



## Grade 5 Sample Lesson Plan: Unit 2 – Substance Abuse Prevention

### **SOLs**

- 5.3.e Encourage others not to use alcohol, tobacco, or other drugs

### **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

### **Procedure**

- 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<br/>4</b>  | <b>Good Job<br/>3</b>  | <b>Getting There<br/>2</b>  | <b>Not Quite<br/>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.<br>OR<br>Most of the information is accurate but contains some factual errors. Content knowledge is below average.                                     | More than one requirement was not met.<br>OR<br>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%

10= 71%

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