

Month at a Glance: July

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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A Picture is Worth a Thousand Words!	Illegal drugs are bad for us all.	drugs	45 minutes
Hey Mr. Postman!	Illegal drugs are bad for us all.	postcard recipient	45 minutes
Good Choice or Bad Choice	The choices we make impact our lives.	vaping, marijuana, cigar cigarettes	30 minutes
A Drug and Alcohol Free World	A life without drug and alcohol abuse is a positive one.	drugs alcohol	30-45 minutes

July



Activity Plan

Title: A Picture Is Worth a Thousand Words!

Suggested Time: 45 minutes

Suggested Grade Level(s): K-2

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the dangers of drugs and why we should refrain from using them. <p>Materials:</p> <ul style="list-style-type: none"> paper pencil crayons or colored pencils magazines <p>Vocabulary:</p> <ul style="list-style-type: none"> drugs 	<p>Activity Overview: Scholars will draw a picture/illustration to convey their understanding of drug awareness and prevention.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Are drugs bad for you? Will drugs hurt your body?</i> Allow scholars an opportunity to respond. Facilitator: <i>Should we tell our friends that drugs are bad for us?</i> Allow scholars an opportunity to respond. Facilitator: <i>What should we tell our friends about drugs to help them understand the dangers of them?</i> Allow scholars an opportunity to respond.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today you will draw a picture/illustration that shows why drugs are bad and why we should not use them. Please include different ways that drugs are bad for us in your picture. Be prepared to share your picture with someone and tell them why drugs are bad for us.</i> Distribute paper, pencil, and crayons/colored pencils.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will use crayons or colored pencils to draw a picture/illustration that includes examples of why drugs are bad for us. Scholars will have an opportunity to share their picture/illustration with at least one person.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can find images/pictures in magazines to create their picture/illustration.

Scholars can write captions to describe the images in their illustration.

Scholars can find images/pictures in magazines to create their picture/illustration.

Activity Reflection:

What did you say about drugs when you shared your illustration with someone else? Do you think it was enough to persuade them to stay away from drugs?

Supplemental Resources:



Activity Plan

Title: : Hey Mr. Postman!

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will understand why why we should refrain from using drugs. <p>Materials:</p> <ul style="list-style-type: none">index cardpencilcrayons/colored pencils <p>Vocabulary:</p> <ul style="list-style-type: none">postcardrecipient	<p>Activity Overview: Scholars will create a "postcard" to convey their understanding of drug awareness prevention.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none">Facilitator: <i>Who can describe a postcard? Why do we use postcards? Have you ever received a postcard? Can you remember who sent you the postcard? Can you remember where they were when they sent you the postcard? Allow scholars an opportunity to respond.</i>Prompt scholars to understand that postcards are typically sent to others from a vacation destination and include an image and a small section to write a message, if needed.Facilitator: <i>Are drugs bad for us? Should we use drugs? Allow scholars an opportunity to respond.</i>Facilitator: <i>Tell me some reasons that drugs are bad for us. Why should we not use drugs? How can we be affected by using drugs? Allow scholars an opportunity to respond.</i>Record scholars' responses so they can refer to them later.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none">Facilitator: <i>Today you will create postcards with images that convince people to refrain from using drugs. After drawing a picture, you will write a short message to a recipient to explain the image you drew. The image should be on one side and your message should be on the other side. Remember to leave space on the side that has the written message to write the recipient's address.</i>Distribute index cards, pencils, and crayons or colored pencils



**Build (Rehearse
& Build for
Transfer/Close)**

- Scholars will draw an image on one side of the index card. They will write a short message to explain their drawn image on the other side of the index card. They will use crayons/colored pencils to color their images.
- Scholars will decide who they want to "send" their postcard to. The facilitator will show the scholars how postcards are addressed.



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Scholars can be provided with sentence starters to help them write their postcard message.

Scholars can engage in a discussion with a partner. They can share how they chose who the recipient of their postcard would be.

Scholars can be provided with sentence starters to help them write their postcard message.

Activity Reflection:

What made you choose the one image that you included on your postcard? How does that one image demonstrate your understanding of drug awareness and prevention?

