



**Grade 10 - Alcohol, Tobacco or Other Drugs**

**Unit 3**

**SOLs:**

- 10.1.H Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.

**Title: Celebrity Death**

**Objectives/ Goals:**

- Students will use the website evaluation tool to evaluate the validity of two websites that contain drug and alcohol information and two that contain information about their celebrity.
- Using the valid information, students analyze the celebrity's susceptibility to injury, illness, or death as a result of the drug use.

**Materials:**

- [Slideshow](#) of celebrities

**Procedure:**

Step 1	To grab the attention of the students, prepare a <a href="#">PowerPoint</a> of celebrities and sample videos of their work, who died as a result of drugs and alcohol. After the power point, students select a celebrity to research.	Essential Questions:
Step 2	<ul style="list-style-type: none"> <li>Assign each student one of the <a href="#">dead celebrities</a> to complete the assignment</li> </ul>	
Step 3	<ul style="list-style-type: none"> <li>Using the <a href="#">website evaluation tool</a>, students will use the website evaluation tool to <u>evaluate</u> the validity of two websites that contain drug and alcohol information and two that contain information about their celebrity. (3.12.1)</li> </ul>	
Step 4	<ul style="list-style-type: none"> <li>Students will <a href="#">research</a> a dead celebrity then assume their “identity” during the Diner portion of the unit to celebrate their achievements and discover how drugs and alcohol contributed to their death.</li> </ul>	
Step 5	Provide a <a href="#">tombstone template</a> . Students use the valid drug/alcohol and celebrity information to create the information on the tombstone and share it during the celebrity diner portion of the lesson. See the self-check for details (3.12.1, 1.12.8)	
Step 6	<p>Set up the classroom for a panel discussion. Arrange the seats in a semi-circle. Place two large tables in the front of the circle.</p> <p>Students assume the identity of their celebrity for the entire period. Call six celebrities up at a time. Each celebrity introduces him or herself. Ask questions</p>	<p>Sample questions to ask: <b>(Suggested text)</b></p> <ul style="list-style-type: none"> <li>★ Show a video clip of your work.</li> <li>★ What was your greatest professional accomplishment?</li> <li>★ How old were you when you died?</li> </ul>

	<p>based on the student's research. After each group answers the questions, six new celebrities come to the front.</p> <p>Provide tea, hot chocolate, and animal crackers to give the room a more diner-like feel.</p>	<ul style="list-style-type: none"> <li>★ Tell me about your family. Was there drug or alcohol use in your family?</li> <li>★ Tell me 5 facts about yourself before you were famous.</li> <li>★ Tell me about your drug/alcohol use.</li> <li>★ What facts did you know about your drug/alcohol when you were using it? (3.12.1)</li> <li>★ Did you think you were susceptible to addiction when you first started using drugs? (1.12.8)</li> <li>★ What were the circumstances of your death?</li> <li>★ If you had another chance at life, would it include drugs/alcohol? (3.12.1, 1.12.8)</li> <li>★ If you were alive today and you were drug and alcohol free, how would your work be different? (3.12.1, 1.12.8)</li> </ul>
Step 7	<p><b>Closure: (Suggested text)</b>  For the last few days, we researched many talented people whose lives were cut short due to drugs and/or alcohol. They were talented people and had friends and family who loved them. Now imagine if your life were cut short due to drugs and/or alcohol. Think of the people you would leave behind and the dreams that would never get to come to fruition because your life was cut short.</p>	

	(7.12.3)  On your personal tombstone, select a commonly used drug and reflect on healthy ways of coping with drug and alcohol use.	
Step 8	<a href="#">Rubric</a>	

**References:**

Melanie Lynch, M.Ed. State College Area High School

Mary Connolly, M.Ed. Cambridge College

CCSS. (2016, March 28). *English Language Arts Standards, Speaking and Listening, grades 9-10*. Retrieved from Common Core State Standards: <http://www.corestandards.org/ELA-Literacy/SL/9-10/>

Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition, Achieving Excellence*. Atlanta: American Cancer Society.