

### 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:
  - o **STOP, THINK, CHOOSE** to make healthy decisions
  - o Unsafe or Unsure: Don't Touch! Don't Taste! Don't Take! Tell a Trusted Adult.
  - o Only take medicine from a trusted adult. Only use your medicine, don't share with others.
  - o 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.	<ul style="list-style-type: none"><li>• RAFT piece and checklist</li></ul>
2. Describe three details about how to make healthy choices about medicines or drugs.	<ul style="list-style-type: none"><li>• RAFT piece and checklist</li></ul>

**Time:** 30 minutes

### Materials

RAFT Option Table ([Attachment 1](#)), RAFT Brainstorming Sheet ([Attachment 2](#)), RAFT Checklist and Self-Assessment ([Attachment 3](#)).

## Introduction

- **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 decisions and you get to make some decisions about what you will be writing!
- **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.

## Teaching Steps

- Show the RAFT Option Table to the class. They may choose their role, audience, format and topic.
- Go over the different options on the table and ask students to share their ideas.
- Share an example of a RAFT. A reporter interviews your parents. The reporter asks your parents questions about making healthy choices about medication and drugs. Turn their interview into a comic strip.
- Pass out the RAFT Brainstorming Sheet. Model how to complete this.
- Ask students to list their chosen R-A-F-T. Encourage them to include at least four details about their chosen topic.
- Check students' brainstorming sheets and offer feedback. Possible questions to ask:
  - What did you learn about your topic that you want to include in your writing?
  - What do you want your audience to know about your topic? Think about four key details to share.
- When students are ready, have them write their RAFT. Possible questions to ask:
  - Do you sound like the role you chose? How does (the 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.
- This lesson could be extended to allow for revision, editing, peer critiquing and publishing of the drafts created in this lesson.

## 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.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OR (depends on choice of topic for RAFT)

**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

**W.4.10** 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.

## RAFT Option Table

**Directions:** Choose one of the two topics listed. Choose any role from the role column. Choose any audience from the audience column. Choose any format from the format column.

Role	Audience	Format	Topic
A character who makes healthy decisions	Your parents	A news article	Inform others about making healthy decisions about medicines and drugs
A character who is pressuring another to do something unhealthy	Someone who is pressuring another to do something unhealthy	A story	
An unknown substance (ex: pill or liquid)	Someone who makes unhealthy decisions	A thank you letter	Create a “what if” situation that demonstrates making a healthy decision about medicines or drugs
You	An unknown substance (ex: pill or liquid)	A poem	
Your brain	Your principal	A brochure	

## RAFT Brainstorming Sheet

Name \_\_\_\_\_

<b>Role:</b> Who or what will you be?	<b>Audience:</b> To whom are you writing?
<b>Format:</b> What form will your writing take?	<b>Topic:</b> What is your topic?

What do I want to share about the topic? (*Recall the information shared in other lessons.*)

## RAFT Checklist and Self-Assessment

CRITERIA	YES!	I need to work on this.
I sound like the role I chose.		
List an example from your RAFT that demonstrates this:		
It is clear who or what my audience is.		
List an example from your RAFT that demonstrates this:		
My writing follows the format I chose.		
Explain how your writing follows the format you chose:		
My writing is focused on the topic I chose.		
I included at least four details about my topic.		
Briefly list your four details:		