



## Grade 5 Sample Lesson Plan: Summative Lesson- Marijuana

**Note:** *This lesson may need 3 or more classes to complete. Students receive the prompt, self-check, and rubric one day and continue to work on their performance for 2-3 days. When ready, students present their performance to the class and are scored with an analytical rubric.*

### Objectives/Goals

- Students identify how friends influence health practices *about smoking marijuana*.
- Students explain the benefits of having positive relationships with family and friends.

### Materials

- Prompt: Why Not
- Why Not? Self-Check (Used formatively)
- Graphic organizer
- Re-Write of the prompt (story).
- Why Not? Rubric

### Steps

Prior to the lesson: *A successful performance assessment requires pre-planning. Prepare student packets that consist of the prompt, self-check, graphic organizer, and rubric.*

*Formatively assess student work and provide effective feedback based on the observed performance in meeting the criteria of the performance task.*

Note: *Although this is a summative assessment lesson, the Self-Check is a formative assessment.*

### Lesson Opening

1. Explain the performance task- Reading of a story about positive peer influence including a graphic organizer that identifies the influence of peers and the importance of having a good relationship with family and friends.
  - a. Includes a prompt, self-check (Used formatively), Graphic organizer, Re-write of the prompt and rubric.
  - b. Students work in groups to fulfill the requirements, using the rubric to guide their presentation.
  - c. When ready, students present their project and are scored according the analytical rubric.
  - d. Note: *For variety, you may design another prompt but maintain the same requirements and criteria on the rubric.*
2. Distribute the prompt, self-check, graphic organizer, and rubric. Answer student questions.
3. Inform the students that you will be walking around to help or answer any questions (Formative assessment with targeted feedback)

### During the lesson

4. Walk from group to group checking for questions and reinforcing the process through the self-check, reminding students of the challenge on the performance task prompt, and reminding students to keep the rubric visible and use it to guide their planning.
5. If the students need a group reinforcement, stop the work and reteach or refine the directions.

### Lesson Closing

6. Five minutes before the end of class, direct students to organize their work and put it away for the next class.
7. Review and reflect
  - a. How the peers influence two healthy and unhealthy behaviors relating to marijuana? (5.3h)
  - b. Give a benefit to having a positive relationship with peers and family when offered marijuana. (5.3a)

### Assessment Idea

- Summative Prompt: Why Not?
- Formative assessment Why Not Self-Check
- Summative Graphic Organizer
- Summative Reading of a revised prompt that identifies how peers influence two healthy behaviors when offered marijuana.
- Summative Why Not? Rubric

### References

- Connolly, Mary (2012) Skills Based Health Education. Jones and Bartlett. Burlington, MA
- KidsHealth-Marijuana
  - <http://kidshealth.org/en/kids/know-drugs-marijuana.html?ref=search&WT.ac=msh-k-dtop-en-search-clk#catdrugs>
- KidsHealth-Peer Pressure
  - <http://kidshealth.org/en/kids/peer-pressure.html?ref=search&WT.ac=msh-k-dtop-en-search-clk#catdrugs>

### Handout

The next page includes a handout for the lesson. The handout is designed for print use only.



## Prompt-Why Not?

Erica's brother, Danny, smokes pot. Both siblings like to challenge authority and take risks.


Erica has many friends and likes to have parties on Friday nights. Her parents like having Erica at home and welcome her friends to the house. One Friday evening her parents visited their next-door neighbor. Erica took advantage of the situation and offered her brother's marijuana to her friends. Dana looked at Sam and Sue. They knew Erica was different but didn't think the evening would include drugs. None of them smoked the weed. They know how marijuana affects them and didn't want any part of it. In fact, Sam called his mother and asked her to pick them up. The friends that tried it were discovered when Mr. and Mrs. Leighton came home.

Your challenge is to identify how peers influence each other in a healthy and unhealthy way and explain the benefits of having a positive relationship with family.

