**Form 3.3 Research Theme Statement**

Team **Karineh Bashian & Laura Brewer: We Say No to Drugs!**

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| **OUR RESEARCH THEME:**The theme of our research is drugs and peer pressure. My team chose to focus on peer pressure and negative effects of drugs on one’s health. We chose this theme in order to relate it to *Say No to Drugs* activities our 6th graders have done during the month of October. In addition, we chose this theme in order to further emphasize the importance of questioning everything peers and friends offer and use our background knowledge to say in control of the situation and make the correct decision for ourselves; in this case, saying no to drugs. We understand the importance of being able to use skills such as questioning strategy and our background knowledge in our daily lives. |
| **OUR LESSON GOAL:**Considering that students focus more on Math, English Language Arts, Science and Social Studies in class, my team and I decided to take advantage of *Say No to Drugs month* and create unit of health lesson plans. In addition, since students are not educated on health on a weekly basis, we decided to take this activity one step further and create a unit and have discussions about drugs, peer pressure, effects of drugs on health, saying no to drugs and using skills such as question strategy and background knowledge to make certain decisions. As students get older, peer pressure becomes stronger and harder to say no to. Taking these facts into consideration, my team and I took advantage of *say no to drugs* program and created lessons as well as minilessons that were taught in four days. We wanted to connect the idea that activities taking place in children’s community are in fact related to what they study in class. For example, since police officers along with their police dogs visited our school; we decided to connect health objectives and issues to what went on in school during the month of October. |
| **WE BELIEVE THIS GOAL TO BE IMPORTANT BECAUSE:**My team and I believe this goal is important because first of all we wanted to discuss the negative effects of drugs on health, and positive effects of saying no to drugs. In addition, our goal was to help students learn to resist peer pressure by learning several effective verbal and non-verbal communication skills. Since October was *Say No to Drugs month*, we decided to extend activities students did during the month of October and further educate students about peer pressure, drugs, and its short-term and long-term effects on their health. Furthermore, we aimed to analyze the kinds of situations involving drugs, as well as the consequences of using drugs. It’s very important that students know how to use the skills they learn in class and apply them to the decisions they make on a daily basis. |

**Form 4.2 Research Lesson Template**

**Team Name:** We Say No to Drugs!

**Research Lesson Title:** Drugs and Your Health

**[Grade Level(s)]** 6th grade

**[Subject Area]** Health

**School(s)** Balboa Elementary

**Goals:**

My team and I decided to take advantage of *Say No to Drugs month* and create health lesson plans while relating activities and concepts to health choices students make on a daily basis. In addition, since students are not educated on health on a weekly basis, we decided to take this activity one step further and create a unit and have discussions about drugs, peer pressure, effects of drugs on health, saying no to drugs, and how to use skills such as questioning strategy to make appropriate choices; whether health related or not. Our team understands that as students get older, peer pressure becomes stronger and harder to say no to since many children and teenagers try to ‘fit it’. Taking these facts into consideration, my team and I took advantage of *say no to drugs* month and created lessons to be taught in four days. We wanted to connect the idea that activities taking place in children’ lives are in fact related to what they study in class. Since students learn about reading strategies and how to use them when reading a selection, we chose to teach students how to use their background knowledge as well as *questioning* strategy to make better decisions and stay above the influence.

**Standards Addressed in the Lesson and Unit:**

Alcohol, Tobacco, and Other Drugs

*Standard 1: Essential Concepts*

1.1.A Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications.

*Standard 4: Interpersonal Communication*

4.1.A Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.

4.2.A Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

*Standard 5: Decision Making*

5.1.A Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.

5.2.A Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested.

5.3.A Analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.

**Sequence of the Unit: (Unit Map):**

Topic: Health

Theme: Say No to Drugs

This unit includes four days of teaching, participating in school-wide activities, and completing worksheets as well as activities.

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| Day 1 | Day 2 | Day 3 | Day 4 |
| Students will be introduced to *Say No to Drugs Month*. They will have discussions about peer pressure and how to say no to peer pressure. Next, after participating in *Say No to Drugs Spirit Rally* and listening to Glendale Policy Department explain how they find drugs and catch people carrying drugs using police dogs, students will be focusing on new vocabulary words and complete a puzzle in groups of two. They will share their answers at the end of the lesson. | They will be given red ribbons to be instruction to tie them to school fence promising they will stay above influence and say no to drugs. Students will be also signing a pledge promising to say no to drugs, stay healthy, in control of themselves, and only take medicine from a parent or trusted adult.  | Review vocabulary words. During a direct instruction followed by a small group discussion, the teacher will explain the positive impact of saying no to drugs and negative effects of drugs on people’s health. Next, the teacher will connect the main concept explaining how drugs affect their health as well as their ability to stay in control of themselves. Students will be given a worksheet to list the negative effects of drugs on health and positive impact of saying no to drugs. They will use bullet points as well as complete sentences to state their ideas and complete the worksheet. | The final lesson will have a few *habits of mind* built into the context. The teacher will explain to students that not only questioning is a reading strategy, but it is also a great strategy to use on a daily basis when we are faced with new challenges and situations. When they’re asked to do something they’re not familiar with, they should always stop and ask themselves *why*! Next, the teacher will also explain that students should try to use their background knowledge to be able to better solve their daily problems and make the right decision: saying no to drugs. At the end, students will draw a picture representing a situation in which they’re offered drugs. They will explain using pictures and words how they would say no to drugs using the skills they learned about. |

**Background Information:**

Why did we choose this topic for lesson study?

My team and I chose this topic for lesson study because first of all we wanted to discuss the negative effects of drugs on health, and positive effects of saying no to drugs. In addition, our goal was to help students learn to resist peer pressure by staying above influence. Since October was Say *No to Drugs* month and considering that students do not learn a lot about health in their classrooms, we decided to extend activities students did and further educate them about peer pressure, drugs, and the short-term and long-term effects of drugs on one’s health. More importantly, we decided to further teach students how to use skills such as their background knowledge and questioning strategy to make better choices and stay above influence. Furthermore, we aimed to analyze the types of situations involving drugs, and the possible consequences of saying yes to drugs.

Why is it important to have the lesson at this particular time in students’ learning?

My team and I chose to create Health lesson plans due to the fact that October was *Say no to Drugs* month. Considering that students are not educated on health and their well-being on a weekly basis, we decided to take this activity one step further by creating a unit and having discussions about drugs, peer pressure, and saying no to drugs. As students get older, peer pressure becomes stronger and harder to say no to. Taking these facts into consideration, my team and I took advantage of *say no to drugs* month and created lessons that were taught in one week. We wanted to connect the idea that activities taking place in children’s community are in fact related to what they study in class. We thought it was important for students to know that as they get older and ready to enter their community, there will be more peer pressure and they have to be able to resist the pressure in order to stay in control and make appropriate decisions.

Why did we choose the main activities?

We chose to use several small group activities as well as worksheets and puzzles in order to help students connect concepts with their daily lives. In addition, we took all October activities into consideration and created small-group as well as whole-group discussions. My team realized that since students were given several lectures about drugs and peer pressure by their teachers, the principal and The Glendale City Policy Department; we found it fundamental for students to get a chance to state their opinion, ask questions and express their concerns. All the activities we did in class created a welcoming environment for all students to feel safe enough to state their thoughts and concerns.

What are the key instructional strategies that are needed for this lesson?

The key instructional strategies include direct instruction, guided small-group as well as whole-group discussions, asking several questions during and after each lesson for comprehension and understanding. In addition, students do individual work by completing worksheets, drawing pictures representing a particular situation, and answering open-ended questions.

