

Students practice making their case against drug use

Organize students into teams and assign each team a drug. Be sure students have the Drug Information Sheets and provide references for students to research the drug they have been assigned. Provide guidance as needed to keep teams on task. Encourage students to practice their testimony in their groups and as homework. After the second class session, ask if they enjoyed making a case against drug use and if it helped them solidify their stance against illegal drug use.

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What drug did you research? What are the harmful effects of this drug? What are the harmful effects of some of the other drugs put on trial?
So what?	How do you feel about what you learned today about drugs? Did any of the information surprise you? If so, what?
Now what?	How will you respond if someone asks you to try one of these drugs? What would you say to a friend who wanted to try one of these drugs? What information would you provide?

4 APPLYING 5 MINUTES

Have students complete the Applying page in the Student Journal to further reinforce the information they learned about drugs.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Consider responses during the Discovering phase and monitor students as they prepare and practice their testimony to assess students' understanding of the negative effects of drugs on the user's mind and body, as well as on family, friends, and community.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Check the Applying page of the Student Journal to ensure students are accurately applying information they learned about drugs.

Reflecting Resource: Student Journal p. 66

Reflecting Reflect on what you've learned about the harmful effects of drugs in this lesson.

What? What drug did you research? What are the harmful effects of this drug? What are the harmful effects of some of the other drugs put on trial?

So What? How do you feel about what you learned today about drugs? Did any of the information surprise you? If so, what?

Now What? How will you respond if someone asks you to try one of these drugs? What would you say to a friend who wanted to try one of these drugs? What information would you provide?

Applying Resource: Student Journal p. 67

Applying Use the Drug Information Sheets and the information presented by other groups during the classroom hearings to answer the following questions.

Name one additional drug presented in the classroom hearings.

Based on the information given in classroom hearings and the Drug Information Sheets, what effects could this drug have on your community?

Name another drug presented in the classroom hearings.

Based on the information given in classroom hearings and the Drug Information Sheets, what effects could this drug have on your community?

BUILDING SKILLS BEYOND THE LESSON

Make a Concept Map!

PRACTICING Encourage teams to draw concept maps for their case. They will label the center oval with their case drug. Each group role should be listed around the center oval. Spokes around each role should provide tasks or information for that role.

Write It Out!

PRACTICING Ask each team member to focus on the effects of drug use on a user's family, friends, and other community members. Challenge students to write from one of these perspectives about how the drug use is affecting that person.

REINFORCEMENT

Write a Script!

PRACTICING Challenge students to write a script for a public service announcement (PSA). They can summarize the information that they prepared for their part in the court case. Invite volunteers to record their PSAs to share in class or on the school announcements.

Write a Rap!

APPLYING Invite partners or small groups to combine their verdicts on drug use to write a short hip hop song about making positive and healthy choices. Encourage students to incorporate movement and dance. Have each team perform their song for the class.

ENRICHMENT