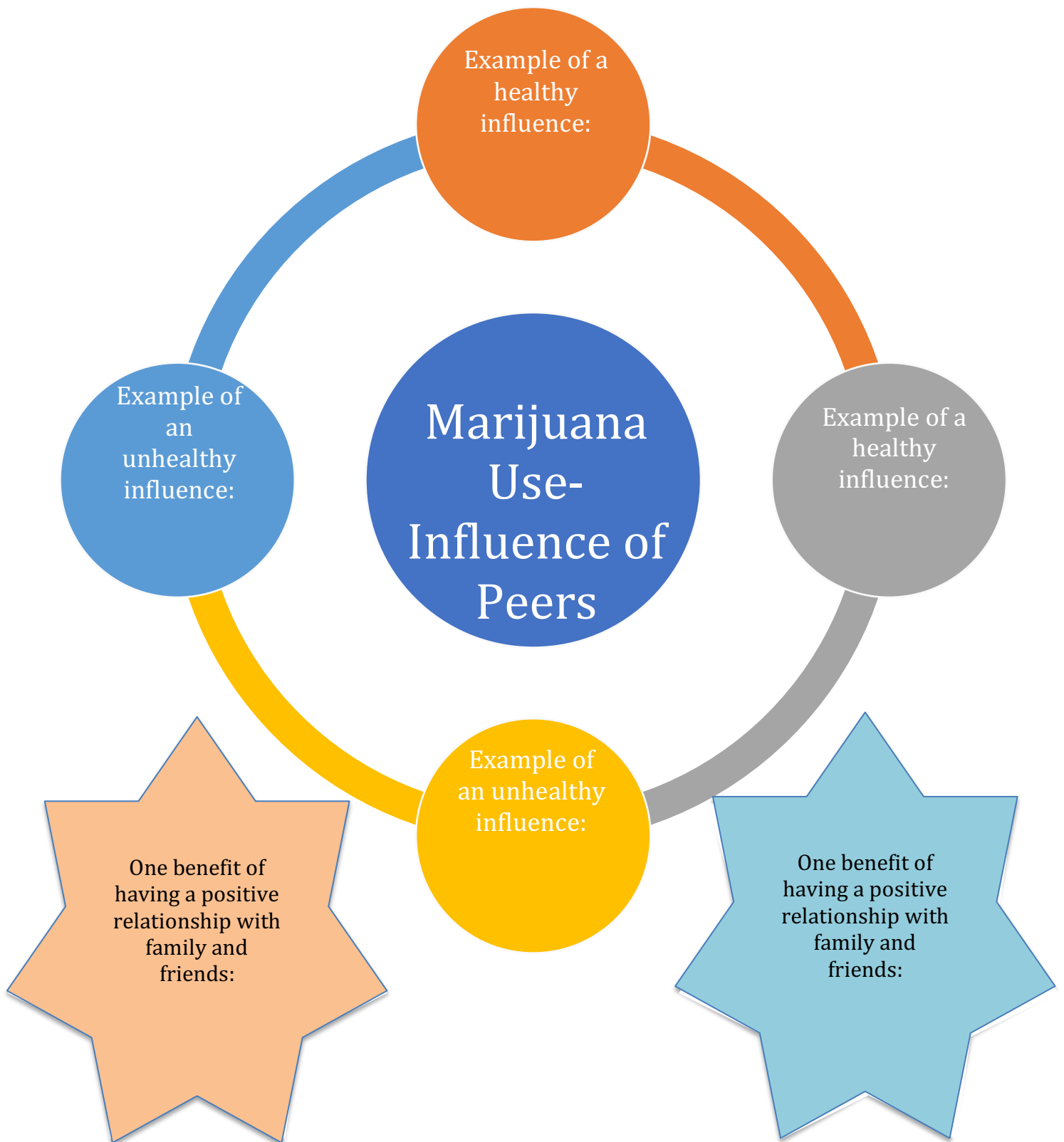
Include the following in your presentation: Explanation of the graphic organizer and the reading of the story.

