



Health Smart Virginia - Sample Lesson Plan

Grade 5- Alcohol, Tobacco or Other Drug Use Prevention

Unit 8 Analyzing Influences-Summative Performance Task

SOLs:

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

Title: **Coping with the Influence to Use or Misuse** **Medicine**

Note: *This lesson may need 3 or more classes to complete. Students receive the prompt, self-check, happy-sad-confused faced, and rubric one day and continue to work on their performance for 2-3 days. When ready, students present their performance to the class and are scored with an analytical rubric.*

Objectives/ Goals:

- Students analyze why people choose to follow or not follow *medicine* safety rules at home, at school, and in the community. (5.1m)
- Students identify how culture, family, friends, and the media influence health practices *about using or misusing medicine*. (5.3h)

Materials:

- Prompt: The Baby Sitter
- Self-Check (Used formatively)
- Happy, sad, confused faces (Used formatively)
- Rubric

Procedure:

Prior to the lesson: *A successful performance assessment requires pre-planning. Prepare student packets that consist of the prompt, self-check, happy-sad-confused faces, back up information, and rubric. Formatively assess student work and provide effective feedback based on the observed performance in meeting the criteria of the performance task.*

Note: *Although this is a summative assessment lesson, Happy-sad-confused faces and Babysitter Self-Check are formative assessments.*

Lesson Opening

1. Explain the performance task
 - a. Consists of a prompt, self-check (**Used formatively**), and rubric
 - b. Students work in groups to fulfill the requirements, using the rubric to guide their presentation.
 - c. When ready, students present their project and are scored according to the analytical rubric.
 - d. Note: *For variety, you may design another prompt but maintain the same requirements and criteria on the rubric.*
2. Distribute the prompt, self-check, and rubric. Answer questions
3. Inform the students that you will be walking around to help or answer any questions (Formative assessment with targeted feedback)
 - a. Distribute happy, sad, puzzled faces (**Used formatively**)
 - b. Students place the face on top that represents their feelings about the progress being made to complete the task. Respond to each face and reinforce the student work, encourage the students, or answer student questions.

During the lesson

4. Walk from group to group checking for questions and reinforcing the process through the self-check, reminding students of the challenge on the performance task prompt, and reminding students to keep the rubric visible and use it to guide their planning.
5. If the students need a group reinforcement, stop the work and reteach or refine the directions.

Lesson Closing

6. Five minutes before the end of class, direct students to organize their work and put it away for the next class.
7. Review and reflect
 - Why do people choose to follow or not follow *medicine* safety rules at home, at school, and in the community. (5.1m)
 - State 2 ways culture, family, friends, and the media influence health practices *about using or misusing medicine*. (5.3h)
 - How do you distinguish between substances that are safe and unsafe to be taken by mouth? (5.1m)

- Describe two ways Danielle's and Andy's family influence her health behaviors about prescription and non-prescription drugs. (5.3h)
- What is one-way Danielle's peers influence healthy behaviors? (5.3h)

Assessments

- Formative assessment Happy, Sad, Confused faces
- Formative assessment The Babysitter Self-Check
- Summative- The Babysitter
- Summative -Rubric

References, & Sources:

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

The Babysitter



Now that Danielle is in the 8th grade, she is old enough to babysit. Her next-door neighbor, Mrs. Edison, hired her to meet the Kindergarten bus and stay with Andy until she comes home from work.

One day, Andy did not feel well. His head was hot, he was sneezing, and had a drippy nose. He told Danielle that when he feels like this his mother gives him a pill that makes him feel better. Danielle looked in the medicine cabinet and saw many prescription and over the counter drugs. She saw the Tylenol chewables that she took as a child and wondered if that was the medicine he usually takes. Danielle's friends who took a babysitting course told her never to give medicine without the parent's permission. Danielle knows not to give a prescription drug for a cold but knows that the Tylenol is safe. Mrs. Edison always reminds Danielle to call her if she has a question or concern. When Danielle took the job, her mother also told her follow Mrs. Edison's rules.


Your challenge is to help Danielle understand the peer and family influences she experiences about giving medicine to a child and figure out what to do.

Include the following:

- a. Identify and distinguish between substances that are safe and unsafe to be taken by mouth.
- b. Describe two ways Danielle's and Andy's family influence her health behaviors about prescription and non-prescription drugs.
- c. Identify one-way Danielle's peers influence healthy behaviors.
- d. A safe solution to the dilemma.

The Babysitter Self-Check (Used formatively)

Directions: Because the teacher has the best understanding of the language abilities of his/her class, adjust the self-check to meet the needs of your students. You may prefer more simple or complex language with the use of stickers or pictures instead of words.

Project requirements 	Have not started	Working on it	Complete (Student and teacher initials or stickers, etc.)
1. Identify and distinguish between substances that are safe and unsafe be taken by mouth.			
1. Describe two ways Danielle's and Andy's family influences her health behaviors about prescription and non-prescription drugs.			
3. Identify one-way Danielle's peers influence healthy behaviors.			
4. A safe solution to the dilemma.			

Happy, Sad, Confused faces (Used formatively)



The Babysitter Rubric

Note: If the language of the rubric is not consistent with the language literacy of your students, please adjust but maintain the integrity of the standard criteria.

Only the standards are scored 4-0. Non-standard criteria are scored as a percentage of the standard score.

Score and comments	Standards	4	3	2	1	0
	Identify and distinguish between substances that are safe and unsafe to be taken by mouth.	Identification and distinction between substances that safe and unsafe to be taken by mouth is accurate.	Identification and distinction between substances that safe and unsafe to be taken by mouth is mostly accurate.	Identification and distinction between substances that safe and unsafe to be taken by mouth has some inaccuracies.	Identification and distinction between substances that safe and unsafe to be taken by mouth is inaccurate.	No evidence observed.
	Describe how Danielle's and Andy's family influences personal health practices and behaviors about prescription and non-prescription drugs.	Description of two ways the family influences personal health practices and behaviors about prescription and nonprescription drugs is accurate.	Description of two ways the family influences personal health practices and behaviors about prescription and nonprescription drugs is mostly accurate.	Description of two ways the family influences personal health practices and behaviors about prescription and nonprescription drugs has a few inaccuracies.	Description of two ways the family influences personal health practices and behaviors about prescription and nonprescription drugs is inaccurate.	No evidence observed.

	Identify how Danielle's peers influence healthy behaviors.	The identification of one way peers influence healthy behaviors is accurate.	The identification of one way peers influence healthy behaviors is mostly accurate.	The identification of one way peers influence healthy behaviors has a few inaccuracies.	The identification of one way peers influence healthy behaviors is inaccurate.	No evidence observed.
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Score: Total points/Total possible points x 95%= Total

Non-Standards criteria

Score and comments	Criteria	4	3	2	1	0
	Safe solution	The solution to the problem was safe.	The solution to the problem was mostly safe.	The solution to the problem was partially safe.	The solution to the problem was unsafe.	No evidence observed.
	Group	The participants worked well together.	The participants mostly worked well together.	The participants demonstrated difficulty in working together.	The participants did not work well together.	No evidence observed.
	Props (2)	The props selected were accurate for the story.	The props selected were mostly accurate for the story.	The props selected were moderately accurate for the story.	The props selected were inaccurate for the story.	No props were used in the story.

Score: Total points/Total possible points x 5%= Total

Standards total _____
 Non-standards total _____
 Grade _____