

# Month at a Glance: January

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Is Meth Really That Bad?	Meth has a negative impact on the mind and body	meth	30-40 minutes
Alcohol, It's More than Just a Drink	Alcohol can have a bad impact on family and friends.	alcohol	45 minutes
Ace's Mood Music	Music can trigger positive and negative choices related to drugs.	mood in music	45 minutes
A Better Way	It is important to know how to make positive choices to avoid drug use.	confidence, social media, peer pressure, experiment, depression, prevention, alternative, coping strategies	45 minutes

# January



# Activity Plan

**Title:** Is Meth Really That Bad?

**Suggested Time:** 30-45 minutes

**Suggested Grade Level(s):** 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the dangers associated with meth.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>rotten teeth photo</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>meth</li> </ul>	<p><b>Activity Overview:</b> Scholars will learn about meth and how it affects their body. Scholars will also discuss how meth use can affect their loved ones.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will begin the session by displaying pictures of meth and asking scholars what they think it is. The facilitator will record responses.</b></li> <li><b>Facilitator:</b> Meth is a stimulant drug; it causes people to stay awake. Meth is highly addictive. If something is addictive, it's hard to stop using it once you start. Meth comes in various forms. The most popular is crystal meth, which can also be called "Ice." It also comes in pill or powder form.</li> <li><b>Facilitator:</b> <i>Today we will learn about meth and how it can affect our bodies and change our appearance. We will also discuss how it can affect your loved ones.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will display the photo of the person with rotten teeth and ask scholars what they think caused this person's teeth to look like this. The facilitator will record scholars' responses.</b></li> <li><b>Facilitator:</b> <i>These are the teeth of someone who uses meth. Meth can cause your teeth to fall out and cause gum disease. How do you think you would feel if you lost all your teeth? Call on several scholars to share their answers.</i></li> <li><b>Facilitator:</b> <i>Again, meth is a stimulant that causes people to feel full of energy. As a result, they don't get the rest their body needs, which affects their brain and body. What do you think happens when people don't get enough rest? Call on several scholars to share their answers.</i></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>The damage to your brain can cause you to have memory problems, mood swings, and react violently. How do you think this will affect those around you? Turn and talk with your partner. <b>Call on several scholars to share their answers.</b></i></li> <li>• <b>Facilitator:</b> <i>Meth also causes rapid heart rate, high blood pressure, headaches, and blurred vision.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now that you know more about the dangerous side effects of meth use, we are going to design posters to educate others on its dangers.</i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can provide scholars with sentence stems to assist them with writing on their poster.  
Example: Meth is dangerous because\_\_\_\_\_.

Scholars can create a PowerPoint presentation on the dangers of meth.

The facilitator can provide scholars with picture cards with matching words to assist scholars with writing.

## **Activity Reflection:**

Scholars will share their posters with the group. They will also discuss how their family might be impacted if a family member was using meth.

## **Supplemental Resources:**



# A Smile Can Say a Lot



# Activity Plan

**Title:** Alcohol, It's More than Just a Drink

**Suggested Time:** 30–45 minutes

**Suggested Grade Level(s):** K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn how alcohol abuse can affect others.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>It's Not Just Alcohol- It's a title</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>alcohol</li> </ul>	<p><b>Activity Overview:</b> Scholars will learn about how alcohol abuse not only affects them, but can affect their loved ones as well. They will develop a writing in response to what they learn.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will begin the session by showing scholars photo A, the man holding the beer bottle and the police car behind him.</b></li> <li><b>Facilitator:</b> <i>What do you think is happening in this photo? Turn and talk with a neighbor. Record responses as scholars share.</i></li> <li><b>Facilitator:</b> <i>In this photo, the police stopped this man because he was driving while drinking. It may be ok to drink water or juice while driving, but it's never ok to drink alcohol. When you drink alcohol, it can affect your brain in a way that makes it difficult to think clearly. What could happen if someone were to drink alcohol and drive? How will it affect their family or friends?</i></li> <li><b>The facilitator will explain to scholars that they will learn about how alcohol abuse can affect their friends, family, and even strangers.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>The man in the photo was driving while drunk. Driving while drunk is illegal and could result in a person having to spend time in jail. How do you think your family and friends would feel if you had to go to jail? Record the responses of scholars.</i></li> <li><b>Facilitator:</b> <i>When you drink alcohol, you can't think clearly. You might also have trouble doing things like walking and talking normally. You may not be able to see clearly.</i></li> <li><b>The facilitator will have scholars view photo B, the blurred letters, and tell them that too much alcohol can blur your vision.</b></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>If you were to drink and drive when you can't see clearly, who could this affect? Record scholar responses.</i></li> <li>• <b>Facilitator:</b> <i>Too much alcohol can also make your stomach hurt and you can end up vomiting. It can also affect your memory and may cause you to pass out.</i></li> <li>• <b>The facilitator will have scholars view photo C of the man who passed out and ask them how they think their family or friends would feel if they passed out in a strange place? Record scholar responses.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>When you abuse alcohol, it not only affects you, but those you love and care about as well. It can also affect strangers. For example, if you choose to drink and drive, you can hurt yourself, a loved one, or strangers.</i></li> <li>• <b>Facilitator:</b> <i>Today you will create a one-page paper on how alcohol can affect your family, friends, and even strangers.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

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**Special Education & English Learner Scaffolds**



**The facilitator can provide scholars with sentence stems to help support their writing.**

**Scholars can create a video PSA on how alcohol abuse affects your friends and family.**

**The facilitator can provide scholars with pictures and sentence stems to help support their writing.**

## **Activity Reflection:**

Scholars will choose a partner and share their one page with them. They will discuss any similarities and differences they noticed.

## **Supplemental Resources:**





# It's Not Just Alcohol Photo cards

Photo A



Photo B



Photo C



# Activity Plan

Title: Ace's Mood Music

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will analyze how their emotions affect their choices and mood.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>TV or movie theme songs</li><li>timer</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>mood in music</li></ul>	<p><b>Activity Overview:</b> Scholars will recognize their emotions with different songs and develop a playlist of songs that fuel a happy mood and prevent drug use.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Playing or listening to music can help us channel our energy into a healthy activity that makes us feel calm or relaxed. Does your favorite musician's lyrics talk about drugs? Have you ever noticed your mood change after listening to that music?</i> <b>Post/Project definition for mood in music.</b></li><li><b>Facilitator:</b> <i>In music, mood is the feeling that a song or piece of music causes you to feel. If we choose to use music to help us make healthy, positive choices, what are some things we can prevent?</i> <b>Chart student responses. Sample responses: drug use, fighting, use of offensive language.</b></li><li><b>Facilitator:</b> <i>Throughout this activity, think about how our musical selections could influence your choices.</i></li><li><b>The facilitator will play the Mission Impossible theme song (30 seconds). Draw or write a picture describing the feeling while listening. Describe your drawing or words and how the music might influence you.</b></li><li><b>Facilitator:</b> <i>This song made me feel bold, brave, and sneaky. I imagine myself doing something that if I were to get caught, there'd be serious consequences. We must recognize our emotions and manage our mood. One way to manage our moods is to listen to music that makes us feel good. Let's create a personal playlist of songs that we can listen to to improve our moods.</i></li></ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> Using the playlist tracker, identify up to three songs. Include track notes, explaining why you chose that song and the mood the song is intended to give.</li> <li>• <b>The facilitator will project the tracker activity sheet and share an example of a selection.</b></li> <li>• <b>Facilitator:</b> <i>My first selection is.... This song should make you feel empowered, capable, and focused.</i></li> <li>• <b>Facilitator:</b> <i>For the next ten minutes, identify songs that could put you in a positive mood.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>After time is up, the facilitator will invite scholars to share their playlists in small groups.</b></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can repeat instructions as needed.

The facilitator can use examples and nonexamples of music choices.

Scholars in grades K–2 can draw pictorial representations of songs.

Scholars can create a music playlist for their family to listen to while cleaning or driving.

The facilitator can provide a list of feelings words.