1. A graphic organizer that identifies how the peers in the prompt influence two healthy and unhealthy behaviors relating to marijuana. (5.3h)
2. A reflection on the graphic organizer that explain two benefits of having positive relationships with family and friends. (5.3a)
3. Rewrite and read the prompt (story) to identify two ways peers in the story could influence healthy behaviors in reaction to being offered marijuana. (5.3h)

## Why Not? Self-Check

Project Requirements 	Have not started	Working on it	Complete (Student and teacher initials)
<b>Graphic Organizer</b>			
1. A graphic organizer that identifies how the peers in the prompt influence two healthy behaviors relating to marijuana. (5.3h)			
2. A graphic organizer that identifies how the peers in the prompt influence two unhealthy behaviors relating to marijuana. (5.3h)			
2. A reflection on the graphic organizer that explain two benefits of having positive relationships with family and friends. (5.3a) One benefit of having a positive relationship with family and friends.  One benefit of having a positive relationship with family and friends			
3. Rewrite the prompt (story) to identify two ways the peers in the story could influence healthy behaviors in reaction to being offered marijuana. (5.3h)			

## L4.3S Graphic Organizer-Marijuana Use-Influence of Peers



**Re-write the prompt (story) and identify two ways the peers in the story could influence healthy behaviors in reaction to being offered marijuana. (5.3h)**

### L4.5 Why Not? Rubric

Score and comments	Standards	4	3	2	1	0
	A graphic organizer that identifies two healthy behaviors relating to marijuana use. (5.3h)	The identification of two healthy behaviors relating to marijuana use is accurate.	The identification of two healthy behaviors relating to marijuana use is mostly accurate.	The identification of two healthy behaviors relating to marijuana use has a few inaccuracies.	The identification of two healthy behaviors relating to marijuana use is inaccurate.	No evidence observed.
	A graphic organizer that identifies two unhealthy behaviors relating to marijuana use. (5.3h)	The identification of two unhealthy behaviors relating to marijuana use is accurate.	The identification of two unhealthy behaviors relating to marijuana use is mostly accurate.	The identification of two unhealthy behaviors relating to marijuana use has a few inaccuracies.	The identification of two unhealthy behaviors relating to marijuana use is inaccurate.	No evidence observed.

	A reflection on the graphic organizer that explains one benefit of having positive relationships with family and friends. (5.3a)	One explanation of the benefit of having positive relationship with family and friends is accurate.	One explanation of the benefit of having positive relationship with family and friends is mostly accurate.	One explanation of the benefit of having positive relationship with family and friends has a few inaccuracies.	One explanation of the benefit of having positive relationship with family and friends is inaccurate.	No evidence observed.
	A reflection on the graphic organizer that explains one benefit of having positive relationships with family and friends. (5.3a)	The second explanation of the benefit of having positive relationship with family and friends is accurate.	The second explanation of the benefit of having positive relationship with family and friends is mostly accurate.	The second explanation of the benefit of having positive relationship with family and friends has a few inaccuracies.	The second explanation of the benefit of having positive relationship with family and friends is inaccurate.	No evidence observed.



A prompt that identifies two ways peers in the story could influence healthy behaviors in reaction to being offered marijuana. (5.3h)	The identification of two ways peers influence healthy behaviors when offered marijuana is accurate.	The identification of two ways peers influence healthy behaviors when offered marijuana is mostly accurate	The identification of two ways peers influence healthy behaviors when offered marijuana has a few inaccuracies.	The identification of two ways peers influence healthy behaviors when offered marijuana is inaccurate.	No evidence observed.
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Score: Total points/Total possible points x 95%= Total

**Non-Standards criteria**

Score and comments	Criteria	4	3	2	1	0
	Presentation	The participants worked well together.	The participants mostly worked well together.	The participants demonstrated difficulty in working together.	The participants did not work well together.	No evidence observed.
	Graphic organizer spelling	The spelling on the graphic organizer is correct.	The spelling on the graphic organizer is mostly correct.	The spelling on the graphic organizer has a few errors.	The spelling on the graphic organizer is mostly incorrect.	No evidence observed.
	Graphic organizer grammar	The grammar on the graphic organizer is correct.	The grammar on the graphic organizer is mostly correct.	The grammar on the graphic organizer has a few errors.	The grammar on the graphic organizer is mostly incorrect.	No evidence observed.

Score: Total points/Total possible points x 5%= Total

Standards total \_\_\_\_\_  
 Non-standards total \_\_\_\_\_  
 Grade \_\_\_\_\_