

Title of Lesson: Addiction Unit Review	Class Time: 8:40-9:10 (30 min)
Target Audience/Grade Level: 6 th Grade	Date: March 29, 2021
Numbers of students in class: 20	Teaching Location: Google Meet
Goal of the lesson: For students to gain knowledge about addiction, and drugs while gaining skills to say no to peer pressure.	
Instructional Objectives: Cognitive <ul style="list-style-type: none"> - TSWBAT- define addiction when asked by the teacher using a poll during the class. - TSWBAT- identify the symptoms of with drawl when asked by the teacher using a poll during the class - TSWBAT- identify 2 out of 4 of the different types of drugs and their classification during the matching activity. Affective <ul style="list-style-type: none"> - TSWBAT- show respect to themselves and others during the activities. 	
New Jersey's Core Curriculum Content Standards and Cumulative Progress Indicators: <ul style="list-style-type: none"> - 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress) - 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory - 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. - 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. - 	
Materials and Equipment List No materials needed	
Technology Utilized in Lesson -Near pod	

Time Allotment	Lesson Plan Segments	Assessment:
8:40-8:45 (5 min)	<p>Instant Activity/Attendance: As students enter the class I will take attendance to be submitted to the office by 8:45.</p> <p>Students will log onto the lessons near pod using the link provided in the chat box.</p>	
8:46-8:50(4 minutes)	<p>Introduction: Students will answer on the class collaborate board what their definition of addiction is leading into todays lesson.</p>	
8:51-8:53(2min)	<p>Learning task 1: Addiction and Dependency The students will learn about addiction, dependency, and the with drawl symptoms and then answer two poll questions on the topics and slides.</p>	<p>Check for understanding: Students will answer two polls questions.</p>
8:54-8:58 (4 min)	<p>Learning task 2: Types of Drugs The students will learn about the different categories of drugs such as stimulants, depressants, hallucinogens, and inhalants. They will then play a matching game pairing up the different types of drugs.</p>	<p>Check for understanding: Students will <u>identify</u> what drugs fall under what category of drugs.</p>
8:59-9:02 (3 min)	<p>Learning task 3: Nicotine and Tobacco The teacher will go over a power point about the effects of nicotine and alcohol.</p>	
9:02-9:04 (2 min)	<p>Learning task 4: Peer pressure and where to get help The teacher will go over a power point about peer pressure and outlets for help with stress and addictions.</p>	
9:04-9:06 (2 min)	<p>Learning task 5: Drug use The students will learn about the different types of drug use, and how to properly read the instructions on prescriptions and medicine.</p>	
9:06-9:10 (4 min)	<p>Culminating activity:</p>	

	<p>Students will partake in a time to climb virtual interactive game. Each student will get thirty seconds to answer a question from the addiction unit. The student will try and answer the question as quickly as possible to try and move up the mountain. There will be 10 questions asked during</p>	
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Target Audience/Grade Level: 6 th Grade	Class Time: 30 min
Numbers of students in class: 20	Teaching Location: Google Meet
Goal of the lesson: For students to develop refusal skills and, knowledge about the misconceptions behind vaping.	
Instructional Objectives:	
Cognitive	
<ul style="list-style-type: none"> - TSWBAT <u>identify</u> one external and one internal pressure that are common in adolescence when asked by the teacher using padlet. (2.3.8.ATD.5) - TSWBAT <u>explain</u> the importance of refusal skills when facing peer pressure when asked by the teacher during the lesson. 	
Affective	
<ul style="list-style-type: none"> - TSWBAT work collaboratively in small groups to identify positive and negative ways to handle stressful situations using a graphic organizer. 	
New Jersey's Core Curriculum Content Standards and Cumulative Progress Indicators:	
<ul style="list-style-type: none"> - 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. - 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. 	
Materials and Equipment List	
-The great body shop reading	
Technology Utilized in Lesson	
<ul style="list-style-type: none"> -Google Meet - Padlet -Google Slides 	

Time Allotment	Lesson Plan Segments	Assessment:
5 minutes	<p>Instant activity/Attendance: Attendance will be taken by google meet.</p> <p>The students will answer 3 google poll questions to check for understanding from the previous lesson.</p>	<p>Check for understanding: The students will answer 3 google poll questions on the effects drugs on the body.</p>
12 minutes	<p>Learning task 1: The class will read pages 4 and 5 of the great body shop reading on peer pressure and vaping.</p>	<p>Check for understanding: The students will be asked 2 google poll questions on the reading.</p>
5 minutes	<p>Learning task 2: The students will be read a scenario about peer pressure by the teacher. The students will write on the addiction unit padlet how they would refuse peer pressure from a friend to partake in the use of drugs or vaping.</p> <p>https://padlet.com/perezj70/knn900hvhp9kkcj</p>	<p>Cognitive assessment: On padlet students will show their understanding and ability to use refusal skills during a situation of peer pressure.</p>
6 minutes	<p>Culminating activity: Students will be broken into breakout rooms to discuss positive and negative ways to cope with eustress and pressure using a graphic organizer.</p>	
2 minutes	<p>Lesson Closure The teacher will review the flex assignment for this week.</p>	

<p>Positive:</p>	<p>Negative:</p>
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