

Class Hearing on Drugs

Knowing the effects of drugs other than alcohol and tobacco is important. Having and applying this knowledge helps students make good choices when they encounter drugs.

SEL COMPETENCY

Responsible
Decision Making

SKILLS problem identification, situation analysis, problem-solving

MATERIALS

- ✓ Teacher Customized Activity Projectable
- ✓ Drug Information Sheets
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

- 1 whole class 2 small groups
3 small groups 4 individuals

OBJECTIVES

Students will

- ✓ explain some common characteristics of harmful drugs;
- ✓ deliver a convincing case describing the harmful effects of various drugs.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

WRITING: TEXT TYPES AND PURPOSES

- ✓ W.5.1.a, W.5.1.b, W.5.1.d

WRITING: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- ✓ W.5.7, W.5.8, W.5.9.b

SKILLS Progression



LAST YEAR, students learned about and explained the harmful effects of various drugs.



THIS YEAR, students investigate the effects of drugs and present a persuasive case against drug use in a mock court.



NEXT YEAR, students will study the effects of illicit and illegally obtained drugs.

1 DISCOVERING

10 MINUTES

Lesson Link

ACTIVITY 1

Tell students that today they will continue their education about harmful substances and ways to effectively avoid them by learning about the harmful effects of drugs other than alcohol and tobacco.

SAY: *Hear ye, hear ye! This class is now in session. The order of business today is to put drugs on trial. You, my esteemed students, will become lawyers and witnesses to testify and make a case against the harmful effects of drugs.*



Display the **Teacher Customized Activity Projectable** that you prepared before class with a list of drugs that might be an issue in your community or of a newspaper article detailing something related to illegal drug use. Remind students that they have already discussed some harmful drugs. Invite volunteers to identify drugs that they have discussed in class, and ask them to write a few lines responding to the content on the projectable. Then call on volunteers to identify other harmful drugs. If students do not mention prescription drugs, add these to the list. Explain that even legal drugs, such as prescription and over-the-counter drugs, can be harmful if used improperly.

Invite volunteers to identify harmful effects of drugs. Record their ideas on the board. Guide students to recognize the impact on the user's physical and mental health. Mention also the danger of addiction.

ASK: *What do you think drugs do to relationships? How do you think drug use affects one's family and friends? How does drug use affect the community?*

2 CONNECTING

10 MINUTES

INSTRUCTION

Explain that today the class will hold a hearing about drugs and their harmful effects. Write the word "hearing" on the board. Explain that at a hearing people come together to learn more about a problem of wide concern. Witnesses are called to give testimony about a problem before a panel or judge. After hearing the testimonies, the panel usually makes a recommendation for taking action.

Introduce the class hearing activity

Distribute the Drug Information Sheets to students. List on the board the drugs that will be researched for the hearing. Explain that students will be divided into teams. Each team will be assigned one of the drugs listed on the board. Teams will work together to learn about the assigned drug and to prepare "expert" testimony about how the drug can be harmful to users, their family and friends, and the community. At the hearing, each team will have 10–15 minutes to present its findings. At the hearing, the attorney will present a short description of the drug and then call on family, friends, and community members to give testimony about the drug's effects.