



## **Health Smart Virginia - Sample Lesson Plan**

### **Grade 5 – Alcohol, Tobacco, and Other Drug Use Prevention**

#### **Unit 6**

#### **SOLs:**

- 5.11 Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.
- 5.3h Identify how culture, family, friends, and the media influence health practices *about using alcohol*.

**Title:**           **Coping with the Influence to Drink Alcohol**

#### **Objectives/ Goals:**

- Students learn how family, peers, and their culture influence their behavior regarding the use of alcohol.
- Students learn the benefits of not using alcohol.

#### **Materials:**

- Red, Yellow, and Green squares for the formative assessment
- Review lesson 1-Vocabulary sort
- Review questions - prescription drugs and alcohol
- Analyzing Influences-Alcohol-Prompt: Ella and Katie
- Analyzing Influences-Alcohol-Prompt: Evan and Aaden
- Analyzing Influences-Alcohol-Graphic Organizer-Benefits of Not Using Alcohol
- Powerpoint-Analyzing Influences-Alcohol

## Procedure:

### Lesson Opening



1. Directions: Review vocabulary from lesson 1 using the sorts (**Worksheet - L2.1(F)-Review Lesson Vocabulary sort for Lesson 1**)

*Formative assessment:* Distribute the red, yellow, and green squares. If students are confused, they place the yellow square on top. If they do not know what to do, they place a red square on top. If they do not need help, they place the green square on top.

2. Distribute the pre-test on prescription drugs and alcohol. (**Worksheet - L2.2(F) What do you know about prescription drugs and alcohol?**) Review

During the review, provide student materials to clarify alcohol content. Alternative: Read the question and students respond raising the green square for True; the red square for False; and the yellow square for Not Sure.

*Formative assessment:* Distribute the red, yellow, and green squares. If students are confused, they place the yellow square on top. If they do not know what to do, they place a red square on top. If they do not need help, they place the green square on top.

## Analyzing Influences

### Answers - L2.2 What do you know about prescription drugs and alcohol?

Yes	No	Questions
X		1. Drugs, including alcohol, are substances that change the way our body works. <i>Problems occur when</i> <ul style="list-style-type: none"><li>• <i>people take drugs in a way other than it is intended</i></li><li>• <i>someone takes the drug prescribed for someone else</i></li><li>• <i>people take more than the prescribed amount</i></li><li>• <i>people take the drug when they are not sick</i></li><li>• <i>it is damaging to the person taking it and is harmful to people around the user.</i></li></ul>
X		2. It is illegal to drink alcohol in the United States until a person is 21 years old.
X		3. When a person drinks alcohol, it goes into the bloodstream and affects the central nervous system which controls all parts of the body.
X		4. A person can be poisoned by alcohol if they drink too much.  <i>This often occurs when someone drinks too much too quickly (binge drinking)</i>

X		5. Alcohol is a depressant. It slows down the central nervous system.
	X	6. Advertisements are correct when they say it is fun and harmless. <i>Advertisements do show alcohol as being fun and harmless so people will buy and use it.</i>
X		7. Teenagers can become addicted to alcohol.
X		8. It is illegal to have a prescription drug if you don't have a prescription for it.
X		9. It is safe to have a prescription filled by a pharmacy online.
X	X	10. Medicines bought over the counter are not dangerous or they would not be available to buy. <i>Not all online pharmacies are regulated and therefore the contents of the prescription may be different from that filled at a regular pharmacy such as CVS, Walgreen, Rite Aide, or your local pharmacist.</i>
X		11. A person should only take a prescription drug prescribed for them because each prescription is made for an individual person (age, size, etc.) and some are addictive.  Michigan Model for Health, 2016, pp.23-24

3. Introduce new vocabulary

- a. **Tolerance** – The user needs more of the drug to achieve the same effect.  
(Discovery Education, 2017)
- b. Example: Tony started drinking out of curiosity. He liked the feeling the alcohol gave him. After a while, he had to drink more to get the same feeling. His body has developed a tolerance for alcohol.