**Lesson Process:** Day four; lesson four: Say No to Drugs!

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| **Learning Activities** **And Teacher** **Questions** | **Expected** **Student** **Reactions** | **Teacher Support** | **Points of Evaluation** |
| **Opening activity**In order to activate prior knowledge, ask students to discuss the Spirit Rally and explain what the police officers instructed them to do.Ask students to list the negative effects of health on drugs and positive effects of saying no to drugs.In order to motivate students, let them know that today they will be drawing a situation/challenge they might be faced with. Explain that they will draw a picture showing how they will say no to drugs, and which verbal and or non-verbal communication skills they will use to say no.**Direct Instruction**Introduce today’s new concept and explain that facing a new situation is just like reading a new story; they may run into new people and new challenges, and they have to use their background knowledge of the subject to make appropriate decisions.Refer to the negative effects of drugs and positive effects of saying no to drugs. Explain that these are their background knowledge about the subject and they should be able to use them when facing peer pressure.**Small-Group Discussion**Place students into groups of four and select a recorder and a speaker. Instruct students to use the mini whiteboard provided to make a notes of their conversation. Have students name a situation they’re face with, and explain how they will use their background knowledge to make the right decision. Have students discuss 3 scenarios in their groups. **Whole-Group Guided Discussion**Bring the class together and have students share their answers. Make a note of their answers on the board. Add additional information and explain how it is relevant to the situation.**Direct Instruction**During the second half of the lesson, introduce the concept of questioning strategy. Let students know that this strategy is not only a reading strategy. Further discuss that questioning things we don’t know will let us stay in control and make the right decision. Explain that if their friends ask them to try/ drink/eat something they have not seen or heard of, they should always question their own actions and think about the possible consequences. **Small-Group Discussion**Have students go back to their small groups and think of two similar scenarios. This time, have them refer of the verbal and non-verbal communication skills they have learned before, and use questioning strategy to give appropriate responses to their friends’ request 9for example, when they’re offered drugs).**Whole-Group Guided Discussion**Bring the class together and have groups share the answers they wrote on their mini whiteboards.**Independent Practice**Instruct students to draw a picture representing a drug related situation. Have them draw the situation, show how they say no to drugs and resist peer pressure. Make sure students know they have 10 minutes in class. They will be completing the project at home.**Informal Assessment**Assess students’ answers during whole-group and small group discussions..**Formal Assessment**Analyze students’ answers and assess how well they described their drawing and used *questioning* strategy and their background knowledge to say no to drugs.  | Students will share their answers with the class and discuss what they learned during Spirit Rally.Students will use their background knowledge and refer to their notes to state the positive and negative effects.Students will comment on the activity and let the teacher know if they have any questions.Students will watch the teacher and think about how they can use their background knowledge to make certain decisions.Students will listen to the teacher and try to make the connection between what they know about drugs and how to apply that knowledge to their daily lives.In their small groups, students discuss and make notes of their conversation. They name a situation they’re faced with and explain how they will use their background knowledge to make a decision. In their groups, students discussion three different situations.Students share answers. Class listens to the speaker and gives appropriate and positive feedback. Students observe the teacher as she/he writes down the main points on the board.Students listen to the teacher and use the chart on the wall to learn more about the reading strategy: questioning. They learn that this strategy could be used in their daily lives as it helps them question everything and make appropriate decisions.In their small groups, students use the verbal and non-verbal communication skills and questioning strategy to come up with answers they would give to their friends when they’re offered drugs.As groups take turns, students share their answers and explain their reasoning.Students put pencils down and pay attention to the teacher. They ask questions about the project. Next, they start thinking about the situation and begin drawing the story.Students actively participate in discussions, ask appropriate questions, and give positive feedback. Students’ answers should be in a single-paragraph format describing the setting and their decision. | Give simple step-by-step instructions and make sure all students, including English language learners, know what is expected of them.Provide students with the worksheets they completed yesterday and have them use their notes to remind themselves of the positive and negative effects.Answer students’ questions and make sure they know what is expected of them.Repeat the new vocabulary words students learned before and make sure you have pictures available to better explain the concept to English Language Learners and non-English speakers.Repeat new vocabulary and repeat important concept while giving students enough time to process the new information and connect it to what they already know.Write the directions on the board and give step-by-step instructions as to how to complete the small-group activity. Place English Language Learners in groups appropriately; make sure there is at least one student in each group who speaks their native language.Repeat and focus on the new and /or unknown vocabulary words that the groups mention and use pictures to bring meaning to the unfamiliar words.Repeat new vocabulary and repeat important concept while giving students enough time to process the new information and connect it to what they already know.Further explain that questioning strategy is used in reading as well as in their daily lives. Let students know that asking questions and questioning their own actions should be a routine and something they do automatically when they’re faced with a new situation and or challenge. Review verbal and non-verbal communication skills if necessary.Make sure students are listening to their classmates and asking questions. Guide the discussion and ask appropriate questions if students go off-topic.Repeat the directions, write step-by-step instructions on the board while making sure everything is paying attention.Walk around and make sure students are on task and are familiar with the instructions.Repeat vocabulary words and make sure students know what each one means. If a group uses a new vocabulary, make sure the class knows the definition. | Listen to students’ responses and ask questions for comprehension and understanding. Make a note of students’ responses as informal assessment. As students give you their answers, make sure they’re on the right track and are familiar with the effects. Make a note of their answers and give appropriate feedback.As you ask questions about the project, make sure students’ responses are appropriate. Students should be aware of how to complete the project before they begin working on it.Ask questions for comprehension and understanding and make a note of students’ responses. Based on students’ answers, rephrase and focus on certain words or concepts if necessary.Ask questions (open-ended as well as close-ended) to make sure students are able to make the connection and successfully answer your questions.Walk around, listen to students’ conversation, make a note of the answers they write on their mini whiteboards, and provide additional help if necessary. Assess how well they are able to work together as a team, provide help when necessary.Assess students’ answers and make sure their answers are relevant and appropriate. Give feedback to let students know how they’re doing thus far.During direct instruction, ask questions for comprehension and understanding and make sure students are familiar with the skill before they work in small groups again.Walk around, listen to students’ conversation, make a note of the answers they write on their mini whiteboards, and provide additional assistance if necessary. Assess how well they are able to work together as a team, provide help when necessary.Assess students’ answers as you write them on the board. Look for common misconception and provide information to help students better understand the concepts.As you walk around, make sure students know the directions and are on task. Assess how well they were able to follow directions and draw their situation.Use a general rubric with all students’ name on it and make quick notes about students’ responses. Assess answers given on mini whiteboards. |

