

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

- RAFTS 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 RAFTS 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?
 - **S** – Strong verb. What is your purpose? Examples include to persuade, inform, analyze, compare, direct, or defend.
- 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. Only use 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.	<ul style="list-style-type: none">• RAFT piece and checklist
2. Describe three details about how to make healthy choices about medicines or drugs.	<ul style="list-style-type: none">• RAFT piece and checklist

Time: 30 minutes

Materials

RAFTS Option Table ([Attachment 1](#)), RAFTS Brainstorming Sheet ([Attachment 2](#)), RAFTS 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, topic, and strong verb. If students do not use the exact vocabulary, but explain the ideas, take the opportunity to introduce the vocabulary.*) Record the five words as they are discussed. Stress the strong verb as their purpose for writing.

Teaching Steps

- Show the RAFTS Option Table to the class. They may choose their role, audience, format, topic and strong verb.
- Go over the different options on the table and ask students to share their ideas. Model how you may put together the five options to create a piece. For example, say, “I might choose to be a brain talking to someone who makes unhealthy choices to explain refusal skills through a brochure.”
- Pass out the RAFTS Brainstorming Sheet. Model how to complete this.
- Ask students to list their chosen R-A-F-T-S. Encourage them to include at least four details about the topic chosen. Depending on topic choice, students may need to look for resources to help them with facts and details.
- 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.
 - Do you need to do any research on your topic to report accurate facts and details? (If yes, help students find needed resources.)
- When students are ready, have them write their RAFTS piece. 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?
 - Did you include any facts or make any references that you need to cite?
- Have students self-assess their work using the RAFTS 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.
 - Publish a class book with all the RAFTS inside that students can check out and take home to share.

HOPE

Health and Opioid
Prevention Education

5th GRADE
LESSON 4

Why I Make Healthy
Choices about Medicines
and You Should Too

Recommendation and Reminders

- To provide more modeling, teachers could show an example of RAFTS to the class and have the class determine what the role, audience, format, topic and strong verb are. Note: There are many available online.
- This lesson could be extended to allow for writing minilessons, 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 (Depends on choices for RAFTS.)

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

or

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

or

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

or

W. 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.10 Write routinely over extended time frames and shorter time frames for range of discipline-specific tasks, purposes, and audiences.

Follow-up Activities

- **Parent/Guardian Interaction Activity:** Ask students to take home their RAFTS pieces to read to their parents or guardians.

RAFT Option Table

Directions: Choose any topic from the topic column. Choose any strong verb from the strong verb column. 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	Strong Verb
A character who makes healthy decisions	Your Parents	Web Page or Blog	Making healthy decisions about medicines and drugs	Inform
A character who is pressuring another to do something unhealthy	Someone who is pressuring another to do something unhealthy	Play or Skit	Consequences of making unhealthy decisions about medicines and drugs	Persuade
An unknown substance (ex: pill or liquid)	Someone who makes unhealthy decisions	Advertisement	Using refusal skills	Explain
You	An unknown substance (ex: pill or liquid)	Poem		Reflect
A brain	Your community	Brochure		Warn

EXAMPLE: The Mayor has asked people to create a brochure. You take on the challenge to explain to your community how to make healthy decisions about medicines and drugs.

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: What is your topic?
Strong Verb: What is your purpose? <i>Circle one.</i> Inform Persuade Explain Reflect Warn	
What do I want to share about the topic? (<i>Recall the information shared in other lessons.</i>)	

RAFT Checklist and Self-Assessment

CRITERIA	I did this well.	I could improve on this a little.	I need to focus on this and revise.
My purpose is clear.			
I use words that help me sound like the role I chose.			
It is clear who or what my audience is.			
An internal structure is evident in my writing.			
My ideas are logically organized in the format I chose.			
My writing stays focused on my chosen topic.			
I included at least four details that expand, clarify or elaborate on my chosen topic.			
My information is accurate and complete.			
My work is free of errors.			