Supplemental Resources:



Activity Plan

Title: Good Choice or Bad Choice

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will explore the option of making choices related to drugs and illegal substances. <p>Materials:</p> <ul style="list-style-type: none"> masking tape markers journal/paper pencil <p>Vocabulary:</p> <ul style="list-style-type: none"> vaping marijuana cigar cigarettes 	<p>Activity Overview: Scholars will evaluate the choices made by others.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever been asked to take drugs or drink alcohol? Allow scholars to respond. Unfortunately, there are people who may try to encourage you to do things that may hurt you. They may try to trick you into thinking that it is ok to do drugs or alcohol. It is not. In life, you will have to make choices. Let's practice seeing if you know whether something is a good choice or bad choice.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator should create a think space for all scholars to gather. There should also be spaces labeled good choice and bad choice for them to move to. Facilitator: <i>Scholars, stand in the "think space" on the floor. Listen along as I read some scenarios. After each scenario, think about whether the person made a good choice or bad choice. Move to your space of choice.</i> <ul style="list-style-type: none"> <i>A student found a pack of cigarettes on the ground. She decided to pass them out to her friends. Was that a good choice or bad choice?</i> <i>A group of students found a bag of marijuana on the playground at school. They turned the bag over to the teacher. Was that a good choice or bad choice?</i> <i>A student was asked to try a prescription drug that belonged to a friend. He decided to try the pill because there were many in the bottle and he didn't think it would matter. Was that a good choice or bad choice?</i> <i>When asked to drink wine on the playground at the community center, the scholar said no. Was that a good choice or bad choice?</i> <i>A student poured beer into a thermal cup and brought it to school to drink. Was that a good choice or bad choice?</i>



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> ○ <i>Students told an adult when a stranger asked them to try to smoke a cigar. Was that a good choice or bad choice?</i> ○ <i>Two students were vaping in the restroom at a community center. Was that a good choice or bad choice?</i> ○ <i>A scholar walked into a room and saw a group of young students smoking cigarettes. She found an adult and told what was going on. Was that a good choice or bad choice?</i> ○ <i>When asked to do drugs, the scholars said no. Was that a good choice or bad choice?</i> ○ <i>Instead of vaping, the scholars played basketball. Was that a good choice or bad choice?</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Today we practiced determining whether a scholar responded by making a good choice or bad choice. Remember, think about the consequences you may face if you make a bad choice. If you are unsure about what to do, always talk to an adult that you trust.</i>



Differentiation Station

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Suggestions for Acceleration

Special Education & English Learner Scaffolds



Facilitator may reword scenarios to provide clarity for scholars.

Scholars can create scenarios and have a peer determine whether the choices made were good or bad.

Facilitator may reword scenarios to provide clarity for scholars.

Activity Reflection:

Facilitator: In your journal, write about why making good choices can lead to a healthy life.

Supplemental Resources:



Choices

Good choice

Think Space

Bad Choice



Activity Plan

Title: A Drug and Alcohol Free World

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

Activity Objective: <ul style="list-style-type: none">Scholars will explore a life without drugs Materials: <ul style="list-style-type: none">soft musicpencilpapercrayonsmarkers	Activity Overview: Scholars will think about what the world would be like without drugs in it.	
	Bridge (Connect & Engage)	<ul style="list-style-type: none">Facilitator: <i>Have you ever thought about what our world would be like without illegal drugs and alcohol?</i>The facilitator will play soft music. Take a moment and think about it as the music plays. Allow scholars to share their thoughts with their peers.
	Boost (Teach)	<ul style="list-style-type: none">Facilitator: <i>I am going to pass out paper, pencils, and crayons. I would like you to draw a pictorial representation of a world without drugs. Be creative. What colors will you use? What images will you include in your picture?</i>Facilitator will play soft music as scholars work.
	Boost (Teach)	<ul style="list-style-type: none">Facilitator: <i>Share your illustration with a partner. Explain how your picture represents a world without illegal drugs and alcohol.</i>



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Facilitator can reword the instructions to ensure all scholars understand.

Scholars can create a 3- dimensional representation of a world without drugs or alcohol.

Facilitator can reword the instructions to ensure all scholars understand.

Activity Reflection:

What inspired you to create your illustration? What message does your illustration give?

Supplemental Resources:

