drugs and Your Body Worksheet”. Ask the students to complete the worksheet by checking what words they know, don’t know, or never heard of before. Then they should create sentences for the words that they do know their meanings.
3. Go over PowerPoint presentation with drug awareness vocabulary words and their meanings. Within this PowerPoint presentation are graphic images of before and after photos of drug users. Advise students to take notes about the key concepts because they will need to know them for the next activity.
4. Then handout the “Drug Awareness Crossword Puzzle” that consists of the drug awareness vocabulary terms that was just covers, the first ten that have it completed correctly will get some candy.
5. **Introducing how things will be brought together**: Let the students know they should be thinking tonight about a rhythm, song, or beat because tomorrow they will have to create their own anti-drug awareness song. The lyrics must be original, rhythm, and rhyming must be original.

**Making the Right Choices, Alternatives, & Finding Help (use on 2nd Half of Block Class Schedule or Day # 2 of Lesson Plan)**

***Learning Objectives Applied:***

* Students would have comprehended from the material the dangers of drugs, drug awareness, drug abuse and types of drugs.
* Students will use critical analysis skills, reading strategies and inferences.
* Students will be able to assess the situation and make healthy decisions to promote/enhance their health. Students will be able to understand where to seek help.
* Students will be able to synthesize the information learned and put the information along with a digital tune, using computer online technology.

The students will be incorporating with they have learned from the text and creating lyrical music for their topic. They will comprehend what they have read on their topic so that they can create and use it in the right context with their songs.

**Allotted Time**: 40 minutes

1. Break the students into about five evenly distributed small groups.
2. Give each group a Junior Drug Awareness book.
3. Have all the students pull up the following sites and inform them of the following: (while you have it pulled up on the big screen)
   * + - JamStudio.com – for students who want to create their own beats
       - OpenMindsEntertainment.com – a free beat is already created for them
4. Advise students that these are the members of their band and the drug book topic that they have received is what their song has to be about.
5. Remind them that it has to rhyme, allowing the vocabulary, and word comprehension to come into the lyrics. The song must include drugs, the dangers to your body, and how it is abused.
6. Advise students that they 20 minutes to write their song, and their group must present it to the class. The song cannot exceed over 2 minutes.
7. Then read aloud Drug Awareness Book “How to get help” pages 68-69.
8. Allow group to present their songs.

**Closure and Review:**

1. While the groups are presenting, the other groups have to write down one positive fact that have learned or gained from the anti-drug awareness song.
2. You will then write down on the white board what each group said that they gained from the other groups.
3. Begin an open discussion about what different types of drugs they have learned about, what they can do to your body, and what type of help is out there.
4. Play YouTube clip “Above the Influence”

**Assessment:**

For homework, ask the students to write an 5 paragraph essay about what they have learned about the different types of drugs, peer pressure, how to get help, the harmful effects that it can have on your body, and any personal experiences that they would like to include about drugs.

**Rubric for Essay Assessment:**

**Points: 14+ = A 12+ = B 10+ = C 6+= D 5 and below = F**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Grammar & Spelling | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| Flow & Rhythm | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| Sentence Structure | All sentences are well-constructed with varied structure. | Most sentences are well-constructed with varied structure. | Most sentences are well-constructed but have a similar structure. | Sentences lack structure and appear incomplete or rambling. |
| Focus on Topic (Content) | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |