

**Talbot County Public Schools
DAILY LESSON PLAN**

Teacher's Name: _____

Lesson Title: **Powerlines Projects/ Service Learning**

Date: _____

Subject/Course/Unit: **Health Education/Alcohol/Powerline**

Time: **4 Class Periods**

Grade: **8th Grade**

Students may earn up to 5 hours of Service Learning at the completion of this mini-unit **This should be completed at the end of the Alcohol, Tobacco and Other Drugs unit. It is the culminating activity.**

*Talbot County Public Schools uses the Project Northland Curriculum Series to teach about the consequences of alcohol and its use. The series consists of three parts, one for each grade level. In eighth grade the series is titled "Powerlines" and consists of a total of 8 lessons. Four of the lessons will be taught previous to the beginning of the service project that will begin on day five. Days 5-8 are dedicated to the introduction of the project, completion of project, and project presentation. Both Easton Middle School and St. Michaels Middle/High School have the complete series and should use the binder, and the lessons and resources contained within, to implement the "Powerlines" program in their schools.

<p>Student Performance Objective(s): Identify ways that 8th graders can influence their community on issues related to alcohol and drugs.</p> <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Compare different classifications of drugs, including hallucinogens, stimulants, depressants, and narcotics. 2. Examine the use and abuse of psychoactive drugs. 3. Describe the consequences of use and abuse of psychoactive drugs. 4. Assess the consequences of steroid abuse. 5. Investigate support services and community resources for assistance and treatment, including Alcoholics Anonymous (AA), Al-Anon, and Alateen 6. Describe how addiction impacts family and society. 7. Explore diseases caused by alcohol abuse such as cirrhosis and Fetal Alcohol Syndrome (FAS). 	<p>Cue Set: Read, as instructed, from page 129 of the "Powerlines" curriculum. When reading instructions, include wording to the effect that this project will also cover the dangers of using illegal drugs. Introduce the Talbot Partnership by looking at their website. This will help the students understand what they are trying to do. *Some of the projects can be sent to Gary Pierce at the Talbot Partnership to put them on Community access tv or the radio station. He can even get pictures of the posters on the website or their facebook page.</p>
<p>Teaching Strategy: Introduce the projects to the students. Read, as</p>	<p>Guided Practice: Fill out the project action plan worksheet.</p>

<p>instructed, from page 133 of the “Powerlines” curriculum. Be sure to add that this involves the different classes of drugs.</p> <p>Students can work individually or partners. Students can use technology to find ideas and information. Be aware of websites students are using. www.Teenhealth.org and www.abovetheinfluence.com are good reliable sources.</p>	<p>Students and the teacher will review the action plan before proceeding with the project. Students’ projects must meet a need in the community and in order to receive the service learning hours they must disseminate the message to their chosen audience. (See above Talbot Partnership) The need can be educating other students so they will not drink underage or do illegal drugs. <i>This worksheet is attached to the lesson and not part of the curriculum.</i></p>
<p>Independent Practice: Complete one of the twenty specific projects and its objectives as outlined in the “Powerlines” curriculum. Projects are located in the rear of the binder.</p>	<p>Formative Assessment: Completed project worksheets. Teacher observation</p>
<p>Re-teaching (Correctives): Monitor student progress and offer guidance as needed.</p>	<p>Extensions:</p>
<p>Review & Closure: Read, as instructed, from page 159 of the “Powerlines” curriculum. Complete reflection worksheet. <i>This worksheet is attached to the lesson and not part of the curriculum.</i></p>	<p>Summative: Presentation of project to class. Use the class presentation student tasks checklist as a rubric to grade the presentations.</p>
<p>Other:</p>	<p>Other:</p>

Our Powerlines Project Action Plan

Name: _____ Class Period: _____

Project Title: _____

Group Members: _____

Planning is a necessary step for any project to be successful. Please take time to thoughtfully answer the following questions. Once you and your group members have answered the questions please review your answers with your teacher. Upon your teachers approval you may begin your project.

Part A – Importance of Project

How important do you think this project is? *Please circle your answer.*

Very Important
Important

Somewhat Important

Not

Please explain your answer in two or three sentences.

I believe this project is _____ important because _____

Part B – Preparation

1. The goal of our project is

2. The audience we will reach is _____.

3. The materials we will need are _____
_____.

4. Our project will be presented to the class on _____.

Part C – Evaluation

We will consider our project a success if _____

_____.

Evaluating Our Powerlines Project

Name: _____ Class Period: _____

Project Title: _____

Group Members: _____

Evaluating your project will allow your group to recognize areas of strength and weakness. Through thoughtful reflection you will recognize areas that may need improvement.

Part A – Importance of Project

1. I felt it was important to complete this project:

Very Important Somewhat Important Not Important

2. Please explain your feelings in two to three sentences _____

Part B – Reflection

1. What part of your project was most convincing?

2. How could you have made your project more convincing?

3. What do you think was the best part of your plan? (Check all that apply)

It had a strong message.
 The message matched the needs of the audience.
 I received positive feedback about my project.
 The project was completed and received by its intended audience.
 Other _____

4. Check the items that could have made your project better.

Knowing more about alcohol and drugs and their harmful effects on teens.
 Having access to more resources.

- _____ Having more time to complete the project.
- _____ Having more help from my group members.
- _____ Putting more effort into the project.
- _____ Other _____

5. Do you think your project was successful?
Completely Successful Somewhat Successful Not Successful

6. What parts of this project would you change if you were to do it again?

The 7 Best Practices of a Service Learning Lesson

Recognized Need	Curricular Objectives	Reflection	Student Responsibility	Community Partnerships	Plan Ahead	Knowledge and skills
According to the most recent Maryland Adolescent Survey Talbot County youth abuse alcohol at a rate higher than those of their peers in other Maryland counties.	Describe the impact of addiction on individuals and society and identify resources for rehabilitation. Recognize and explain the legal ramifications of alcohol and drug use and abuse is a variety of situations.	Students will complete the worksheet titled "Evaluating Our Powerlines Project".	Students will complete a "Powerlines Project" as outlined by the "Powerlines" curriculum.	Teachers can ask for community assistance from the following community partners: Talbot Partnership, Talbot County Health Department, and Talbot County Blue Ribbon Commission.	Students will complete the worksheet "Our Powerlines Project Action Plan."	Students will use the following skills concepts of graphic design, speaking skills, and basic grammar and punctuation skills.