

# Month at a Glance: October

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Just Say No	It is important to say no to drugs to maintain a healthy wellbeing.	drugs, peer pressure	30-40 minutes
Be a Lifeline	It is important to know who to call for help during a crisis.	lifeline	30-45 minutes
I Am an Influencer Too	Social media can be a way to send positive messages and ideas.	influencer, social media	30-45 minutes
Helpful versus Harmful	Some drugs are helpful for the body, while others are not.	medicine, drugs	Two 30-minute sessions

# October



# Activity Plan

Title: Just Say No

Suggested Time: 30 minutes

Suggested Grade Level(s): K-2

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will discover ways to say no to drugs.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>chart paper</li><li>ways to say no to drugs poster</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>drugs</li><li>peer pressure</li></ul>	<p><b>Activity Overview:</b> Scholars will roleplay scenarios on how to say no to drugs.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>The facilitator will begin by asking scholars what drugs are and if they can name any. The facilitator will record student responses on chart paper.</b></li><li><b>Facilitator:</b> <i>Drugs are chemicals you put into your body. They can change the way you feel or act. There are drugs called medicine that are safe because a doctor prescribes them or stores sell them. You may have taken those kinds of drugs if you've had a head or stomachache before. There are other types of drugs that are not safe and can harm your body. These drugs are not ok and you should not take them. Today we will learn about drugs and ways to say no to them.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>If someone offers you drugs, say no. If someone tries to get you to do something you don't want to do, that's called peer pressure. People may try to convince you that drugs are cool or that everyone tries drugs. If someone tries to pressure you into using drugs, ask yourself these questions:</i><ul style="list-style-type: none"><li><i>Is it safe?</i></li><li><i>Will this harm me or someone I love?</i></li><li><i>Is it the right thing to do?</i></li></ul></li><li><b>Facilitator:</b> <i>Now let's talk about ways to say no if someone offers you drugs. The facilitator will display the "Ways to Say No to Drugs" poster and discuss the various ways scholars can say no.</i></li><li><b>Facilitator:</b> <i>These are just a few ways that we can say no to drugs. Can you think of other ways that you can say no? The facilitator will record answers on chart paper.</i></li></ul>



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

- **Facilitator:** *We have learned about ways we can say no to drugs. A few of those ways include:*
  - *Walking away and finding friends you can trust.*
  - *Getting advice from an adult you trust.*
  - *Saying "No, and please don't ask me again."*
  - *Suggesting other things to do (example: I have a new video game we can play).*
- **Facilitator:** *Now we are going to create posters showing how you can say no to drugs.*



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator can provide the scholars with sentence stems to assist with writing their responses.**

**Scholars can create a brochure on how to say no to drugs.**

**The facilitator can provide scholars with picture prompts to assist with creating a poster.**

## **Activity Reflection:**

Scholars can share their posters with a partner and discuss their favorite way to say no to drugs.

## **Supplemental Resources:**



# Ways to Say No to Drugs!

**Walk Away**



**Talk to trusted adult**



**Say No! And please don't ask me again.**



**Suggest other things to do.**



# Activity Plan

Title: Be a Lifeline

Suggested Time: 30-45 minutes

Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Identify people they can turn to when they need help.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>lifeline handout</li> <li>index cards or sticky notes</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>lifeline</li> </ul>	<p><b>Activity Overview:</b> Scholars will identify their "Lifeline" in times of a crisis.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator</b> <i>By a show of hands, how many of you have heard of the show, <b>Who Wants to Be a Millionaire?</b></i></li> <li><b>Facilitator:</b> <i>This game show was once very popular. During the game, contestants answered up to fifteen questions, and each correct question helped the contestant increase their chance of becoming a millionaire. Well, the producers of the show knew the contestants might need help answering a question sometimes. Therefore, they set up tools called "Lifelines." Contestants could lean on their "Lifelines" to help them answer questions to increase their chances of being successful on the game show.</i></li> <li><b>Facilitators:</b> <i>I believe everyone needs a "Lifeline" of their own. You need to have someone you can go to when you need help with real-life situations.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Now, I want you to think carefully about people who can help you when you are in trouble. <b>Give scholars two minutes to think.</b></i></li> <li><b>Facilitator:</b> <i>On the sticky note I provided, I want you to write the first name that popped into your head. <b>Allow time for scholars to write someone's name.</b></i></li> <li><b>Facilitator:</b> <i>Now turn to your buddy and talk about why this was the first person you thought of. <b>Repeat this activity until scholars have written three names of people they call for help if they are in trouble. (If this is being done with family, scholars can simply discuss the names of the people they thought of.)</b></i></li> </ul>



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

- **Facilitator:** *Okay, you've chosen three lifelines. You have also given good reasons you chose these specific people. **The facilitator will distribute the lifeline handout.***
- **Facilitator:** *The last step of this activity is to complete the graphic organizer I have given you. Once you're done, I want to encourage you to place this somewhere in your room or home to remind you of people you can talk to when things get tough. **Allow time for scholars to complete the graphic organizer.***



# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2 Scholars can bring in pictures of the people they want to use as their lifelines.

Scholars can send a postcard to one of their lifelines and explain to them why they were identified as a lifeline.

Scholars can be given sentence frames to use to complete the graphic organizer. The sentence frames should include stems related to "why" they chose a particular person.

## Activity Reflection:

Facilitator: Think about each person you selected as a lifeline. Now think about what you can do so that your peers identify you as a lifeline, especially if someone offers them drugs. Allow scholars to share their responses.

## Supplemental Resources:





# Who are my Lifelines?

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

First Lifeline	Why did I choose this lifeline?

