



Grade 7 Sample Lesson Plan: Unit 1 – ATOD Use Prevention

SOLs

- 7.1.I Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behaviors.
- 7.1.M Recognize harmful and risky behaviors.
- 7.2.K Describe types of advertising techniques used in a variety of media, to include social media, that may influence adolescents' decisions concerning alcohol, tobacco, and drug use, and gang involvement.
- 7.2.L Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use, gang involvement, and imitating gang-related behaviors.
- 7.2.M Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances.
- 7.3.H Identify ways to participate in school and community efforts to promote a drug- free lifestyle.

Objectives/Goals

- Students will utilize knowledge gained about consequences of ATOD and ATOD marketing to develop school and community prevention strategies.

Materials

- Examples of various print alcohol advertising.
- Poster board or large sketch paper for collages
- Materials for implementation of National Institute on Drug Abuse (NIDA) Heads up lessons <http://headsup.scholastic.com/teachers>
- Media Smarts Alcohol Myths Lesson Plan (<http://mediasmarts.ca/lessonplan/alcohol-myths-lesson>)

Procedure

Understanding addiction and consequences of ATOD

1. The NIDA *Heads Up* Series <http://headsup.scholastic.com/teachers> contains many lessons, educational materials, interactive resources, and student worksheets that

address these SOLS – notably *Drugs and Your Body, It isn't Pretty; Drugs and the Brain; E-Cigarettes; and Marijuana Facts.*

2. The NIDA series *Mind Over Matter* provides numerous free youth-focused brochures available on steroids, inhalants, and other drugs from NIDA's Mind Over Matter Series <https://drugpubs.drugabuse.gov/promotions/mind-over-matter>,
3. Students can also refer to the Virginia Department of Alcoholic Beverage Control (ABC) Middle School Guide *Learn Alcohol Basics* and visit the following teen-focused websites:
<https://www.thecoolspot.gov/>
<https://www.toosmarttostart.samhsa.gov/teens/>
<https://kidshealth.org/en/teens>
<https://teens.drugabuse.gov>
<https://www.girlshealth.gov/substance/>
<http://headsup.scholastic.com>
<https://drugpubs.drugabuse.gov/promotions/mind-over-matter>

Advertising and Marketing

1. Provide students with numerous samples of alcohol ads from magazines, websites, etc.. Have students create a poster collage of the alcohol ads that appear to employ similar themes/techniques and write a caption for their collage with what they think the “real message” is that is being portrayed. Ask a reporter to explain the caption and the group’s thinking to the class. Display the posters in the classroom (source: PBS - In the Mix).
2. Lead a discussion about how young people are the real targets and why:
How many people in the ads are over 30? Are the people in the ads glamorous? Why would alcohol distributors want to target young people as consumers? What recurring themes and images do you see in alcohol advertising? Why would these appeal to young people? What are some of the differences in advertising for various types of alcohol (i.e. wine, beer, liquor, wine coolers, etc.)? Which ads in these collages are more effective than others? Why would you choose one product over another based on its ads? Which TV, radio, and print alcohol advertising campaigns do you remember best, perhaps even talk about the most? What elements contribute to this (e.g. humor, celebrities, music, or characters)? (source: PBS - In the Mix)
3. Canada Media Smarts *Alcohol Myths* Lesson plan includes activities, information, and images that teachers can use to help students critically think about the types of advertising techniques that influence ATOD use (teacher will need to update statistics with more recent data). The lesson plan addresses the following 7 myths of advertising advertising:
 - *Drinking is a risk free activity*
 - *You cant survive without drinking*
 - *Problem drinking behaviors are normal*
 - *Alcohol is a magic potion that can transform you*
 - *Sports and alcohol go together*
 - *If these products were dangerous, the media would tell us*
 - *Alcoholic beverage companies promote drinking in moderation*