The facilitator can provide a list of songs for scholars to choose from.

The facilitator can provide verbal prompts as needed.

## **Activity Reflection:**

Why is it important to recognize our emotions and moods? What role can music play to improve your mood?

## **Supplemental Resources:**



# Playlist Tracker

Name: \_\_\_\_\_

Song	Track Notes	Mood



# Activity Plan

Title: : A Better Way

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify activities they can engage in to avoid drug use.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper</li> <li>markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>cardiovascular</li> <li>tobacco</li> <li>athlete</li> <li>oxygen</li> <li>agile</li> <li>energy</li> <li>exercise</li> <li>endurance</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss the reasons people use drugs and identify ways to avoid drug use in their responses to scenarios.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>A while back, we discussed the effects of drug use in our community and why we should say no! Today we're going to go a little deeper. First, why do you think someone uses drugs?</i></li> <li><b>Using chart paper or a whiteboard, write the scholars' reasons. Examples could include looking cool, they were sad, bored, etc.</b></li> <li><b>Facilitator:</b> Knowing what we know about drug use, what happens to someone who abuses drugs? Do they look cool? Are they happy? Do their problems disappear? The answer is more than likely no.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>People experiment with drugs for various reasons. They may want an escape from the pressures of day-to-day activities or to boost their confidence. They may feel sad and want to feel better. They may want to fit in with others. They may feel pressured by their peers because they feel everyone else is doing it. Social media is a big deal right now. You may see your favorite celebrity partaking in or singing a song about using drugs and think their lifestyle is "lit." But are they really happy? What happens to your body when you use drugs? How does your body and mind feel after the effects of the drug wear off? <b>Allow scholars to share side effects of drug use. Use guided questions to help with their answers.</b></i></li> </ul>



	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Are there better ways to get those same feelings without drug use? Are there other ways to feel happy or feel included? What if your close friend wants you to try drugs with them? How do you tell them no? Today, we're going to identify alternative coping strategies to use whenever we're feeling stressed, bored, depressed, or pressured by our friends to try drugs.</i></li> <li>• <b>The facilitator will read aloud different scenarios and students will work together to determine the best way to avoid drug use.</b> <ul style="list-style-type: none"> <li>◦ <i>Scenario #1: Marla has been studying for a test all week. She needs to do well to get into the top school. Her friend Brandon offers her drugs. He promises her it will help her focus and do well on the test. What should Marla do?</i></li> <li>◦ <i>Scenario #2: Ricardo is hanging out with his friends at the park after school. They're listening to music and playing basketball. His friend Jackson pulls out some drugs. Ricardo's other friends are curious and want to try the drugs. Ricardo doesn't want to participate, but Jackson makes fun of him by calling him lame. What should Ricardo do?</i></li> <li>◦ <i>Scenario #3: Ashlynn has been having trouble at home. Her parents are never home and don't spend a lot of time with her. When her parents are home, they argue all the time and make her feel invisible. Ashlynn uses social media a lot to pass the time. She notices her favorite singer on Instagram seems happiest while doing drugs. Ashlynn wonders if drugs will make her feel better, too. What should Ashlynn do?</i></li> </ul> </li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>• <b>Allow scholars time to identify a person they can talk to whenever they feel pressured.</b></li> </ul>



# Differentiation Station

## Suggestions for Remediation

## Suggestions for Acceleration

## Special Education & English Learner Scaffolds



### The facilitator can:

- Frequently check for understanding.
- Provide visual prompts.
- Allow scholars to respond orally.
- Simplify the language of the instructions.

Scholars can create a pamphlet of afterschool activities available in their community for students.

Scholars can create a role play scenario on how to say no to a friend pressuring them to use drugs.

Frequently check for understanding.

Provide visual prompts. Allow scholars to respond orally.

Simplify the language of the instructions.

### Activity Reflection:

**Facilitator:** *You may not have a friend right now who wants you to do drugs, but do you have a friend who pressures you to do other things you don't want to do? Can you use any of these same strategies to tell them no?*

### Supplemental Resources:

