

Old Dominion University  
Physical Education Lesson Plan

Name: Adam Smith

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Grade Level: 6<sup>th</sup>

Unit: Tobacco

Lesson Focus: Passing

#5/5

Lesson Duration: 45 min

Instructional Model: Direct Instruction

(Cooperative Learning, Personalized Systems of Instruction (PSI), and Direct Instruction)

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**PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS**

**Lesson Goal(s):**

**SWBAT understand the harmful effects drugs can have on the human body during the lesson**

**SWBAT describe the influence peer pressure and other outside pressures could lead someone choosing to use drugs during the lesson.**

**SWBAT work cooperatively in a group setting to create a poster about refusal tactics for choosing to not use drugs after the lesson.**

**Objective:**

Domain: Cognitive

VA SOL: 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness.

f) Evaluate refusal strategies related to alcohol, tobacco, and other drug use.

Assessment: Think, pair, share

**Objective:**

Domain: Cognitive

VA SOL: 6.2 The student will describe the influence of family, peers, and media on personal health decisions.

h) Analyze family and peer pressure as influences on the use and nonuse of alcohol, tobacco, inhalants, and other drugs.

**Objective:**

Domain: Affective

VA SOL: 6.3 The student will develop personal strategies and skills for personal, social, and community health.

r) Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.

Assessment: Group created poster

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**PART II – REFERENCES AND EQUIPMENT**

## References:

**Equipment:** Computer, power point, worksheet, and poster board.

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### PART III – LESSON ACTIVITIES

#### **INSTANT ACTIVITY/SET INTRODUCTION**

**(Time: 5 min)**

**Organization/Transition:** Students will enter the class and take their seats.

**Description:** Two videos will be shown about the effect's drugs have had on teens and how it has affected families. Students will then be asked questions over the videos watched. Guided discussion is encourage to set the scene for the days power point.

**Materials:** Youtube

#### **MAIN LESSON**

**(Total Time: 35 min)**

##### **Activity 1 (Time: 15 min)**

**Organization/Transition:** Students will then be directed to take notes on the power point.

**Description:** A power point over some of the key terms, characteristics, and refusal strategies for drugs will be covered. Questions and facilitation are encourage to help student engagement. Built in questions will be on the power point, but this should not be a limiting factor to asking more questions.

**Equipment:** Computer, pencils, and paper

##### **Activity 2 (Time: 10 min)**

**Organization/Transition:** Students will be handed a worksheet that covers key terms about tobacco and who peer pressure can lead someone to use drugs.

**Description:** Students are encouraged to not use notes when completing the worksheet. Students should use the knowledge and conversations covered in class to complete the worksheet. After completion the worksheets will be handed forward and the worksheets will be graded and used for attendance for the day.

**Equipment:** worksheet

**Activity 3 (Time: 10 min)**

**Organization/Transition:** Groups will be formed, and each group will receive poster board.

**Description:** The groups will be directed to create a colorful poster that depicts some refusal strategies that people can use to choose not to use drugs.

**Equipment:** Poster board, crayons, markers, magazines, and glue

**CLOSURE (Time: 5 min)**

**Organization/Transition:** Students will return to their seats for think, pair, share time.

**Description:** Students will discuss the posters they made and learn from one another about what refusal strategies they chose to help other choose not to use drugs.

**Equipment:**

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**PART IV - REFLECTION**