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| **Name:** Anonymous |
| **Lesson Title:** Media Influence on Teen Drug Use |
| **Subject:** Alcohol, Tobacco, and Other Drugs |
| **Grade Level(s): 8** |

## Goals and Objectives:

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| **Unit/ Lesson Goal/s:**<br>I want students to engage in discussion, think critically and have an awareness of the relationship between media and how that can affect teen drug use. |
| **Learning Targets:**<br>LT: I can infer the relationship between prescription drug abuse and my overall health.<br>ST: I can analyze the media's influence on teenage drug use. |

## Standards

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| **New York State Standards:**<br>• NYSHE 1C: Demonstrate the necessary knowledge and skills to promote healthy adolescent development.<br>• NYSHE 1D: Analyze the multiple influences which affect health decisions and behaviors.<br>• NYSHE 3D: Analyze how media and technology influence the selection of health information, products and services. |
| **Common Core Literacy Standards:**<br>• RST.6-8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics |
| **National Education Technology Standards:**<br>• ISTE.7B: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.<br>• ISTE.3D: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. |

## Learning Targets:

LT: I can infer the relationship between prescription drug abuse and my overall health.
ST: I can analyze the media's influence on teenage drug use.

**Students will be able to analyze information, to propose and relate media and teen drug use by citing evidence to support their responses.**

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| **Checking for Understanding Questions:**<br>What is media? What message is being sent? How does this message affect the viewer? How might different interpretations impact the user's likelihood to use drugs? |

**Methods and Instructional Strategies:**

**Introduction/Anticipatory Set:** Use of video clip to have notice and wonder in order to answer the following questions: **https://www.youtube.com/watch?v=Y7lmAc3LKWM**

- What do you notice and wonder about the video?
- Are there any connections between this song and drugs?
- How did you come to that answer?

**Instructional Strategies:** (e.g. Inquiry lessons vs. direct instruction. Whole class vs. small group.)

Video – "Puff the Magic Dragon" 5-7 mins

- Notice / Wonder discussion

Whole group and small group discussion:

- What is media?
- Learning target

Stations 12-15min each:

1. **Scholastic Article on Schoology**
   Evidence of Learning: Answer questions to accompany the article on Schoology

2. **Video clip of an athlete(s) sharing the negative effects after being injured in the NFL**
   Evidence of Learning: Answer questions –
   - What do you think is the message of this video?
   - How might people interpret this message differently?
   - Who might benefit from this message?
   - How can Turley's message relate to teen drug use?

3. **Analyze song lyrics/pictures/social media (Artifacts)**
   Evidence of Learning: Students will interpret the message(s) based on the information presented to choose 3 artifacts and answer –
   - Which 3 artifacts did you choose?
   - Do the artifacts represent positive or negative messages regarding drugs in society? How?
   - How are the artifacts you chose related to each other?
   - How might the artifacts affect teen drug use? Use evidence from your artifacts to support your answer.

**Higher Order Thinking Questions:**

- What are 2 possible reasons that the number of drug overdoses related to opiods has increased in recent years?
- How might people interpret this message differently?

- How are the artifacts you chose related to each other?
- How might the artifacts affect teen drug use? Use evidence from your artifacts to support your answer.
- What is the relationship between the media, and teen drug use? How do you know?
- What model could you develop to show the relationship between media and teen drug use?
- If you had access to any resource, how would you change the media in order to oppose the affect it has on teen on drug use?

**Guided Practice**: Introduction to set norms for the stations, unwrapping the learning targets and facilitating the student work at each station.

**Independent Practice:** Evidence of learning provided in Schoology.

**Wrap Up/Synthesis/Closure:**

Take a Stand / Agree/Disagree

- The media impacts teen drug use. Positively? Negatively?
- Drug use is, at times, glamorized to make it look cool.
- Media can be used to portray anti-drug messages as well.

Exit Ticket:

Think back to our discussion about media, your experiences at each station, and the Take a Stand activity. Choose **one** of the following questions to respond to as yor exit ticket:

- What is the relationship between the media, and teen drug use? How do you know?
- What model could you develop to show the relationship between media and teen drug use?
- If you had access to any resource, how would you change the media in order to oppose the affect it has on teen on drug use?

## Materials

**Technology Tools and Equipment (Including-Assistive Technology Software and Hardware):** SMART Board, student laptops, Powerpoint, projector, Youtube video.

**Other Materials:**

1. Student laptops
2. Powerpoint slides for Office Mix presentations
3. Research folders with artifacts
4. Agree / Disagree cards
5. Expo markers for highlighting and erasers (optional)

## How Will the Lesson be Differentiated According to Student Needs

None of my students require altered materials or special technology. However, students will be grouped heterogeneously in order to stimulate participation for all students. Note catchers will be provided to all students so that those in need of graphic organizers have the option to use

them. I will prompt students in need to stay on task, and clarify directions if need be. I will also provide an enrichment opportunity for student who wish to dig deeper into the topic by analyzing a song or video that portrays negative messages about using drugs. I will also offer the choice for students to create their own anti-drug song or video that must meet certain criteria.

**Assessment**

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| ***Formative/Ongoing Assessment**: Responses during small and whole group discussions, responses during Take a Stand Protocol, and self-assessment of learning target. |
| ***Summative/End Of Lesson Assessment:** Exit Ticket on Schoology |