

## Overview

In this lesson, students will put the skills and information they have learned from the unit into action. Students will formulate a promotion message with teenagers as their target audience. They can be creative with their drug-free promotion message. Promotion messages can include: video, news story, poster, poem, rap, commercial, role play, etc. Students who advocate for healthy behaviors are more likely to adopt those healthy behaviors.

## National Health Education Standards

### Standard 1: Comprehending Concepts

*Performance Indicator 1.12.15: Determine socially appropriate ways to avoid or prevent the use of drugs.*

### Standard 4: Interpersonal Communication Skills

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

*Performance Indicator 4.12.4: Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid drug use.*

### Standard 8: Advocacy

*Performance Indicator 8.12.2: Demonstrate how to influence and support others to make positive health choices.*

## Healthy Behavior Outcome (HBO)

*Advocate for healthy behaviors.*

## Lesson Objectives

*Students will be able to:*

Objective	Assessment
1. Develop drug-free messaging that persuades others to be drug-free by identifying short and long-term effects or benefits, identifies positive/negative consequences with an appropriate message.	<ul style="list-style-type: none"><li>Advocating to be Drug-Free</li></ul>
2. Identifies accurately both short and long-term effects or benefits/consequences in drug-free messaging.	<ul style="list-style-type: none"><li>Advocating to be Drug-Free</li></ul>
3. Communicate group norms for being drug-free with supporting facts and data.	<ul style="list-style-type: none"><li>Advocating to be Drug-Free</li></ul>

**Time:** 45-50 minutes

## Materials

### *Assessments and Worksheets*

- Advocate to be Drug-Free Planning Guide (Attachment 1), Advocate to Be Drug-Free Resources (Attachment 2), Advocate to Be Drug-Free Rubric (Attachment 3), Advocate to Be Drug-Free Peer Assessment (Attachment 4).*

## Introduction

Today we are going to stand up against drugs and promote drug-free messages.

## Teaching Steps

- Ask students, “What does it mean to *advocate*?”
  - **Possible Answers:** To promote, support, get the message out, etc.
  - Advocacy can be both positive and negative. For our purposes, we will be focusing on the concepts that you have learned throughout the unit and putting them into practice. We will be advocating for healthy choices.
  - Why is it important to advocate for healthy behaviors?
    - People who promote healthy behaviors are more likely to practice that healthy behavior.
    - Promoting a message helps to educate others about healthy behaviors.
    - Advocacy can lead to policy change that influences the health of those it serves.
  - Examples of what you can advocate about:
    - Components of refusal skills: Strong “NO” statement, reasons to be drug free, alternatives to drug abuse, and an exit strategy.
    - Medication safety.
    - How to help a friend.
- You can work individually or with a partner to design your drug-free message.
- Distribute the *Advocate to be Drug-Free Planning Guide* ([Attachment 1](#)), Project Resource Sheet ([Attachment 2](#)) and Advocate to Be Drug-Free Rubric ([Attachment 3](#)).
- Let students work individually or with a partner to formulate the plan for their advocacy message.
  - Students may need time outside of school to design their messages.
  - Students should submit their Planning Guide before beginning the final project to be sure it meets the guidelines and aligns with the rubric.
- Students can share their advocacy message with others. “Use the Advocating to Be Drug-Free Peer Assessment to give feedback to your classmates.” Note. There are multiples copies on each page Peer Assessment ([Attachment 4: Peer Assessment](#)).

## Closure

Today’s focus was to promote drug-free messages. When you advocate healthy behaviors, you are more likely to adopt those positive behaviors. Continue to advocate healthy messages about a drug-free lifestyle and make the world a safer place to live.



## ADVOCATING TO BE DRUG-FREE RESOURCES

*What production elements do you need to complete this assignment?*

### Pictures and Video

- *Will you use pictures or videos?*
- *List, describe or show the pictures or videos used in your assignment (and list their sources).*

### Equipment

- *What equipment do you need for including pictures or videos?*
- *What materials do you need for producing, pasting or otherwise including the information in your project?*

### Music

- *If you are using music, be sure that it is school-appropriate and that either you use royalty-free music or you receive permission to use copyrighted music.*
- *List the music and/or song.*

### Plan for Presentation

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|--|---|
| <ul style="list-style-type: none"> <li>• <i>Video script (only if producing a video)</i></li> <li>• <i>Please outline or write out your script.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Poster or brochure</i></li> <li>• <i>Please sketch or design the layout before making your finished product.</i></li> </ul> |
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## ADVOCATE TO BE DRUG-FREE

Category	3	2	1
<b>Clear Drug Free Message</b>	Provides a clear, specific and effective drug-free message.	Provides an effective drug-free message.	No drug free position is provided or the position is not health enhancing.
<b>Evidence &amp; Facts Supporting Message</b>	Thoroughly supports message with multiple (>4) relevant and accurate facts, information, data, and evidence.	Supports position using accurate facts (between 3-2), concepts, examples and evidence.	Provides limited or no facts, examples or evidence to support message.
<b>Awareness of Targeted Audience</b>	Word choice, tone, examples, messages, graphics and pictures demonstrate a strong awareness of the target audience.	Word choice, tone, examples, messages, graphics and pictures demonstrate alignment with the target audience.	Word choice, tone, examples, messages, graphics and pictures does not align with or meet the needs of the target audience.
<b>Message Effectiveness</b>	Overall message and advocacy project is effectively delivered with strong conviction and passion for the position.	Message is delivered effectively.	Message is not delivered effectively due to a lack of conviction, passion or appropriateness.

