



## **Grade 6 Sample Lesson Plan: Unit 1 – ATOD Use Prevention with a Focus on Prescription Drugs**

### **SOLs**

- Differentiate between proper use and misuse of prescription and nonprescription medications.
- Evaluate refusal strategies related to alcohol, tobacco, and other drug use.
- Evaluate the influence of the media and marketing techniques on prescription and nonprescription medication choices.
- Analyze the role of self and others in avoiding risk-taking behaviors.
- Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.
- Analyze family and peer pressure as influences on the use and nonuse of alcohol, tobacco, inhalants, and other drugs.
- Recognize the effects of peer pressure.

### **Objectives/Goals**

- Students will learn about the proper use, misuse of prescription drugs. Students will assess the influence of media, peers, and family on drug use and consider and practice personal actions to avoid use.

### **Materials**

- Referenced lesson plans
- Video clips

### **Procedure**

#### **Prescription Drug Use**

1. Implement the lesson plans and activities in the National Education Association's *Rx for Understanding: Prescription Drug Abuse Prevention Program- Grades 5-8 Lesson Plans* (<http://neahealthyfutures.org/wpcproduct/rx-for-understanding-be-smart-about-prescription-drugs-grades-5-8/>). The lesson plans cover the relationship of prescription drug safety to overall health; understanding proper use, misuse, and abuse, and a culminating student project. Additional classroom resources are provided in the FDA Medicines in My Home classroom

materials available at

<http://www.fda.gov/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-the-CounterMedicines/ucm093548.htm>

### **Evaluating Media Marketing**

1. Locate video clips and/or written ads for prescription drugs. Play videos and/or provide handouts of ads to students. Direct students to jot down side effects they hear or read. Ask students to read side effects out loud and jot down images that come to mind as they hear those side effects. What images do they recall from the video? (If necessary, replay the video clips or ask students to re-read the ads) How are they different than the images that came to mind? What might happen to sales or use of these drugs if an advertiser used images that reflected the side effects?

2. Have a discussion with students about the marketing of drugs in movies and TV shows - how are drugs and drug-takers portrayed? Are the true consequences (i.e., injury, illness, addiction, academic, employment, financial, legal, social) of drug and alcohol use depicted? Why/Why not? Do these shows influence behavior? How? What recommendations do students have for avoiding media influence to use ATOD?

3. Similarly, ask students to describe alcohol ads they've seen. How do the people in the ads appear? Discuss how this portrayal might affect people who see the ads. What information about alcohol is missing from these depictions? (Source: KidsHealth.Org)

### **Personal Responsibility**

1. Hand out the Virginia ABC Middle School Guide - *Learn Alcohol Basics* which reinforces ways to say no and encourages student leadership through personal action to avoid ATOD use.

### **Peer Pressure**

1. Have a candid conversation with students about peer pressure –

What are some of the ways that friends, family or acquaintances can influence the use of ATOD? What are some personal standards a young person can set and actions they can take to counter these influences?

You walk into a friend's basement, and someone offers you a drink or pills. What do you do? What issues do you weigh? What factors are important to you? (Source: KidsHealth.org)

2. Engage students in the following excerpted discussion and worksheet activity from SAMHSA's *Too Smart to Start – Reach Out Now Teaching Guide*.

3. Conduct the excerpted *The Pressure is On!* activity from PE Central.

**Assessment Idea**

- Student participation in discussion and completion of activities and assignments.

**References**

- PE Central – The Pressure is On!  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4134#.WEJDSmVN Fho>
- KidsHealth.Org Teachers Guides - Alcohol, Smoking, Drugs [www.KidsHealth.org/classroom](http://www.KidsHealth.org/classroom)
- FDA Medicines in My Home  
[http://www.fda.gov/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/ UnderstandingOver-the-CounterMedicines/ucm093548.htm](http://www.fda.gov/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-the-CounterMedicines/ucm093548.htm)
- National Education Association's *Rx for Understanding: Prescription Drug Abuse Prevention Program- Grades 5-8 Lesson Plans*  
(<http://neahealthyfutures.org/wpcproduct/rx-for-understanding-be-smart-about-prescription-drugs-grades-5-8/>)
- SAMHSA Too Smart to Start-  
<https://www.toosmarttostart.samhsa.gov/educators/lessonplan.aspx>
- Ask Listen Learn Program - Alcohol and the Brain – <http://asklistenlearn.org>

**Handout**

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

## LESSON 3

### ***Making Smart Choices***

**Objective:** Students will consider why young people may be tempted to use alcohol. They will use the facts they have learned about the effects of alcohol on the brain and the body to determine healthy responses to scenarios in which alcohol is involved.