**Evaluation of Lesson Success:**

Throughout the entire unit, especially during the last lesson, students were given the opportunity to express their thoughts and concerns during class discussions. During this lesson all concepts and activities came together to help students further see and make connections between subject matter and its impact on their daily lives. From the beginning of the lesson, students were engaged and felt safe and welcomed to share their ideas that included minor errors.

 One of our main goals was to use a variety of instructional activities to include English Language Learners and make subject matter comprehensible. Considering that both our classrooms include English Language Learners as well as Non-English speakers, it became essential, more than ever, to apply pedagogical theories and questioning strategies to help students participate in school-wide as well as in-class activities and discussions. Non-English speakers used their native language to answer the questions. In addition, my team decided to use Bloom’s Taxonomy and ask questions appropriate to our students’ level.

 Furthermore, students were able to quickly come up with different situations in which they had to use their questioning strategy and background knowledge in order to make the right decision; such as drinking/eating something they were not familiar with, going to places they did not know much about, getting into a stranger’s car, opening the door for someone they did not know, using tools and certain devices they were not familiar with, and etc. overall, my teammates and I thought this was a successful lesson considering the fact that students learned about negative effects of drugs on their health, positive impact of saying no, staying above influence and handling peer pressure while using skills such as their background knowledge and *questioning* strategy.

**Lesson Design: Use *Questioning* strategy and background knowledge to say no to drugs!**

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| Grade level(s):**6** | Single/multi-day lesson:**Single Day** | EL level of students:**4 level I, 2 Level II,****5 Level IV, 2 Level V** |

**Objective(s):** By the end of the lesson, students will have discussed “Say No to Drugs” week, reviewed the negative impact of drugs on their health, and learned how using *questioning* strategy and their background knowledge could help them make the right decision and face new and/or challenging situations. Their knowledge will be assessed based on their drawings and verbal and written answers to the questions.

**CA Content Standards: Grade 6**

Standard 1: Essential Concepts

1.1.A Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications.

1.2.A Identify positive alternatives to alcohol, tobacco, and other drug use.

Standard 4: Interpersonal Communication

4.1.A Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.

4.2.A Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

**Material and/or technology:**

32 copies of Worksheet A

Transparency of Worksheet A

Overhead projector, paper, pencil, coloring pencil, mini whiteboards; one per group

**Vocabulary:**

Questioning strategy, background knowledge, peer pressure, health, drugs, disease, carbon monoxide

**Classroom management/Room Arrangements/Student Groupings:**

Direction instruction, Small-group and whole-group discussion

**Modifications:**

ELD modification: In order to assist English Language Learners, I will ask them to use the puzzle they completed a few days ago in order to review the new vocabulary and use the information on the worksheet to answer the questions.

 ELD modification: Pictures of vocabulary words will be available during small group as well as whole group discussions in order to help English Language Learners better express their opinion. They will be asked to refer to pictures if they cannot remember the words in English.

 ELD modification: In order to build self-esteem, English Language Learners and non-English speakers will be placed with students who speak their native language. They will be given the opportunity to discuss their drawing in their native language.

