



# Gold Seal Lesson

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> What is a Drug?			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8 XX	9-12	A	B	C XX	D

### Instructional Focus:

#### Speaking –

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

#### Listening –

Students listen for a variety of purposes appropriate to the grade level.

### Performance Task

For this lesson you will need two shopping bags, one labeled "Yes, a Drug" and one labeled "No, Not a Drug"; ten magazine pictures of drugs and items that might be confused with drugs; a sample of a pill and an M&M mounted on a cardboard. (These should look alike)

1. Ask, "How many of you have ever heard the word 'drug'?" "Where have you heard it?" "What are some drugs?"
2. Discuss some common drugs and what they can do to people. Examples: caffeine, alcohol, tobacco, cough medicine, aspirin, sleeping pills.
3. Place the shopping bags in front of the group.
4. Hold up the drug cut-outs and decide whether it belongs in the "Yes" or the "No" bag.
5. When finished, conclude by saying that a drug is something that will make your body feel or act differently.
6. Show the children the pill and the M&M. Ask them to tell what they think they are. Discuss the confusion caused by the two things looking so similar.
7. Ask what would happen if they took a pill by mistake or if they thought it was candy?
8. Discuss whether it would be wise to take something someone offered you if you were not certain what it was. Conclude with summarizing what drugs can do to people when taken incorrectly. Use examples such as: alcohol, cough medicine, aspirin.

### ICLE Essential Skills

Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Make informed judgments about the content, organization, and delivery of spoken communication. (ela 32)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Demonstrate knowledge of persuasive techniques used in visual advertisements. (ela 66)

Analyze and evaluate a speaker's statements of opinion, personal preference and values. (ela 70)

**Scoring Guide:**

See attachment: What is a Drug Chart

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications Discussion Listening Visuals</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

# Chart

## WHAT IS A DRUG SCORING RUBRIC

	RARELY	SOMETIMES	OFTEN	ALMOST ALWAYS
	1 POINT	2 POINTS	3 POINTS	4 POINTS
<b>PARTICIPATED IN GROUP ACTIVITIES</b>				
Participated in group discussion without prompting				
Contributed to the discussion				
Did not try to dominate group or interrupt others				
Demonstrated clear understanding of the concept of what is a drug.				
<b>STAYED ON TOPIC</b>				
Stayed on task, did not change subject				
Made comments aimed at getting group back on topic				
Paid attention to group's discussion and/or efforts				
<b>OFFERED USEFUL IDEAS</b>				
Gave ideas and suggestions that helped the group				
Offered helpful criticism and comments				
Positively influenced the group's decisions and plans				
<b>WAS CONSIDERATE OF OTHERS</b>				
Made positive remarks about other members' ideas				
Gave recognition and credit to others for their ideas				
Did not "put down" other group members				
<b>INVOLVED OTHERS</b>				
Got others involved by asking questions, challenging others				
<b>COMMUNICATED CLEARLY</b>				
Spoke clearly and was easy to hear				
Expressed ideas clearly and effectively				
<b>TOTAL POINTS</b>				