

# Month at a Glance: April

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Public Service Announcement (PSA): Just Say No	It is important to understand the importance of saying no to drugs.	public service announcement (PSA) peers	2- 30 minute sessions
Be Creative	Social Media can be used to communicate important information. Understand the difference between prescription drugs and harmful drugs.	social media icon guidelines	2- 30 minute sessions
Precious Prescriptions	Understand the difference between prescription drugs and harmful drugs.	prescription, medicine, harmful, helpful	30-45 minutes
Help! I Can't Put my Phone Down	There are other things to spend time doing besides engaging with social media.	addiction social media	30- 45 minutes

# April



# Activity Plan

**Title: Public Service Announcement (PSA): Just Say NO**

**Suggested Time: 2 30-minute sessions**

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

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will demonstrate their understanding of the importance of not using drugs.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencil</li> <li>visual</li> <li>timer</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Public Service Announcement (PSA)</li> <li>peers</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a public service announcement about why it's important to say no to drugs.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>How many of you are familiar with the term "public service announcement?"</i></li> <li><b>Facilitator will allow time for scholars to respond.</b></li> <li><b>Facilitator:</b> <i>Can someone share with the class what a public service announcement is?</i></li> <li><b>Facilitator will choose a scholar(s) to define a public service announcement.</b></li> <li><b>Facilitator:</b> <i>Thanks for sharing.</i></li> <li><i>Facilitator will summarize scholars' responses and clarify the meaning, if needed.</i></li> <li><b>Facilitator:</b> <i>The purpose of a public service announcement is to share very important information with the public. It is usually shared in a place/space where it can be seen by lots of people.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What are some reasons we should not use drugs? Why are drugs bad for us?</i></li> <li><b>Facilitator will allow scholars to respond.</b></li> <li><b>Facilitator will write scholars' responses on board or chart paper.</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>Today you will work in small groups</i></li> <li><b>(5 to 6 scholars)</b> <i>to create a public service announcement targeted to your peers about the dangers of drugs and why they should just say NO to drugs. Your PSA should be no longer than 1 minute. Use a timer to ensure your PSA falls in the time limit. You will have an opportunity to present it to the class.</i></li> <li><b>Facilitator will allow time for scholars to create their PSA.</b></li> <li><i>Facilitator: At this time, each group will present your PSA to the class. I will set the timer for 1 minute at the beginning of each presentation.</i></li> <li><i>Facilitator will allow each group an opportunity to present their PSA.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator will provide scholars with a graphic organizer to support them in creating their PSA.**

**Scholars will record their PSA to share schoolwide. (ex. News Show, Red Ribbon Assembly, etc.)**

**Facilitator will provide scholars with a graphic organizer to support them in creating their PSA.**

**Activity Reflection:**

Why do you think public service announcements are an important way to share information with the public?

**Supplemental Resources:**



# Activity Plan

Title: Be Creative!

Suggested Time: 2 30-minute sessions

Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will design their own social media platform to include an icon and guidelines for usage.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>chart paper</li><li>markers</li><li>crayons</li><li>pencils</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>social media</li><li>icon</li><li>guidelines</li></ul>	<b>Activity Overview:</b> Scholars will design a social media platform.	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>What is social media?</i></li><li><b>Facilitator will allow for scholars to respond and then summarize their responses.</b></li><li><b>Facilitator:</b> <i>Social media is a way for people across the entire world to interact with each other. Social media allows us to share pictures, thoughts, and ideas with others.</i></li><li><b>Facilitator:</b> <i>What are some common characteristics that different social media platforms share?</i></li><li><b>Facilitator will allow scholars to respond and then summarize their responses. Additional information can be provided if needed.</b></li><li><b>Facilitator:</b> <i>All social media platforms have an icon to identify them. They also have guidelines (rules) for using them.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Today you are going to have the opportunity to create your own social media platform. You will create an icon to promote your social media platform. Remember that an icon is a picture or image that represents something. You will also decide what the guidelines (rules) will be for using your social media platform. Consider what age range will be allowed to use your platform. Consider what people will be able to post or share on your platform. Consider how people will interact on your social media platform.</i></li></ul>



	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Today you are going to have the opportunity to create your own social media platform. You will create an icon to promote your social media platform. Remember that an icon is a picture or image that represents something. You will also decide what the guidelines (rules) will be for using your social media platform. Consider what age range will be allowed to use your platform. Consider what people will be able to post or share on your platform. Consider how people will interact on your social media platform.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator will distribute chart paper and art supplies to scholars.</b></li> <li>• <b>Facilitator:</b> <i>You will use the chart paper and art supplies to create your social media platform. You should include the following on your chart paper: icon (explain what your icon means) and guidelines (what are the rules for using your social media platform).</i></li> <li>• <b>Facilitator will allow time for scholars to design their social media platforms.</b></li> <li>• <b>Facilitator:</b> <i>We will now work in small groups of 3 or 4 to share your social media platforms.</i></li> <li>• <b>Facilitator will allow time for scholars to work in small groups to share their social media platforms.</b></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can work in small groups to complete the activity.**

**Scholars can use technology (PowerPoint, Flipgrid, etc.) to create their social media platform.**

**Scholars can work in small groups to complete the activity.**

**Activity Reflection:**

How does the social media platform you created promote being positive? Why should this be important to you as a creator?

