

Purpose of the Lesson

Lesson 4 is a lesson enhancement. This lesson could be added as an extension to another lesson or it can be a separate stand-alone lesson if time allows. This lesson asks students to think about what they have learned about healthy choices and express that in a creative manner.

Background Knowledge

- RAFT assignments encourage students to use own voices to present their ideas about what they are learning. Students can be given options for each letter in RAFT to help motivate them to share what they are learning in a new way.
 - **R** – Role of the Writer. Who are you as the writer?
 - **A** – Audience. To whom are you writing?
 - **F** – Format. In what format are you writing?
 - **T** – Topic. What are you writing about?
- Reminders from Lessons 1-3:
 - STOP, THINK, CHOOSE to make healthy decisions
 - Unsafe or Unsure: Don't Touch! Don't Taste! Don't Take! Tell a Trusted Adult.
 - Only take medicine from a trusted adult. Use only your medicine; don't share with others.
 - Healthy choices have positive consequences.

Lesson Objectives

Students will be able to:

Objective	Activity & Assessments
1. Write on a specific topic (making healthy choices about medicines and drugs, choosing an appropriate role, audience, and format.	RAFT piece and checklist
2. Describe three details about how to make healthy choices about medicines or drugs.	RAFT piece and checklist

Time: 30 minutes

Materials

RAFT Option Table (Attachment 1); RAFT Brainstorming Sheet & RAFT Checklist (Attachment 2).

Introduction

- **ASK:** What are the various perspectives writers must think about before they begin writing? (*Guide students to identifying role, audience, format, and topic. If students do not use the exact vocabulary, but explain the ideas, take the opportunity to introduce the vocabulary.*) Record the four words as they are discussed.
- **ASK:** Do you think others could benefit from learning about what we have been learning about the last few days? (Yes)
- **ASK:** What would you want to tell others about what you have learned?
- **Share:** Today, we are going to write about making healthy choices and you get to make some choices about what you will be writing!

Teaching Steps

- Show the RAFT Option Table to the class. Explain that they will all have the same topic, making healthy choices, but they may choose their role, audience, and format. They can decide how they want to approach the topic.
- A new student is coming into your class. Your class has been learning about making healthy choices about medicines and drugs. Write a letter to the new student about making healthy choices.
- Go over the different options on the table and ask students to share their ideas.
- Pass out the RAFT Brainstorming Sheet. Model how to complete this.
- Ask students to list their chosen R-A-F and then to brainstorm details for T. Encourage them to include at least three details about making healthy choices.
- Check students' brainstorming sheets and offer feedback. Possible questions to ask:
 - What did you learn about making healthy choices that you want to include in your writing?
 - What do you want your audience to know about making healthy choices?
- When students are ready, have them write their RAFT. Possible questions to ask:
 - Do you sound like the role you chose? How does (role) sound?
 - You chose the format of _____. Does your writing follow that format? How?
- Have students self-assess their work using the RAFT Checklist.

Closure

- Students can share their work in several different ways.
 - Choose students who would like to share to read their work aloud to the class.
 - Have students read their work in small groups.
 - Post the work around the room and have students roam about the room in a Gallery Walk fashion to read one another's work.

Recommendation and Reminders

- To provide more modeling, teachers could show an example RAFT to the class and have the class determine what the role, audience, format and topic are. Note: There are many available online.
- The RAFT can be an informal writing activity that is completed in class in one period, or it can be a more structured writing activity that lasts several class periods to allow for brainstorming, writing, revising, editing, and publishing.
- Teachers who want to limit choices may remove options from the table as they see fit. For example, teachers may decide that students will only write a letter, but have choices on their role and audience.

National Health Education Standards

Standard 1: *Comprehending Concepts*

Standard 8: *Advocacy*

Healthy Behavior Outcome (HBO)

Alcohol and Other Drugs HBOs:

HBO 1: *Avoid misuse and abuse of over-the-counter and prescription drugs.*

HBO 4: *Avoid the use of illegal drugs.*

English Language Arts Standards

W.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Follow-up Activities *(Stories/Picture Books too)*

- **Parent / Guardian Interaction Activity:** Ask students to take home their RAFT pieces to read to their parents or guardians.
- Display RAFTS in your classroom or hallway.

RAFT Option Table

Directions: Choose any role from the role column. Choose any audience from the audience column. Choose any format from the format column. Your topic must be about making healthy choices.

Role	Audience	Format	Topic
You	Your Parents	A Letter	Making healthy choices about medicines and drugs
A Reporter	A New Student	Radio Commercial	
An Unknown Medicine or Unknown Substance (ex: pill or liquid)	A Kindergartner	Diary or Journal	
A Nurse	A Brain	A Comic Strip	

RAFT Brainstorming Sheet

Name _____

Role: Who or what will you be?	Audience: To whom are you writing?
Format: What form will your writing take?	Topic: Your writing will be about this topic – <i>Making healthy choices about medicines and drugs</i>
What do I want to share about the topic? (<i>Recall the information shared in other lessons.</i>)	

RAFT Checklist

CRITERIA	YES!	I need to work on this.
I sound like the role I chose.		
It is clear who or what my audience is.		
My writing follows the format I chose.		
My writing stays on the topic of making healthy choices about medicine and drugs.		
I included at least THREE details about making healthy choices about medicine and drugs.		