

Master Teacher

Lynette Eason

Time Allotment

Four 50-minute class periods.

Day 1: **Learning Activities 1-7**

Day 2: **Learning Activities 8-10**

Day 3: Perform the skits and run camcorder in rotating groups.

Day 4: **Culminating Activity**

Overview

Today's students seem to face an overabundance of stresses in their lives. To escape having to deal with any given situation, such as an abusive parent, neglect, a death in the family, etc., these students seek ways to deal with the stress, to forget about it even if just for a little while. Unfortunately, alcohol, cigarettes and drugs are not that hard to obtain for the underage student.

Therefore, friends of these troubled students need to not only be aware of signs and symptoms of a friend in trouble, but options available to them if they find themselves in a position of having to find help in order to save a friend—regardless of the consequences for “ratting.”

Students must be made aware that they will most likely be unable to change the behavior of a friend who is making wrong choices. They need to understand it's not their responsibility to try to change the behavior, but to act in a way that will encourage their friend to seek help from a responsible adult.

Differentiation of Instruction

This lesson was written for 6-8th grade emotionally handicapped/behaviorally disabled students, but can be used by guidance counselors or teachers of any 6-8th grade students. The video used in this lesson is available in closed captioned for the hearing impaired.

This will need to be signed for the deaf. Visually-impaired students may need to sit closer to the TV screen or a projection device can be connected to the VCR to show the video on a large screen.

Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction (<http://www.myschools.com/Offices/CSO/SIG/k5.htm>) modifications for special needs students are included in the lesson plan. The modifications support the achievement of the selected standards.

Subject Matter

Health/Behavior Modification

Learning Objectives

Students will be able to:

- ✍ Listen and respond to a video selection titled *Your Choice...Our Chance*, Lesson 9: “A Friend Indeed” (Responsibility);
- ✍ Create a vocabulary list from the video;
- ✍ Write an anonymous essay about alcohol, or drugs usage to escape a situation;
- ✍ Research bookmarked Web sites for information on intervention programs.

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- ✍ Write a skit about what to do when a friend shows signs of using drugs or alcohol and where they can go for help;
- ✍ Learn to use a camcorder to record the skits;
- ✍ Use magazines and clip art to find pictures of things to do instead of drugs and/or alcohol and make a collage on poster board.

South Carolina Standards

(These Standards are available online at http://www.myschools.com/offices/cso/health_safety/standards/index.htm.)

Health III: Mental Health Standard 6 Grades 6-8

Use an age-appropriate decision-making process with positive mental health issues and problems, both individually and collaboratively.

Media Components

Video

Your Choice...Our Chance, Lesson 9: “A Friend Indeed” (Responsibility) focuses on what to do when your best friend changes from the person you used to know into a person who now uses alcohol...and tries to get you to do it also. It also provides strategies for recognizing the signs of alcohol abuse and what options are available to those friends who want to help—even if the friend thinks he/she is “ratting” on them.

Web Sites

Just one Night: Drinking and Driving (<http://www.pbs.org/justone/justo0.htm>). This Web site talks about what can happen in just one night of making the choice to drink and drive. Articles linked to this Web page will be used in the lesson.

NCADI: SAMHSA’s The National Clearinghouse for Alcohol and Drug Information (<http://www.health.org>). Link

to: *Web Area: Faith-Based & Community Programs*. This Web page contains resources and materials that provide information relating to faith-based community approaches to substance abuse prevention along with other great information.

Addiction Resource Center
(<http://www.addict-help.com/siteindex.html>)

This Web page contains information on alcohol and drug dependency.

Materials

Per group of four students:

pencil and paper
chart paper
glue
poster board
magazines
clip art from Word Processing program

Equipment

television and VCR with remote control
computers (A large screen projection device connected to the VCR or computer may be used for visually-impaired students.)
blank VCR tape
blackboard, whiteboard or chart paper
and writing tool

Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students

Adapting Video

- ✍ Closed captioned and total communication for deaf students
 - Interpret (sign) closed-captioned video to provide total communication for deaf students.
 - Use visual communication to enhance understanding of the video scenes for students not reading at the

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vocabulary level of the captions.

- Signing over narration helps students focus when an emphasis on certain information is needed.

✍ PAUSE strategy and closed captioned

- When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
- The teacher may need to rewind after the pause and then begin to play the video.
- Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
- Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the caption is lost at pause points, read carefully the first time.

✍ Non-captioned video

- Prepare to interpret (sign) the video for deaf students.
- Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.

✍ Screen size for visually-impaired students

- Use a projection device with the VCR to project the video to a large screen.
- Allow students to sit close to TV or large screen.

- Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

Adapting Web Sites

✍ Web sites with audio

- Provide an interpreter for each hearing-impaired student.
- Use with small groups with teacher interpreting and guiding the activity.
- Direct students to alternate text files for the video/audio if available.

✍ Screen size for visually-impaired students

- Use a projection device with the computer to project to a large screen.
- Allow students to sit close to computer screen or projector screen.
- Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

✍ Web sites with total communication for the blind

- Use sites encoded with Braille.
- Use sites with audio.
- Use sites that are easily read by text reader software. (Page is formatted from left to right allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the

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image in relation to the text on the page.)

Prep for Teachers

- ✎ Preview and cue the video.
- ✎ Preview and bookmark Web sites.
- ✎ Gather materials for students.
- ✎ Arrange for the use of a camcorder and a media specialist to work with each group of four students on using the camcorder.
- ✎ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and /or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

Introductory Activity

Day 1

The lesson will be introduced with the following role-play activity. Ask a fellow teacher to help you

Step 1: Have the teacher who is role-playing with you enter the classroom. He/she has a thermos hidden under his/her coat. Have the teacher walk up to you and act real secretive (i.e., glancing around to make sure no one is looking, etc...). You ask the teacher, “What are you doing? What’s going on? Why are you acting so weird?”

Have the teacher pull out the thermos and ask you if you’d like a sip. You pretend to take one and start coughing and acting like you’ve just drunk the vilest stuff you’ve ever tasted. Ask the other teacher, “What in the world are you doing with alcohol in there? Don’t you know you can get in some serious trouble with that stuff?” Have the other teacher say something like, “Yeah, but it’s great for helping you forget all your

troubles! Here have another sip.” You refuse and he calls you a wimp and storms out.

Step 2: Have the students tell you their observations about the behaviors of each teacher. Write their comments on the board. Ask them how they would have responded to the other teacher if that teacher had been one of their friends trying to pressure them into drinking.

Step 3: Tell the students to select from the comment list words that are new to them. (Can’t read or define.) List the words on the board. (*Responsibility, alcohol, helpline, friend, choice, chance, etc.*)

Have the students, as a class, define them in their own terms.

Learning Activities

Step 1: Explain to your students that they will be watching an entire video to help them determine the signs that could be exhibited by a friend who is in trouble and needs help.

(**Note to Teacher:** Adaptations for the Deaf and/or Visually Impaired suggested earlier in the lesson should be in place prior to beginning the video.)

Step 2: To provide students with a **Focus for Media Interaction**, tell them we are going to look at the video, “A Friend Indeed (Responsibility).” Put the student into pairs. Ask partner #1 to watch for the student with the problem in the video and identify the signs of his problem. Ask partner #2 to identify the true friend and record the actions that identify him as a true friend.

Step 3: After the video, divide students into groups of “problem” and “true friend.” Each group compiles one list of behaviors. A recorder for each group lists the behaviors

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on a piece of chart paper. Hang the list when finished.

(Example behaviors in video: sneaking drinks from his father's alcohol collection; sneaking alcohol into movies; skipping school, etc.)

Step 4: Tell the students that they will watch the video again. REWIND the tape to the picture of the boys playing in the deserted field and Brad says, "You gonna make me drink this by myself?"

Step 5: To provide students with a **Focus for Media Interaction**, direct them to watch for the behaviors in this segment. The video will be paused so that they can check their behavior list. PLAY the video. STOP the tape where they are in the classroom and the teacher says, "We've got a very special guest today." Ask the students to answer the questions, "What signs does Brad show that reveals he had been drinking alcohol?" *(passes out, is loud in movie, vomits, misses school)* Are all of these listed on the "Problem" Chart? If not the recorder adds them.

Step 6: FAST FORWARD the tape to the part where J.D.'s mom is lying in bed and J.D. is knocking on the bedroom door. Provide students with a **Focus for Media Interaction** by directing them to watch for the behaviors in this segment. The video will be paused so that they can check their behavior list. PLAY the video. Play through the part where J.D.'s mom is dialing the phone and J.D. says, "Mom, please don't call." Press STOP. Ask the students, "What could happen to you if you were to tell your parents about a friend's drinking problem?" *(get in trouble too, get yelled at, get grounded, lose that friend forever, etc.)* Ask students, "Would it be worth it to save a friend's life?" Ask the students, "In what

ways does J.D. try to help Brad?" *(He talks to Brad about what can happen if he drinks, the dangers that can happen, he tries to talk to their other friend Tony and enlist his support, he calls the Helpline, then tells his mother even though he doesn't want to do it.)* Are all of these listed on the correct chart? If not the recorder adds them.

