



## Grade 5 Sample Lesson Plan: Substance Abuse Prevention

### Objectives/Goals

- The student will describe the consequences of substance abuse
- The student will investigate prevention strategies for substance abuse
- The student will create a product to educate others on substance abuse

### Materials

- Performance Task: Substance Abuse Prevention Performance Task

### Steps

- Review the steps of the performance task before introducing it to your students.
- Pass out a copy of the performance task to each student and review the expectations. Provide a due date.
- Once their projects are complete, each group will present to the class. Decide if you want the groups to present to another 4th or 5th grade class.

### References

- Mary McCarley, 2018

### Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

# Substance Abuse Prevention Performance Task

Imagine that the use of tobacco, alcohol, and other drugs has started to become a problem at your school. Fourth and fifth grade students are beginning to experiment and the temptation to try is high. Your mission is to create a presentation to educate other students on the consequences of tobacco, alcohol, and another drug. Complete each step of the performance task and use the rubric to guide you.

## Step 1: Divide Responsibility

In groups of 4, divide the responsibility of the presentation. The following topics will be covered in the presentation:

- Tobacco Use
- Alcohol Use
- Drug Use (Choose one drug)
- Refusal Skills

## Step 2: Create Your Presentation

Using google slides, create your presentation. Do research on your topic and include the following information in your product.

- Tobacco Use
  - 2 or more facts or statistics about tobacco use
  - 5 or more short term consequences
  - 5 or more long term consequences
  - 3 or more prevention techniques
  - Appropriate images and pictures to support your information
- Alcohol Use
  - 2 or more facts or statistics about alcohol use
  - 5 or more short term consequences
  - 5 or more long term consequences
  - 3 or more prevention techniques
  - Appropriate images and pictures to support your information
- Drug Use (Choose one drug)
  - 2 or more facts or statistics about alcohol use
  - 5 or more short term consequences
  - 5 or more long term consequences
  - 3 or more prevention techniques
  - Appropriate images and pictures to support your information
- Refusal Skills
  - 4 or more tips for resisting peer pressure
  - 3 or more examples of how to say no to peer pressure

- Include pressure line and response
- 3 or more pressure lines to use tobacco, alcohol, or another drug
  - Include pressure line only
  - Note: You will call on students to respond appropriate to the pressure
- Appropriate images and pictures to support your information

### **Step 3: Practice Your Presentation**

Practice your presentation within your group. Each group member will be responsible for covering their content.

### **Step 4: Present to the Class**

Present to the class. Practice projecting your voice and making eye contact with the audience.

### **Step 5: Teach Others**

With teacher permission, present to another 4th or 5th grade class to educate others and advocate for a tobacco, alcohol, and drug free life.

## Performance Task Rubric

	<b>Great Work 4</b>	<b>Good Job 3</b>	<b>Getting There 2</b>	<b>Not Quite 1</b>
<b>Content</b>	All requirements are met and exceeded. Information is accurate and in-depth with details. Content knowledge is excellent.	All requirements are met. Information is accurate. Content knowledge is good.	One requirement was not met. OR Most of the information is accurate but contains some factual errors. Content knowledge is below average.	More than one requirement was not met. OR Information includes several factual errors. Content knowledge is minimal.
<b>Organization</b>	All work is neat and information is easy to understand.	Most work is neat and easy to understand.	Some work is neat and easy to understand.	Work is not neat and difficult to understand.
<b>Grammar</b>	There are no mistakes in grammar, punctuation, or spelling.	There are some mistakes in grammar, punctuation, or spelling.	There are several mistakes in grammar, punctuation, or spelling.	Product has little or no punctuation and/or correct spelling. Content is unclear due to excessive errors.
<b>Presentation</b>	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear. Student maintains eye contact with audience members.	Student's voice is clear and pronounces most words correctly. Most audience members can hear the presentation. Student maintains eye contact with audience members most of the time.	Student's voice is low and incorrectly pronounces terms. Audience members have a difficult time hearing the presentation. Student occasionally makes eye contact with the audience.	Student made little effort to project his/her voice, pronounce words correctly, and make eye contact with audience members. Presentation was difficult to hear and understand.
<b>Effort</b>	Work shows exceptional effort, planning, and pride.	Work shows good effort, planning, and pride.	Work shows basic effort, planning, and pride.	Work shows minimal effort, planning, and pride

**Grading Rubric**

20= 100%  
19= 97%  
18= 94%  
17= 91%  
16= 88%

15= 85%  
14= 82%  
13= 79%  
12= 76%  
11=74%

9= 69%  
8= 66%  
7= 64%  
6= 62%  
5= 60%

10= 71%