



Health Smart Virginia - Sample Lesson Plan

Grade 5 – Alcohol, Tobacco or Other Drug Use Prevention

Unit 7

SOLs:

- 5.1 m Analyze why people choose to follow or not follow safety rules at home, at school, and in the community.
- 5.3 h Identify how culture, family, friends, and the media influence health practices.

Title: Coping with the Influence to Use or Misuse Medicine

Objectives/ Goals:

- The student learns how to analyze why people choose to follow or not follow *medicine* safety rules at home, at school, and in the community.
- The student identifies how culture, family, friends, and the media influence health practices *about the use and misuse of medicine*.

Materials:

- Red, Yellow, and Green squares for the formative assessment
- Poster: Internal Influence
- Poster: External Influence
- Graphic organizer - Family Influences-Over the Counter Drugs
- Graphic organizer worksheet - Family Influences-Prescription Drugs
- Graphic organizer worksheet - Positive and Negative Influences-Peers-Over the Counter Drugs
- Graphic organizer worksheet - Positive and Negative Influences-Peers-Prescription Drugs

- Prescription drug containers
- Over the counter drug containers
- Powerpoint-Analyzing Influences-Medicine Safety

Procedure:

- Introduce the National Health Education skill of analyzing influences
- Pre-test (Using the red, yellow, and green squares, ask the true false questions. Student raise the green square for true, the red square for false, and the yellow square for not sure.)
 - T F Friends and family influence our behavior. (T)
 - T F It is OK to take your brother's prescription cough medicine if you have a bad cough and don't have medicine of your own. (F)
- Vocabulary
 - a. Influences
 - 1.) *Define influence:* An influence is a person or thing that has the power to affect our behavior, actions, or opinions of others. (Michigan Model for Health, 2016, pp. 8-10) The influence is either internal, external and sometimes it is both.
 - 2.) *Directions:* Read the following statements. Instruct the students to walk to the internal influence poster (**Internal Influence**) if you think the person was influenced from within when they made their decision or walk to the external influences poster (**External Influence**) if you think the influence was external (comes from someone or something else).
 - a.) Benedict's parents want him to eat healthy foods. When he goes to the cafeteria or the vending machine, he does not choose the French fries, sweet desserts, or candy.
 - *Review: Was Benedict influenced externally or internally or both? Benedict was influenced by his parents (External family influence). Because he respects his parents and wants to please them, he chose healthy foods and snacks (Internal influence)*
 - b.) Bridget thinks snapchat can be embarrassing so she never participates when her friends are taking pictures.
 - *Review: Was Bridget influenced externally or internally or both? Bridget was influenced by her own positive value of respect (Internal influence) and refuses to participate in snapchatting.*
 - c.) Megan saw a pair of sandals in a magazine that she loves! She has asked her parents if she could use her own money to buy a pair.

- *Review: Was Megan influenced externally or internally or both? Melonie was influenced by an advertisement (External cultural influence).*

d.) Dante walks by the athletic fields on his way from home from school. He likes watching the students throw the javelin and the discus. He is curious to find out if he could throw as well as the boys he watched.

- *Review: Was Dante influenced externally or internally or both? Dante was influenced by watching the other students participate in track and field (External influence. His curiosity, however, is motivating him to try out (Internal influence)*

- Social Norms

- Define social norms: Social norms are rules or standards of behavior shared by members of a social group. (*Michigan Model for Health, 2016, p. 13*)
- Examples of social norms: Not talking out loud when watching a movie in a theater, raising your hand when answering a question, waiting patiently in line in the cafeteria. Can you give examples of other social norms?

During the Lesson

- Directions: Show an example of several prescription drug containers.
 - Ask for a definition of a prescription drug. (**Prescription drug:** a drug that can be obtained only by means of a doctor writing a prescription) (Merriam Webster, 2017)
 - What is the proper (safe) use of a prescription drug? (*Follow the directions on the label for the amount and length of time to take the drug.*)
 - Give an example of how a prescription drug can be misused? (*Take more than prescribed, take someone else's prescription, etc.*)
 - What internal or external influence may cause us to misuse a prescription drug? (*answers will vary*)
 - What is the danger of misusing (unsafely using) a prescription drug? (*answers will vary*)
 - Formative assessment: Turn to your table partners and discuss the information presented about prescription drugs. Hold up your green circle when ready to share.

