

## Purpose of the Lesson

The purpose of this lesson is for students to promote and advocate to others to make drug-free choices using the information they have learned throughout the drug prevention unit. Students will have the opportunity to write a letter to a 5<sup>th</sup> grade student that promotes the benefits of being drug-free and positive alternatives to using drugs. Writing these letters will help students recognize the influence they have on others and the responsibilities of being a positive role model. Students who promote healthy behaviors are more likely to adopt positive behaviors.

## National Health Education Standards

**Standard 1:** Comprehending Concepts.

*Performance Indicator 1.8.11:* Determine the benefits of being drug-free.

*Performance Indicator 1.8.12:* Describe positive alternatives to using drugs.

**Standard 4:** Interpersonal Communication Skills.

*Performance Indicator 4.12.2:* Demonstrate effective communication skills to be drug-free.

**Standard 8:** Advocacy

*Performance Indicator 8.8.1:* State a health-enhancing position about being alcohol-and other drug-free, supported with accurate information to improve the health of others.

## Healthy Behavior Outcome (HBO)

*Advocate for healthy behaviors.*

### Lesson Objectives

*Students will be able to:*

Objective	Assessment
1. Describe advocacy and advocating for healthy choices.	Bell Ringer
2. Write a letter to a 5 <sup>th</sup> grade student to encourage them to be drug-free supported with accurate information.	Letter to a 5 <sup>th</sup> Grader
3. Identify the benefits of being drug-free.	Letter to a 5 <sup>th</sup> Grader
4. Describe positive alternatives to using drugs and strategies to be drug-free.	Letter to a 5 <sup>th</sup> Grader

**Time:** 35-45 minutes

## Materials

### *Assessments and Worksheets*

- 5<sup>th</sup> Grade Letter Criteria ([Attachment 1](#)); Advocacy Letter Rubric ([Attachment 2](#)), Letter Template ([Attachment 3](#)).

## References

Ohio Youth-Led Prevention Network – <https://www.drugfreeactionalliance.org/oyslpn>

## Introduction

Today you will serve as a positive role model for 5<sup>th</sup> grade students through letter writing. Your letter will advocate the benefits of being drug-free and describe positive alternatives to using drugs.

## Teaching Steps

### Activity 1: Bell Ringer

- “What does it mean to *advocate*?”
  - **Possible Answers:** To promote, support, get the message out, etc.
  - What does it mean to advocate to be healthy and drug-free?
- Standard 2 review – Who or what can influence your behaviors? Which of those encourage healthy choices?
  - What does it mean to be a role model? Do any of you babysit or have a younger family member? Do they look up to you? How are you a positive influence on them?
  - Develop a list of characteristics. Then develop a definition of a role model as a class.

### Activity 2: Advocating to be Healthy and Drug-Free Letter

- Today you are going to have the opportunity to advocate a drug-free message to a 5<sup>th</sup> grade student.
  - **Step 1:** Brainstorm ideas for your letter using the Live Drug-Free Letter Information Sheet ([Attachment 1](#)).
  - **Step 2:** Determine Letter Options: There are options for how the letters are created and presented to the 5<sup>th</sup> grade students.
    - They can be generic: “Dear 5<sup>th</sup> Grade Student.”
    - They can be personalized with the name of the 5<sup>th</sup> grader.
    - The letters could be delivered to the elementary school, and the teacher could distribute them.
    - The middle school and 5<sup>th</sup> grade teachers could set up a time for the classes to meet and the middle school students could share their letters in person.
    - They could eat lunch together and share their letters during that time.

- o Remember these are the elements of a friendly letter that must be included:
  - Heading
  - Greeting
  - Body, including three paragraphs that
    - o Identify at least four benefits of being drug-free
    - o Three positive alternatives to drug use
    - o Two strategies to be drug-free and closing with an advice statement to help the 5<sup>th</sup> grader prepare for middle school.
  - Closing
  - Signature
- o **Step 3:** Distribute Advocacy Letter Rubric ([Attachment 2](#)) to check your information and supporting facts.
- o **Step 4:** Write your letter ([Attachment 3](#)).
- o **Step 5:** Share the letters with parents, display in your classroom or share with the elementary school.

## Closure

Today's focus was to advocate the benefits of being drug-free and describe positive alternatives to using drugs. Older students have the responsibility of being a positive role model for younger students. The letters written by the 8<sup>th</sup> graders will influence the 5<sup>th</sup> graders in a positive way as they prepare for junior high. When students advocate healthy behaviors, they too are more likely to adopt those positive behaviors.

Name: \_\_\_\_\_

## LIVE DRUG-FREE LETTER INFORMATION SHEET

*Provide the information on this sheet before you write your letter.*

**Benefits of Being Drug-Free:** *Examples- better relationships, do better in school, positive reputation, take care of your health to do the things you want to do, perform well athletically, create good memories, etc.*

- 1.
- 2.
- 3.
- 4.
- 5.

**Positive Alternatives to Drug Use:** *Examples- get involved in sports and/or clubs, meet people who value being drug-free, enjoy the things you learn in school, go to school activities, etc.*

- 1.
- 2.
- 3.

**Strategies to be Drug-Free:** *Examples- hang out with friends who value being drug-free, avoid dangerous situations, talk with your parents/guardians about things that are causing you stress, ask teachers for help when you need it, practice refusal skills, etc.*

- 1.
- 2.

**Why be Drug-Free Advice Statement:** Help a 5th grader prepare to make healthy choices in middle school. *Examples- these are important years to prepare you for your future; you don't want regret from poor choices; represent yourself in a positive way; etc.*

**Remember to read your letter to be sure the spelling and grammar is correct.**

**ADVOCACY LETTER TO 5TH GRADE STUDENT**

**Directions:** Write a letter to a 5<sup>th</sup> grade student highlighting the benefits of being drug free and positive alternatives to drug use. Follow the criteria below to write your letter:

Objective	3	2	1
<b>Benefits to be Drug Free</b>	Describes at least four specific benefits relevant to their audience for being drug free in their letter.	Identifies four benefits of being drug free on the worksheet, but does not identify at least four in their letter.	Identifies less than four appropriate reasons for being drug free.
<b>Positive Alternatives to Drug Use</b>	Describes at least three positive and appropriate alternatives relevant to the letter reader.	Identifies at three positive alternatives to using drugs on the worksheet.	Identifies less than three positive alternatives to drug use.
<b>Strategies to Be Drug Free</b>	Provides two specific and appropriate strategies to be drug free in the letter.	Provides two strategies in the worksheet, but does not identify at least two in the letter.	Does not identify appropriate strategies to be drug free.
<b>Advice Statement</b>	Provides a clear and specific advice statement for the reader.	Provides an advice statement that would help the student to be drug free.	Does not provide an appropriate advice statement.
<b>Components of a Letter</b>	Includes all aspects of a friendly letter including: <ul style="list-style-type: none"> <li>• Heading</li> <li>• Greeting</li> <li>• Body</li> <li>• Closing</li> <li>• Signature</li> </ul>	Missing one of the following aspects of a friendly letter: <ul style="list-style-type: none"> <li>• Heading</li> <li>• Greeting</li> <li>• Body</li> <li>• Closing</li> <li>• Signature</li> </ul>	Two or more aspects of a friendly letter are not present.

Dear \_\_\_\_\_,

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Sincerely,