Step 7: FAST FORWARD the tape to the part where J.D. is sitting in the counselor's office with his finger's on his chin, nodding in agreement. The counselor has just said, "Remember Maureen." Press PLAY. Watch to the end. Press STOP. To provide students with a **Focus for Media Interaction** direct the students to watch and be prepared to discuss the following questions: "Did J.D. and Tony do the right thing in going to someone to get help for their friend?" and "How do you think it made them feel after it was all over?" Facilitate a discussion of the focus questions.

Step 8: Tell students they are to write a short essay about a time when they may have used alcohol or drugs in order to escape a situation or event that they wanted to avoid. IF they have never indulged, they will explain why not...and how they resisted the temptation. The students are to keep the essays. The ideas in the essays may be helpful in writing a skit like the skit that introduced the lesson.

Step 9: Review the vocabulary list. Students can underline words on the "Problem" or "True Friends" lists, words to add to the vocabulary list. Explain that the vocabulary chart includes words that they can use in their essays.

Day 2

Groups of four students will rotate through two activities. While a group is learning to

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use the camcorder, the other groups will be researching bookmarked Web sites.

Step 1: Before writing skits, the student groups will learn to use a camcorder and research bookmarked Web sites:

Alcohol: What to do if it's a problem for you?—AAFP Family Health Facts
(<http://www.familydoctor.org/healthfacts/006/>)

NCADI: SAMHSA's The National Clearinghouse for Alcohol and Drug Information
(<http://www.health.org>)

Just one Night: Drinking and Driving
(<http://www.pbs.org/justone/justo0.htm>)
Instruct the students to click on the “drinking and driving” link on the Just One Night: Drinking and Driving Web page.

NCADI: NCADI: Does your friend have an alcohol or other drug problem? What can you do to help?
(<http://www.health.org/govpubs/phd688/>)

Addiction Resource Center
(<http://www.addict-help.com/siteindex.html>)

To provide students with **Focus for Media Interaction**, direct the students to work in teams of four students to research the bookmarked Web sites for information on organizations that help kids who are abusing alcohol or drugs. They are to find and write down ten facts that will be useful in developing their skit.

Step 2: The media specialist will teach each group how to use the camcorder to record students acting out a skit.

Step 3: Have students work in groups and write a skit about what they would do if they found out a friend was having trouble with drugs and/or alcohol. Include in the skit information about where to find help. This information should come from the students' Internet research.

Day Three

Step 1: Choose one group of students not involved in the skit to run the camcorder and record the skit performed. Have all groups rotate using the camcorder to record each skit.

Culminating Activity

Have students design a collage of activities they can do instead of using alcohol and drugs to escape a situation.

(Note to Teacher: Materials needed are pencil and paper, glue, poster board, magazines, clip art.)

Cross-Curricular Extensions

Language Arts/English, Communication: Arrange for the students to perform the skits for other classes in the building.

Use the video and posters for awareness presentations for other classes (e.g., Red Ribbon Day). Show the student videos as a part of a school news broadcast.

Math: Standard—I.A.1. Given a problem situation involving one population, collect, analyze, and interpret data.

Step 1: Arrange for the students to perform the skits for other classes.

Step 2: At the end of the skit, have the students in the skit pass out an anonymous survey (Activity Sheet 1). The survey will question:


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- 1) How many of the other students have ever tried alcohol.
- 2) If they know anyone who has ever drunk alcohol.
- 3) If they know of a friend who might be in need of help due to his/her consumption of alcohol.

Step 3: After the surveys are completed, have the students return to the classroom to tally the results. Make a chart on poster paper. (See Activity Sheet 1 for an example.) There should be three columns with the headings: “yes” “no” “maybe.” Tally the results.

Step 4: Find the percentage of “yes” answers, “no” answers and “maybe” answers in relation to the total number of students surveyed.

Community Connections

-  Have the School Resource Officer (SRO) come to the classroom and discuss consequences of what he/she has seen when students drink, get drunk, drive drunk, etc.

Student Materials

Survey worksheet to be used with the **Cross-Curricular Math Activity** (See Activity Sheet 1.)

Activity Sheet 1: Survey

Students: Put a check in the box that most accurately answers each question.

Questions	Yes	No	Maybe
Question #1 Have you ever tried alcohol before?			
Question #2 Do you know anyone who's ever tried alcohol before?			
Question #3 Do you know of a friend or relative who is in need of help because they drink too much and too often?			