

Unit: Drugs and Alcohol

Lesson: Group Drug Research and Presentation

Grade Level: 8th

Subject: Health

Overall Essential Unit Goals and Objectives:

1. Why are drugs dangerous?
2. What aspects of society do drugs impact?

Core Curricular Lesson Objective(s):

Health

1. Students can identify the risks associated with the use of illicit and prescription drugs on body systems.
2. Discuss local, state, and federal drug laws.
3. Discuss overall risks involving the use of drugs.

Communication Arts

1. Students can use informational text to develop presentations: this means they can take information from what they have read and share it with others in a presentation using their own words.

Technological Lesson Objective(s):

1. Students use a variety of technologies to publish and communicate with others.
 1. Design, develop, collaborate, publish, and present products using appropriate technology resources that demonstrate an understanding of curriculum concepts to the audiences inside and outside the classroom.

How objectives were met in the past and rationale for employing the use of technology to meet them currently: Students have used PowerPoint to present information to classmates prior to this lesson. Students will be using Google Presentations to create, collaborate, and present their information so that they are able to share graphics, pictures, video, charts, and tables that they create and find about their drug. Students will be working in groups for each

drug type. Using Google Apps allows them to collaborate and work outside of school without having to meet in one location.

Time, Materials, Equipment, and Management:

- *Time:*
 - 6 class periods at least 45 minutes long (Two for research, two for creating Presentation and two for presenting information to the class.)
- *Materials:* (All links below except reference books)
 - Reference books on drugs and alcohol (ask your librarian to pull books)
 - [Check list](#)
 - [Drug resource document](#)
 - [Presentation/PowerPoint outline worksheet](#)
 - [Peer Evaluation form](#)
 - [Peer Evaluation Rubric](#)
 - [List of drugs to be research by students](#) (teacher use only)
 - [Teacher page to record group members for each topic](#)
- *Equipment:*
 - Google Apps for students in computer lab.
 - Computer lab for 4 class periods
 - Projector cart with computer, internet access, and speakers
- *Management:*
 - Make sure you can reserve computer lab for 4 days in a row.
 - Have groups picked prior to starting or have students pick groups from a bag to make it random.
 - Give students participation points for being actively engaged that they can loose if they need to be redirected too many times.
 - Have students assess their performance as well as their group members.

Prior Learning: Students have created a PowerPoint presentation prior to this lesson. Students will know how to create, collaborate, share and present in Google Apps. Students have been introduced to information and statistics on drugs and alcohol in 6th and 7th grade health curriculum.

Procedure:

1. Students will draw a name of a drug from a bag.
2. Students that get the same drug will be partners in researching, creating their Presentation, and presenting their information.
3. Students will be shown an example Presentation made by the teacher. (Example on CD)
4. Students will get a check list of items that are required in the presentation. (See attachment)

5. Students will spend one class period in the library researching.
6. Students will spend one class period in the computer lab researching. Students were given access to a drug resource document that gave them appropriate websites to get their information from. (See attachment)
7. Students were given a Presentation outline worksheet. (See attachment)
8. After completing PowerPoint outline students will spend two class periods in the computer lab creating Presentation.
9. Students will complete presentation outline. (See attachment)
10. Students will present drug information to the class and be able to answer questions about their drug.
11. Students will assess their performance along with their group members' performance using the evaluation form.
12. All students will be assessed on the information provided in class by their peers by completing a quiz. (See attachment)

Assessment: Students will be assessed on their participation and active engagement while researching and creating their Presentation. They received an initial 75 points and will have points deducted for off task behavior. Students will be graded on their over all performance using a rubric used to grade the outlines, Presentation, and oral/physical presentation. (100 points) (See attachment). Students will be graded by themselves and their peers using a self and peer evaluation sheet. (25 points) (See attachment). Students will be assessed by their knowledge of the information presented in class based on their performance on a quiz given. (25 points) (See attachment)

Extensions:

1. Students can interview a person who has had an addiction to drugs or alcohol.
2. Students can speak with a local law enforcement agent to see how drugs and alcohol affects our local community.
3. Students can create an anti-drug campaign to be displayed in the community.
4. Students can also create a video to share their information in place of presenting "live" to their class. Same rubrics would apply.



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