**Materials:** Worksheet 3 reproducible

**Time Required:** 30 minutes, with additional time for classroom discussion

**Skills Covered:** Critical Thinking/Persuasive Writing/Art

**Key Concepts:** Many young students may face situations in which a friend is drinking or asks them to drink. It is important for students to know the facts about how alcohol affects the brain and the body when they make decisions in these situations. Considering the situations before they arise may better prepare the students to make smart and healthy decisions.

**Discussion:** *Why do you think the drinking age in the United States is 21? What are some reasons you think underage youth are tempted to use alcohol? Do you think youth would make different decisions about drinking alcohol if they knew the facts about how it can affect the body? Why or why not?* Have students complete the Student Worksheet individually or in small groups.

**Critical Thinking:** *Why might it be difficult for you to say “No” to drinking, if a peer offers alcohol to you? What are some things you can do to remove yourself from a situation in which alcohol is involved? What would you say? What would you do? What are some resources that you could turn to for support if you are faced with situations that involve alcohol?*



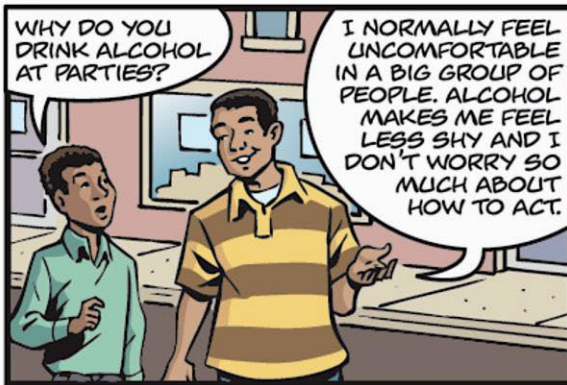
**Underage drinking causes serious risks.**

Abusing alcohol may permanently damage your brain and your body. Every year, thousands of people under the age of 21 die from alcohol-related injuries, including car crashes and drowning.

# Making SMART Choices

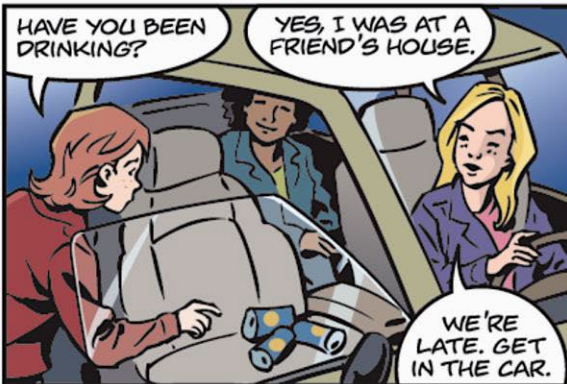
**Imagine you were faced with the scenarios below.** Using the facts you have learned, write a paragraph explaining how you might respond to each scenario. Be sure to include facts about how alcohol affects the body in your answer.

## 1. Mark is with his older cousin, Justin. Justin is talking about why he likes to drink alcohol.



On a separate sheet of paper, explain: What would you say to Justin if you were Mark?

## 2. Sally is waiting for a ride. Her older sister Jennifer picks her up. She is with some friends. Sally notices some empty beer cans in the car.



On a separate sheet of paper, explain: What would you do if you were Sally?

### Critical Thinking:

What are some ways in which you can say "No" if a friend asks you to drink?

**Name/Title:** The pressure is on!

**Purpose of Event:** The purpose of the activity is to show students how peers pressure each other into drinking and doing drugs. It is also meant to teach students how to say 'no' to peer pressure in various ways.

**Suggested Grade Level:** 6-8

**Materials Needed:** Ingredients to mix up a non-alcoholic drink (i.e. club soda, water, cherry juice, lime juice, lemon juice, sugar tablets, etc.), cocktail shaker, shot glass, cups.

### Description of Idea

To begin the lesson the teacher is to, without explanation, begin mixing up the non-alcoholic drink. Be sure to get the students' attention and exaggerate what you are doing when mixing the drink. (At some point in the activity, be sure that you have clarified for the students that this drink is, in fact, non-alcoholic.) Pour the drink into a cup. Take the drink around to students and pressure them to drink it. After pressuring a few students you will find that one will usually drink it.

After they drink it, discuss with the class what you were doing. You were pressuring them. Ask the students who would not drink the beverage why they would not. (Usually the answer is that they did not know what was in it.) Then ask the student who drank the beverage why he or she did. (Usually the answer is that they trust you. You are the teacher. You would not hurt them.) Include here a discussion alluding to the fact that they also trust their friends, so would they take a drink from them?

After a discussion on peer pressure, talk about different ways to say 'no' to it. Have the ways to say 'no' listed on an overhead and have students take notes on it.

Take the drink around to the students and pressure them to drink it. They are to practice whichever refusal skill you are dealing with on your list. Some example refusal skills include these (you may think of many appropriate others):

1. Say no firmly
2. Repeat the word 'no' over and over
3. Give a believable excuse
4. Give a reason
5. Change the subject