2. Directions: Show an example of several over the counter drug containers.
 - a. Ask for a definition of a prescription drug. (**Over the counter drug:** a drug that is obtained at a store such as CVS, Walgreen, Rite Aid, etc. No prescription is needed)
 - b. What is the proper (safe) use of an over the counter drug? (*Follow the directions on the label for the amount and length of time to take the drug.*)
 - c. Give an example of how an over the counter drug can be misused. (*Take more than prescribed, take the drug when you are not sick, use the drug to feel the effects on your body, etc.*)
 - d. What internal or external influence may cause us to misuse an over the counter drug? (*answers will vary*)
 - e. What is the danger of misusing (unsafely using) an over the counter drug? (*answers will vary*)
 - f. Formative assessment: Turn to your table partners and discuss the information presented about prescription drugs. Hold up your green circle when ready to share.

3. Directions: Divide students into four groups. Distribute a different graphic organizer to each group. Provide time for the groups to respond to the prompts. Students place the green square on their desk to indicate they are ready to share, the red square if they do not know what to do, and the yellow square if they have a question. Groups share their work.
 - a. Write down three ways the family influences a child's behavior about the use or misuse of over the counter drugs. (**Graphic organizer - Family Influences-Over the Counter Drugs**) Share the description with the class.
 - b. Write down three ways the family influences a child's behavior *about the use or misuse of prescription drugs*. (**Graphic organizer worksheet-Family Influences-Prescription Drugs**) Share the description with the class.
 - c. Draw a picture identifying how peers influence healthy and unhealthy behaviors *relating to over the counter drugs*. (**Graphic organizer worksheet-Positive and Negative Influences-Peers-Over the Counter Drugs**) Share your identification with the class
 - d. Draw a picture identifying how peers influence healthy and unhealthy behaviors *relating to and prescription drugs*. (**Graphic organizer worksheet-Positive and Negative Influences-Peers-Prescription Drugs**) Share your identification with the class.

Lesson Closing

1. Directions: Instruct the students to pack up all their belongings. When settled, ask the following reflective questions.

- a. Describe the purposes of over the counter medicine? How are they used safely?
- b. Describe the purpose of prescription medicine? How are they used safely?
- c. How are over the counter and prescription drugs misused (Unsafe)?
- d. Describe one way the family influences personal health practices and behaviors *relating to over the counter drugs*.
- e. Describe one way the family influences personal health practices and behaviors *relating to prescription drugs*.
- f. Identify one way peers influence healthy and unhealthy behaviors *relating to over the counter drugs*.
- g. Identify one way peers influence healthy and unhealthy behaviors *relating to prescription drugs*.

Exit ticket – Write down one way to overcome the influence to misuse an over the counter or prescription drug.

References, & Sources:

- Connolly, Mary (2012) Skills Based Health Education. Jones and Bartlett. Burlington, MA
- Michigan Model for Health
- Powerpoint

Assessments

- Formative assessments: Use the green, yellow, and red circles
- Formative assessment: Turn and Talk
- Formative assessment- Internal Influence
- Formative assessment- External Influence
- Formative assessment- Family Influences-Over the counter drugs
- Formative assessment- Family Influences-Prescription Drugs
- Formative assessment- Graphic Organizer-Positive and Negative Influence of Peers to use Over the Counter Drugs
- Formative assessment- Graphic Organizer-Positive and Negative Influence of Peers to use Prescription Drugs