 Modification for non-English speakers: They will be asked to write their answers in their language. If the teacher does not speak the language, she/he could ask another educator to translate. In our classroom, answers in Armenian and Farsi will be read by the teacher.

 Modification for students with special needs: They will be asked to give a shorter answer to the question (one to two sentences).

 Advanced students and early finishers: They will be provided with a few articles on health and drugs to read silently.

**Procedure**

**Focus/Motivation: (5-7 min)**

* In order to activate prior knowledge, ask students to discuss the Spirit Rally and explain what the police officers instructed them to do.
* Listen to students’ responses and ask questions for comprehension and understanding.
* Remind students of the negative effects of drugs on their health. Make a list of students’ answers on the board.
* Next, draw another chart on the board and have students list the positive effects of saying no to drugs and staying above the influence.
	+ ELD modification: Have pictures of vocabulary words available and help students refer to pictures in order to better express their opinion.
* In order to motivate students, let them know that today they will be drawing a situation/challenge they might be faced with. Explain that they will draw a picture showing how they will say no to drugs, and which verbal and or non-verbal communication skills they will use to say no.

**Instructional activity (35-45 min)**

* Ask students how they use their background knowledge when reading a story.
* How do you use your previously learned knowledge to make educated guesses or bring meaning to an unfamiliar word?
* Have volunteers share their answers as you write their ideas on the board.
* Next, explain that facing a new situation is just like reading a new story; they may run into new people and new challenges, and they have to use their background knowledge of the subject to make appropriate decisions. Refer to the negative effects of drugs and positive effects of saying no to drugs. Explain that these are their background knowledge about the subject and they should be able to use them when facing peer pressure.
* Place students into groups of four and select a recorder and a speaker. Instruct students to use the mini whiteboard provided to make a notes of their conversation. Have students name a situation they’re face with, and explain how they will use their background knowledge to make the right decision. Have students discuss 3 scenarios in their groups.
	+ ELD modification: Write the directions on the board and give step-by-step instructions as to how to complete the small-group activity. Make sure there is at least one student in each group who speaks their native language.
* Walk around, listen to students’ conversation, make a note of their answers, and provide additional help if necessary.
* Bring the class together and have students share answers. Make a note of their answers on the board. Add more information and explain how it’s relevant to the situation.
* Next, have students list the reading strategies; one being the *questioning* strategy. Let students know that this strategy is not only a reading strategy. Further explain that questioning things we don’t know will let us stay in control and make the right decision.
* In order to help students understand this strategy better, give an example. Explain that if their friends ask them to try/drink/eat something they have not seen or heard of, they should always question their own actions and think about the possible consequences.
* Have students go back to their small groups and think of two scenarios. This time, have them refer of the verbal and non-verbal communication skills they have learned before, and use questioning strategy to give appropriate responses to their friends’ request.
* Further explain that questioning strategy is used in reading as well as in our daily lives. Explain that asking questions and questioning their own actions should be a routine and something they do automatically when faced with a new situation and or challenge.
* During discussion, walk around and make sure students are on task. Bring the class together and have groups share the answers they wrote on their mini whiteboard.
* Next, have students use the skills they learned today and draw a picture representing a new situation they are faced with. Further instruct them to show how they would say no to drugs and how they would resist peer pressure.
* Let students know that they have about 10 minutes to start drawing their pictures in class. The rest will be homework.

**Closure: (5-7 min)**

* Bring the class together and ask: What was the objective of today’s lesson? Why is it important to know how to use these skills in our daily lives? How is *questioning strategy* useful in our daily lives when you face a new situation? How is our background knowledge of a topic/situation going to help us make the right decision for ourselves? How is it going to help us stay in control?
* Ask how the skills they learned today will help them make the right decision and say no to drugs?
* Explain that many of the skills they learn in class could be applied to their own lives. Help student see the connection between what they learn in class and the daily decisions they make inside or outside the school.
* Remind students that the worksheet is due in two days. Let students know ahead of time that they will be sharing their drawings with the class.

**Assessment:**

* Informal assessment: assess students’ answers during whole-group and small group discussions. The teacher will use a general rubric with all students’ name on it and make quick notes about students’ responses.
* Review students’ drawings and assess how well they were able to draw a picture representing peer pressure and strategies they would use to say no and stay above influence.
* Formal assessment: Analyze students’ answers and assess how well they were able to describe their drawing and use *questioning* strategy and their background knowledge to say no and make the right decision.