Second Lifeline	Why did I choose this lifeline?

Third Lifeline	Why did I choose this lifeline?



# Activity Plan

**Title:** I am an Influencer Too  
**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 that they can be a positive influence on others.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>TikTok and Instagram graphic</li> <li>I am an influencer graphic organizer</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>influencer</li> <li>social media</li> </ul>	<p><b>Activity Overview:</b> Scholars will brainstorm the role of a social influencer and discuss ways they can be influencers.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator displays the TikTok and Instagram logos on the board.</b></li> <li><b>Facilitator:</b> <i>How many of you have seen these logos before? <b>Accept reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>How do people you know use TikTok? <b>Accept reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>Today we're going to discuss ways that you too are an "Influencer."</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Our activity today includes two key vocabulary terms. The first is social media. What do you know about social media? <b>Accept reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>Now we will look at the second term: influencer. I want to hear your thoughts on what an influencer is. <b>Accept reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>The two terms together create the term "Social Media Influencer." This is someone who might have millions of followers. People may watch their YouTube channel and videos on TikTok and Instagram. People around the world know them for making content. Can you give me examples of influencers? <b>Accept reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>Do you know that you are influencers? Think about what we discussed about social media influencers. Why do you think I consider you an influencer? <b>Accept reasonable responses.</b></i></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>You are influencers because you have people watching you, too. Your friends watch you in school and in the community. Your family watches you at home. You are role models for your friends, family members, and countless others. They are watching everything you do, and are counting on you to do your best and live a positive drug free life.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>The facilitator distributes the "Influencer" graphic organizer to all scholars.</b></li> <li>• <b>Facilitator:</b> <i>Now I want you to examine the paper in front of you. Think about ways you already are or could be an influencer at home, school, and your community.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**K–2 scholars can draw pictures on the “Influencer” graphic organizer instead of writing sentences.**

**Scholars can research a community organization so they can become an “influencer” for their peers in that organization.**

**Scholars can be allowed to work with a buddy to help them generate ideas to complete their graphic organizer.**

## **Activity Reflection:**

Scholars will share the “Influencer” graphic organizer which requires them to reflect on how they can be an influencer in their homes, schools, and communities.

## **Supplemental Resources:**



# Social Media Photo Cards



# I am a influencer too!

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

Ways I influence others at  
**School**

--

Ways I influence others at  
**Home**

--

Ways I influence others in the  
**Community**

--

I am **Unique** because

--



# Activity Plan

**Title: Helpful versus Harmful**

**Suggested Time: Two 30-minute sessions**

**Suggested Grade Level(s): K-2nd**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will compare prescription drugs to other drugs.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>KWL chart,</li> <li>helpful versus harmful chart</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>medicine</li> <li>drugs</li> </ul>	<p><b>Activity Overview:</b> During this session, scholars will learn about harmful drugs and how they are different from medicine/prescriptions. Scholars will discuss examples of drugs/medicine that are helpful and those that are harmful.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will display a KWL chart.</b></li> <li><b>Facilitator:</b> <i>What do you know about drugs? The facilitator will record answers on the "Know" portion of the KWL chart.</i></li> <li><b>Facilitator:</b> <i>What do you want to know about drugs? The facilitator will record answers on the "Want to Know" portion of the KWL chart.</i></li> <li><b>Facilitator:</b> <i>Today we will discuss drugs that can be harmful to us and prescription drugs or medicine that can help make us feel better.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Would anyone like to share a time when they were sick? What made you feel better? Call on various scholars to share their responses.</i></li> <li><b>Facilitator:</b> <i>When you are sick, sometimes your parents or guardians may give you medicine to help you feel better. Those medicines/drugs are ok because they may come from the doctor and they are safe to take. Your parents may also go to the pharmacy or drugstore to purchase medicine. Those drugs/medicines can help you feel better.</i></li> <li><b>Facilitator:</b> <i>There are other drugs out there that are not safe for you and those drugs can harm you. They can harm your body and make you ill. When swallowed or taken in other ways, drugs can change how you feel or act. Not only that, harmful drugs can also change your appearance. They can make you lose weight, change the color of your teeth, and they can even stop you from growing.</i></li> </ul>



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

- **Facilitator:** Listen as I read the following scenarios. Give a thumbs up if you think the drug is helpful and a thumbs down if you think the drug is harmful.
- **Facilitator:** Ace wakes up with a temperature of 103. His mom gives him children's fever reducing medicine. Ace takes the medicine and his temperature returns to normal. Is this drug helpful or harmful?
- **Facilitator:** Ace is walking home from school and sees a group of kids vaping. They tell Ace he should try it because it will make him feel good. Is vaping helpful or harmful?
- **Facilitator:** Ace is visiting his friend Bluebird when he suggests they try a drink from his parents' "special" cabinet that contains adult beverages with alcohol in them. Are these beverages helpful or harmful?
- **Facilitator:** Ace wakes up one morning with a toothache. He is in a lot of pain. His mom gives him a numbing cream to put on his tooth and gums. Is this drug helpful or harmful?
- **The facilitator will have scholars identify and compare helpful drugs to harmful drugs.**





# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can use a sentence stem such as: Medicine is helpful because\_\_\_\_\_.**

**Scholars can create a YouTube video or PSA on the dangers of harmful drugs.**

**The facilitator will provide scholars with pictures and matching words as examples of helpful and harmful drugs.**

**Activity Reflection:**

Facilitator will have scholars review the helpful versus harmful drugs chart and discuss how they can identify helpful versus harmful drugs.

**Supplemental Resources:**



# Helpful Versus Harmful

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

Helpful

Harmful