During the Lesson

4. Directions: Distribute the two prompts. Allow the students to select the one that is most interesting to them. One prompt is about two girls (**Prompt and Graphic Organizer - L2.3(F) Ella and Katie**) and the other is about two boys (**Prompt and Graphic Organizer - L2.4(F) Evan and Aaden**). Students fill in the graphic organizer associated with each prompt.
5. After reading the prompts, the students fill in and display the graphic organizer (**Graphic Organizer -Benefits of Not Using Alcohol**) showing the benefits of not using alcohol. In pairs or groups, the students share their responses.

Note to the teacher: Instead of individual organizers, place a large graphic organizer on the board and provide time for the students to make each outside circle a sunburst by drawing a line from the circle and adding content.

## Analyzing Influences– Alcohol

### Answers - L2.5(F) Benefits of not using alcohol

Component	Benefits of not using alcohol
Emotional	In control of emotions and how you relate to your family, peers, and friends.
Intellectual	Concentrate better on school work and relationships. Think clearly. Able to understand that alcohol advertisements encourage people to buy the product and convince them that alcohol is not dangerous.
Physical	Brain and nervous system are not slowed down by the depressant effects of the drug. Heart, liver, blood vessels, kidneys, and stomach remain healthy and not effected by the effects of alcohol. No fear of becoming addicted to a drug. Risky behavior due to the effects of alcohol, are eliminated.
Social	Make healthier decisions because the brain is not effected by alcohol. Friendships are strengthened by good communication. Eliminates embarrassing behavior resulting from the effects of alcohol. See situations clearly thereby decreasing arguments.

(Nemours, 2017)

#### Lesson Closing

6. Directions: Instruct the students to pack up all their belongings. When settled, ask the following reflective questions.
  - a. Identify examples of the emotional, intellectual, physical, and social health benefits to children *who do not use alcohol*.
  - b. Describe how the family influences personal health practices and behaviors *relating to alcohol*.
  - c. Identify how peers influence healthy and unhealthy behaviors *relating to alcohol*.
  - d. Identify the influence of culture on health practices and behaviors *relating to alcohol*.

Exit ticket – Write down one way to either overcome the negative influence or reinforce the positive influence of parents, friends, or peers regarding alcohol.

## **References & Sources**

Connolly, Mary (2012) Skills Based Health Education. Jones and Bartlett. Burlington, MA

## **Assessments**

- Formative Assessment- Vocabulary sort
- Formative Assessment- Review questions: Prescription drugs and alcohol
- Formative Assessment-Analyzing Influences-Alcohol-Prompt: Ella and Katie
- Formative Assessment- Analyzing Influences-Alcohol-Prompt: Evan and Aaden
- Formative Assessment- Analyzing Influences-Alcohol-Graphic Organizer-Benefits of Not Using Alcohol

## **Worksheet - L2.1(F) Review Lesson 1 Vocabulary Sort**

Directions: Cut out the strips and place them in a container. (A plastic sandwich bag works well.) Distribute the sorts and allow students individually, pairs, or groups match the vocabulary word to the definition. Review. Students place the sorts in the bags and return.

<b>Internal influence</b>	Being influenced from within: personal desire, curiosity, interests, fears, personal expectations, personal values. (Michigan Model for Health, 2016)
<b>External influence</b>	Being influenced by someone or something else: family, friends, peers, media (television, movies, internet, websites, social networks, music, magazines), advertising, laws and rules, role models outside the family such as athletes, musicians, politicians. (Michigan Model for Health, 2016)
<b>Social Norms</b>	Rules or standards of behavior shared by members of a social group. (Michigan Model for Health, 2016)
<b>Prescription drug</b>	A drug that can only be obtained by a doctor writing a prescription. (Merriam Webster, 2017)
<b>Over the counter drug</b>	A drug that is obtained at a store such as CVS, Walgreen, Rite Aid, etc. No prescription is needed.

## Worksheet - L2.2(F) Analyzing Influences

### What do you know about prescription drugs and alcohol?

Yes	No	Questions
		1. Drugs, including alcohol, are substances that change the way our body works.
		2. It is illegal to drink alcohol in the United States until a person is 21 years old.
		3. When a person drinks alcohol, it goes into the bloodstream and affects the central nervous system which controls all parts of the body.
		4. A person can be poisoned by alcohol if they drink too much.
		5. Alcohol is a depressant. It slows down the central nervous system.
		6. Advertisements are correct when they say it is fun and harmless.
		7. Teenagers can become addicted to alcohol.
		8. It is illegal to have a prescription drug if you don't have a prescription for it.
		9. It is safe to have a prescription filled by a pharmacy online.
		10. Medicines bought over the counter are not dangerous or they would not be available to buy.
		11. A person should only take a prescription drug prescribed for them because each prescription is made for an individual person (age, size, etc.) and some are addictive.

(Michigan Model for Health, 2016, p. 22)

## Prompt and Graphic Organizer- Analyzing Influences - Alcohol

### Prompt – Ella and Katie

Ella and Katie are best friends. When Katie visits Ella’s house, beer is in the refrigerator and wine is on the counter. The family drinks alcohol with their meals and Katie often takes a sip of her mom’s wine at dinner or a sip of beer when her dad is watching the ballgame.

Katie realizes that Ella thinks this behavior is normal because that is how her parents live and the advertisements they see on billboards, in magazines and on television never say alcohol is bad or we shouldn’t drink it.

During a sleepover, the girls woke up and went into the kitchen for some pizza. Ella asked Katie if she would like some wine with the pizza. Katie refused and asked for a soda instead. They both had soda and cold pizza then went back to sleep.

With a peer, describe how Ella’s family influenced her attitude and behavior about alcohol.

1. Did Ella try to influence Katie to drink alcohol?
2. Was Ella’s influence internal or external?
3. Was Ella’s behavior healthy or not healthy? Why?
4. How did Katie respond?

How does American culture support Ella’s feelings about



## **Prompt and Graphic Organizer- Analyzing Influences - Alcohol**

### **Prompt – Evan and Aaden**

Evan and Aaden play on the soccer team. They enjoy the challenge and the exercise. They practice at the town field just to improve their skill. They often go to the high school games and imagine themselves playing for the team in a few years.

Some members of the team and many fans in the stands drink alcohol. Some students have been removed from the team because they were caught. It doesn't seem to change how some of the members of the team behavior, though.

While watching a night game at the school field, they sat next to some older boys and they all started talking about the team, what it takes to make the team, how well the team is doing, and the star athletes.

The older boys were passing around a drink and offered it to Evan and Aaden. Evan didn't know what it was because it was dark so he drank it. He recognized the taste and smell of beer because his dad lets him take a sip of his beer. He liked it. He also liked being with the older boys and that they shared their beer with him. He took another drink and gave it to Aaden. Aaden pretended to take a drink and passed it back. There was no way he was going home with beer on his breath or be seen drinking by friends of his parents.

Later the boys talked about the game and drinking the beer. They both agreed that drinking beer seems to be a part of the high school scene but neither of them want to repeat that experience. They want to be excellent soccer players and follow the rules. When they attended the next game, they didn't sit with the older boys.

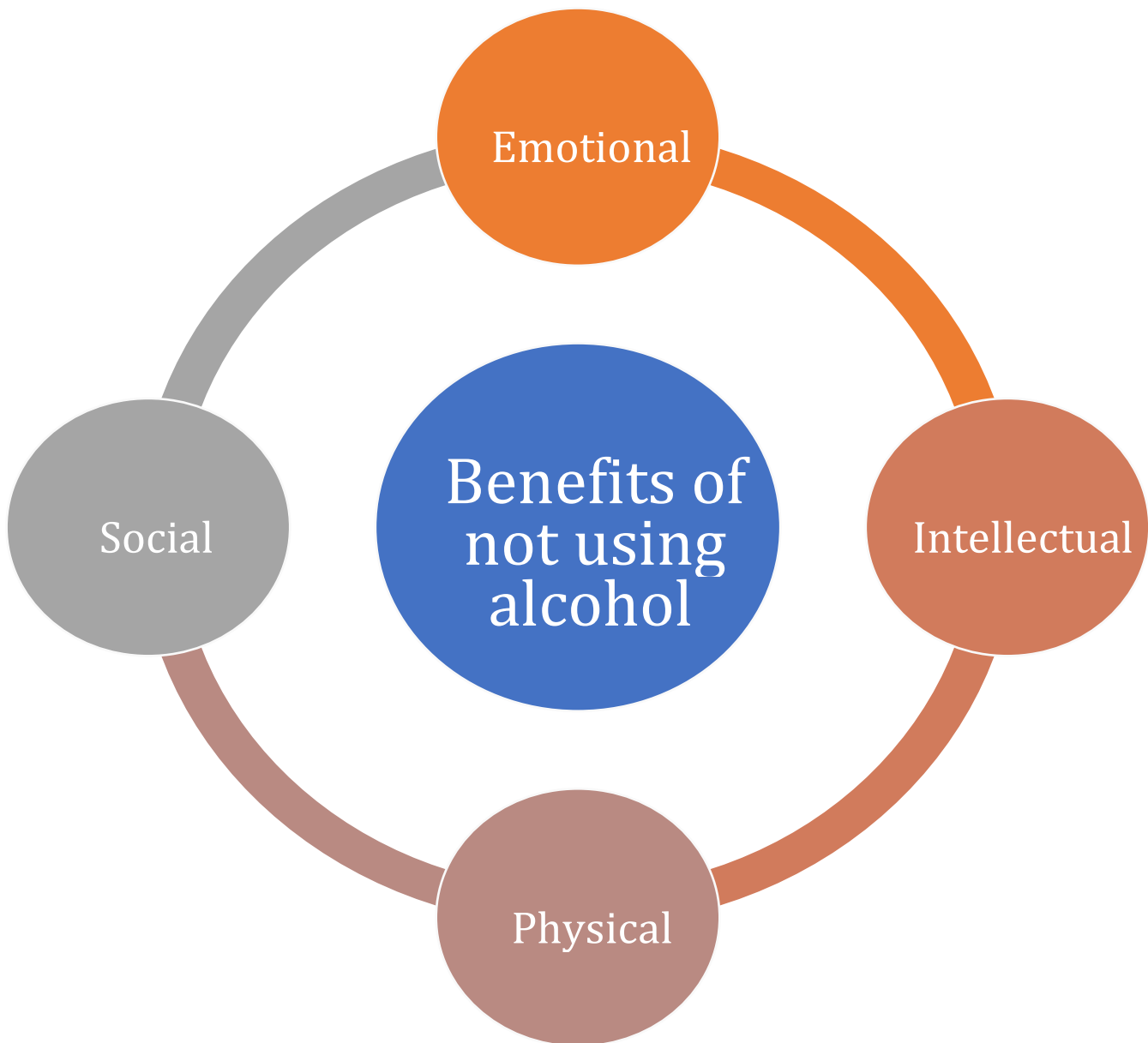
How did Evan and Aaden's family influence their decision about drinking alcohol?

How did Evan and Aaden influence each other about alcohol? Was it an internal or external influence? Was it a healthy or unhealthy influence?

How did the soccer team's culture influence the behavior of some team members and the fans?

**Graphic Organizer - Analyzing Influences – Alcohol**

**Benefits of not using alcohol**



## **Assessments**

- Formative – L2.1(F) Review vocabulary sort: Influences, social norms, prescription/OTC drugs
- Formative – L2.2(F) Review What do you know about prescription drugs and alcohol?
- Formative – Graphic organizer worksheets L2.3(F)-L2.5(F)
- Formative - Exit ticket

## **References, & Sources:**

- Connolly, Mary (2012) Skills Based Health Education. Jones and Bartlett. Burlington, MA
- Michigan Model for Health