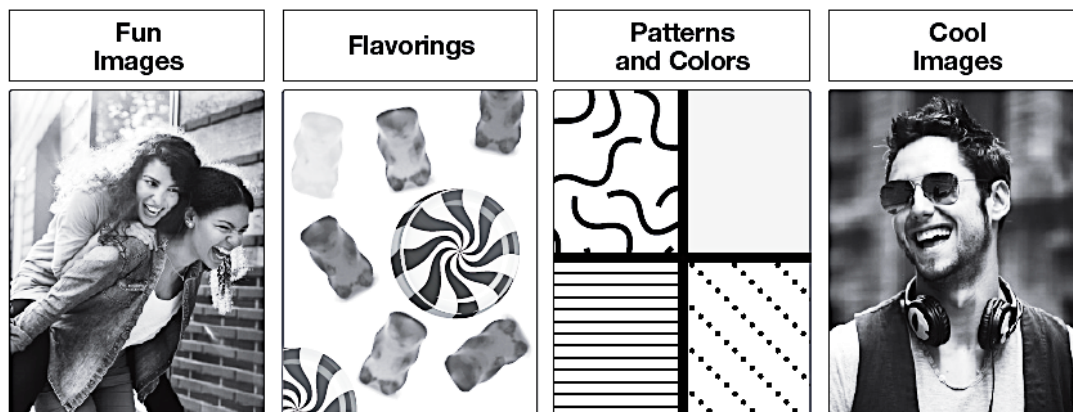
4. Use NIDA's *E Cigarettes* lesson plan and materials to examine E –cigarette marketing, with students, including the following worksheet:

E-Cigarettes: Behind the Marketing

You may have noticed that marketing for e-cigarettes seems to be more common than advertising for tobacco cigarettes. That's because many types of ads for tobacco products are banned, but e-cigarettes don't yet fall under the same rules. Marketers for e-cigarettes may use sophisticated tactics to grab viewers' attention and transmit obvious and not-so-obvious messages.

Below are some features you may see used in e-cigarette ads. Analyze each feature and answer the questions that follow.

Photos: two girls, © PhotoAlto/Stock/Getty Images; gummy bears, © A. v.d. Woude/Shutterstock; peppermint candies, © mat/Shutterstock; guy in sunglasses, © Luna Vandorne/Shutterstock



Think It Through *(Write your answers on a separate piece of paper.)*

Use information from the images above and the article "E-Cigarettes: What You Need to Know" in your responses.

1. **a.** Overall, what messages about e-cigarettes do the advertising features above imply?
 - b.** How could these messages be dangerous for teens?
 - c.** How can teens protect themselves from being influenced by messages that may be dangerous?
2. Why might e-cigarette ads be an unreliable source of information about health and safety?
3. Tobacco advertisements are required by law to contain a warning regarding harmful health effects.
 - a.** What information could be useful to include in a warning on an e-cigarette ad?
 - b.** In your opinion, should the rules about cigarette advertising also apply to e-cigarettes? Why or why not?

Community Health Promotion

1. Family members (parents, older siblings, others) play an important role in influencing a teen's decision to use or not use alcohol. Have students write a letter to their parents, providing strategies for talking to their teens about alcohol use and suggestions for helping teens to avoid alcohol. (Source: KidsHealth.org)
2. Public service campaigns are one way to contribute to school and community efforts to prevent ATOD use. Assign a project for students to develop a PSA or educational campaign to promote a drug free lifestyle and to promote strategies for avoiding drug use. NIDA's *Marijuana Facts* Lesson Plan provides a worksheet with prompts to support a student PSA with factual information on Marijuana. The following websites offer information on resistance and refusal skills and other strategies for avoiding ATOD use:

<https://www.thecoolspot.gov/>

<https://www.toosmarttostart.sahsa.gov/teens/>

<https://kidshealth.org/en/teens>

<https://teens.drugabuse.gov>

<https://www.girlshealth.gov/substance/>

<http://headsup.scholastic.com>

<https://drugpubs.drugabuse.gov/promotions/mind-over-matter>

Assessment Idea

- Student participation in activities, discussion, and projects

References

- Ask Listen Learn Program - Alcohol and the Brain – <http://asklistenlearn.org> Canada Media Smarts (<http://mediasmarts.ca/lessonplan/alcohol-myths-lesson>) Cool Spot <https://www.thecoolspot.gov/>
- Girls Health Website <https://www.girlshealth.gov/substance/> KidsHealth.org <https://kidshealth.org/en/teens>
- National Institute on Drug Abuse <https://teens.drugabuse.gov> NIDA Heads Up <http://headsup.scholastic.com/teachers>
- NIDA Mind over Matters

<https://drugpubs.drugabuse.gov/promotions/mind-over-matter> PBS

In the Mix- Alcohol

<http://www.pbs.org/inthemix/educators/lessons/alcohol1/>

- Too Smart to Start <https://www.toosmarttostart.samhsa.gov/teens/>