Grade 10 Sample Lesson Plan:  
Unit 3 - Celebrity Death

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

**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**
<table>
<thead>
<tr>
<th>Step 1</th>
<th>To grab the attention of the students, prepare a <strong>PowerPoint</strong> 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.</th>
<th>Essential Questions:</th>
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<tr>
<td>Step 2</td>
<td>● Assign each student one of the <strong>dead celebrities</strong> to complete the assignment</td>
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<td>Step 3</td>
<td>● Using the <strong>website evaluation tool</strong>, 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. (3.12.1)</td>
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<td>Step 4</td>
<td>● Students will <strong>research</strong> 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.</td>
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| Step 5 | Provide a **tombstone template**. 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) | Sample questions to ask: (Suggested text)  
★ Show a video clip of your work.  
★ What was your greatest professional accomplishment?  
★ How old were you when you died? |
| Step 6 | 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. 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 | |
| Based on the student’s research. After each group answers the questions, six new celebrities come to the front. Provide tea, hot chocolate, and animal crackers to give the room a more diner-like feel. | ★ Tell me about your family. Was there drug or alcohol use in your family?  
★ Tell me 5 facts about yourself before you were famous.  
★ Tell me about your drug/alcohol use.  
★ What facts did you know about your drug/alcohol when you were using it? (3.12.1)  
★ Did you think you were susceptible to addiction when you first started using drugs? (1.12.8)  
★ What were the circumstances of your death?  
★ If you had another chance at life, would it include drugs/alcohol? (3.12.1, 1.12.8)  
★ If you were alive today and you were drug and alcohol free, how would your work be different? (3.12.1, 1.12.8) |

| **Step 7** **Closure: (Suggested text)** 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. |  |
On your personal tombstone, select a commonly used drug and reflect on healthy ways of coping with drug and alcohol use.

| Step 8 | Rubric |

**References:**

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

Mary Connolly, M.Ed. Cambridge College
