



Grade 5 Sample Lesson Plan: Unit 1 – ATOD Use Prevention

SOLs

- 5.1.L Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.
- 5.2.H Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants, and other drugs are being abused.
- 5.3.E Encourage others not to use alcohol, tobacco, or other drugs.

Objectives/Goals

- Students will assess the effect of ATOD use, know how to ask for help, and be able to encourage others not to use ATOD.

Materials

- SAMHSA *Too Smart to Start-Reach Out Now* Materials:
<http://www.toosmarttostart.samhsa.gov/educators/lessonplan.aspx>
- Access to audio-visual, social media, t-shirts, paper or other materials for student-developed commercial.

Procedure

Core Lesson:

The Virginia SOL requirements can in large part be achieved by implementing the three free lessons, printouts and activities of *Lessons and Worksheets, Reach Out Now: Help Prevent Underage Alcohol Use* by SAMHSA. These lessons and associated worksheets: *Alcohol and Your Brain, Alcohol and Your Body, Making Smarter Choices* and the bonus worksheets: *Brain Mix-Up, Charting the Consequences, Writing Workshop, Alcohol Survey, Fact Finder, and The Realities of Binge Drinking* were specifically designed for 5th-6th graders. For free printable copies of the Reach Out Now materials, visit:

<http://www.toosmarttostart.samhsa.gov/educators/lessonplan.aspx> .For more information about preventing underage alcohol abuse, visit: <http://www.stopalcoholabuse.gov>

Additional Activities:

- Draw four concentric circles on the board. Label the innermost circle "Body," the next circle "Family and Friends," the next "School and Activities," and the outermost circle "Community." Divide students into four groups and have them each list the harmful effects of drug use on one area. For example, if people use drugs, they could damage their brain, damage their relationship with their families, do poorly in school, and end up stealing from others to get money to buy drugs. Have each group share their harmful effects with the entire class. Ask the groups if they can think of any other harmful effects to add to each circle (Source: *National Crime Prevention Council*)
- Discuss the concepts of trusted adults, the importance of help seeking, and the value of "telling/reporting" vs. "tattling".
- Have students generate lists of adults that they can trust to put their health and safety first. Provide students with scenarios, and ask for volunteers to describe whom they would go to for help.
- To further emphasize a healthy, drug free lifestyle, have students brainstorm a list of fun alternatives to drinking and drug use, and create a commercial (focused on one of the activities from the list) that encourages others not to use ATOD, inhalants, or other drugs (Source: *On The Rocks Resource Guide*). The commercial could be presented in the form of an anti ATOD or pro-healthy lifestyle message on an illustrated or real T-shirt, a tweet, a radio announcement, or a skit.

Assessment Idea

- Completion of worksheets included with Reach Out Lessons.
- Participation in class activities.
- Development of a compelling message to encourage others not to use ATOD.

References

- On the Rocks Resource Guide
http://www.connectwithkids.com/LHI/pdf/OnTheRocks_ResourceGuide.pdf
- National Crime Prevention <http://www.ncpc.org/topics/by-audience/law-enforcement/teaching-children/activities-and-lesson-plans/alcohol-tobacco-and-other-drugs-grades-4-5>
- Reach Out Now- Lesson Plans and Supplemental Worksheets for 5th-6th Graders:
- <http://www.toosmarttostart.samhsa.gov/educators/lessonplan.aspx>