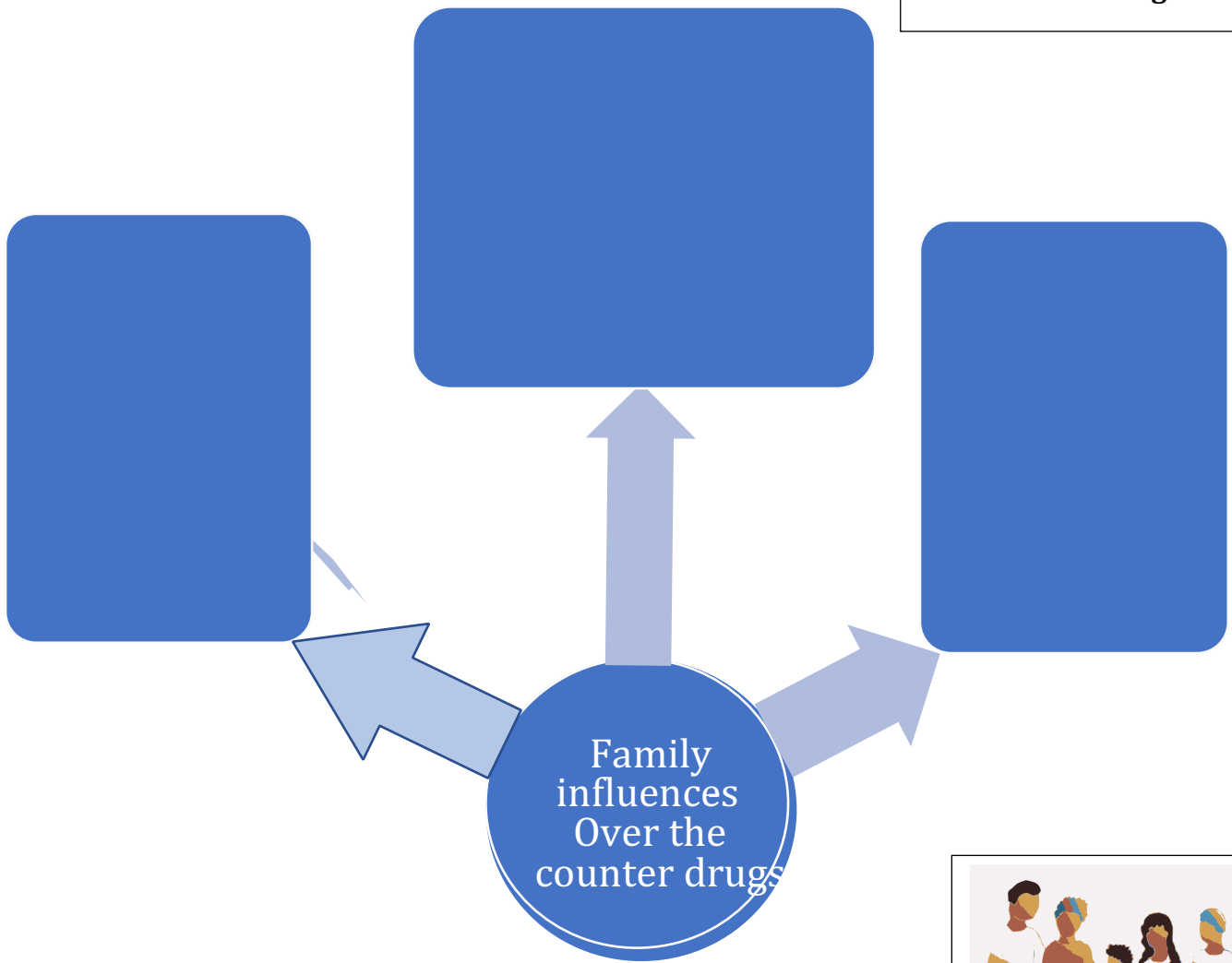
Internal Influence

Internal Influence

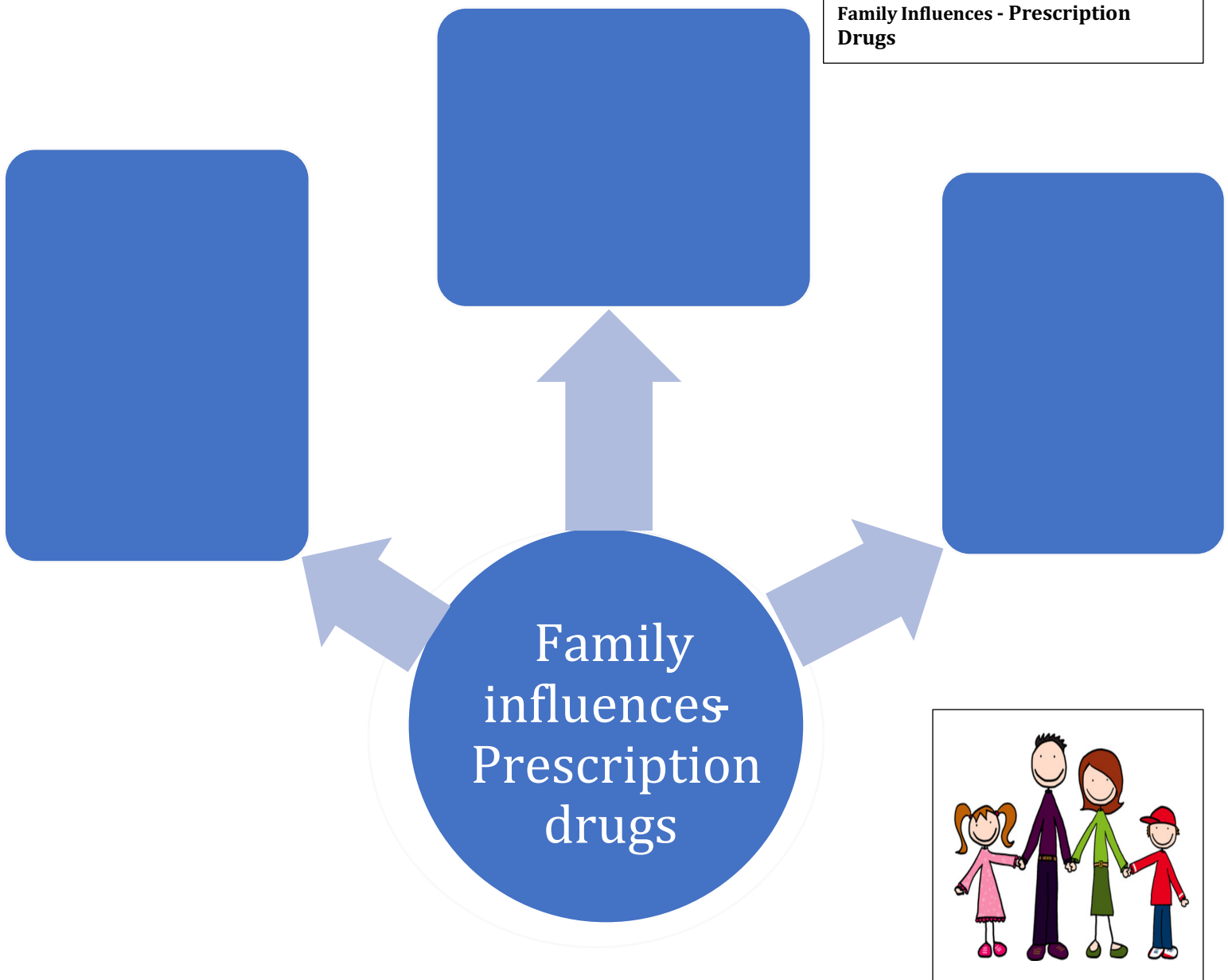
External Influence

External Influence

Family influences-Over the counter drugs



Directions: Write down three ways the family influences a child's behavior about the use or misuse of over the counter drugs.



Directions: Write down three ways the family influences a child's behavior about the use or misuse of prescription drugs.



Graphic Organizer - Positive and Negative Influence of Peers to Use Over the Counter Drugs

Positive ways peers influence each other to use over the counter drugs.

Negative ways peers influence each other to use over the counter drugs.



Graphic Organizer – Positive and Negative Influence of Peers to Use Prescription Drugs

Positive ways peers influence each other to use prescription drugs.

Negative ways peers influence each other to use prescription drugs.