**Supplemental Resources:**



# Activity Plan

**Title: Precious Prescriptions**  
**Suggested Time: 30-45 minute**  
**Suggested Grade Level(s): 3-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will be able to identify the difference between prescription drugs and harmful drugs.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper</li> <li>index cards or post it notes</li> <li>handout</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>prescription</li> <li>medicine</li> <li>harmful</li> <li>helpful</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss prescription medicine and how it can be helpful.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Have you ever been sick before and needed to go to the doctor? If so, I want you to share your experiences with the class.</i></li> <li><b>Allow time for scholars to share appropriate responses with the class.</b></li> <li><b>Facilitator:</b> <i>Thank you all for sharing your experiences with us.</i></li> <li><b>Facilitator:</b> <i>Sometimes the doctor recommends medicine that can be found at a pharmacy or grocery store. Other times the doctor writes out a special prescription for you. Although prescription drugs can be purchased at the pharmacy or grocery store, you must talk with a pharmacist if you have prescription medicine. A pharmacist is trained to discuss medicine prescribed by a doctor.</i></li> <li><i>Now take a minute to jot your definition of prescription medicine down on an index card.</i></li> <li><b>Allow time for scholars to develop their own definition of prescription medicine and share them with the group.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Prescription medicine can be very helpful. It can help you feel better if you have a cold or the flu. It can also help you feel better if you have some ailments such as asthma. Please raise your hand and share other ways prescription drugs can be helpful.</i></li> <li><b>Accept reasonable responses for scholars and clarify responses as needed.</b></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Great work scholars. Prescription drugs can be just as harmful as illegal drugs if you misuse them. For example, taking the wrong prescription drugs can cause severe bodily harm. You can also become addicted to prescription drugs just as you can become addicted to illegal drugs. I would like some of you to share other ways that prescription drugs can be harmful.</i></li> <li>• <b>Accept reasonable responses for scholars and clarify responses as needed.</b></li> <li>• <b>Facilitator:</b> <i>Now we will complete an activity together. I am going to say a series of statements, standup if the statement is true; sit down if the statement is false.</i> <ul style="list-style-type: none"> <li>◦ <i>Anybody can give you prescription drugs.</i></li> </ul> </li> <li>• <i>Allow time for scholars to stand or sit. Discuss why the statements are right or wrong. (Repeat this for the next three statements listed below. Be sure to review the answers after each statement.)</i> <ul style="list-style-type: none"> <li>◦ <i>All prescription drugs are good for you.</i></li> <li>◦ <i>It is safe to take another person's prescription drugs if you have the same symptoms.</i></li> <li>◦ <i>You must be careful with prescription drugs too.</i></li> </ul> </li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>You all have done an awesome job so far with our activity on prescription drugs. Our closing activity will allow me to check for your understanding a bit more. You will complete a handout that reviews our learning from today.</i></li> <li>• <b>The facilitator will distribute the handout.</b></li> <li>• <b>Facilitator:</b> <i>This activity is divided into two parts. I am going to review each part with you, answer any questions, then you will work independently.</i></li> <li>• <b>Review each part and answer any questions.</b></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**K-2 Scholars can draw a picture that checks for understanding of how prescription drugs can be helpful or harmful.**

**Scholars can use their devices to create a presentation that outlines how prescription drugs can be helpful and harmful.**

**The facilitator can work with scholars in a small group to complete the task.**

**Some scholars may be successful if allowed to work with a buddy.**

**Activity Reflection:**

Scholars will create a one sentence summary that explains how prescription drugs can be both harmful and helpful.

**Supplemental Resources:**

Prescription Drugs handout



# Drugs

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

**Part 1:** Complete the chart below. In the first column list three facts about prescription drugs. In the second column list three facts about drugs that were not prescribed by a doctor.

Prescription Drugs	Other Drugs
1.	1.
2.	2.
3.	3.

**Part 2:** In the first column write three ways prescription drugs can be helpful. In the second column write three ways prescription drugs can be harmful.

Prescription Drugs (HELPFUL)	Other Drugs (HARMFUL)
1.	1.
2.	2.
3.	3.



# Activity Plan

**Title: Help! I Can't Put My Phone Down**

**Suggested Time: 30-45 minute**

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

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify patterns of behavior that show an addiction to social media.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper</li> <li>activity sheet</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>addiction</li> <li>social media</li> </ul>	<p><b>Activity Overview:</b> Scholars will find alternate activities to do instead of being on social media.</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 use social media throughout the day?</i></li> <li><b>Allow time for scholars to respond.</b></li> <li><b>Facilitator:</b> <i>What kind of social media do you use, and how many hours a day would you say that you use and/or explore social media? Accept reasonable responses from scholars.</i></li> <li><b>Facilitators:</b> <i>Today we are going to explore the term addiction and discuss activities we can do instead of spending so much time on social media.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We are going to complete a class "word splash." This means I am going to write a word on the board, and I want you to share what comes to mind when you think about the word.</i></li> <li><b>The facilitator writes the word "addiction" on the board.</b></li> <li><b>Facilitator:</b> <i>Look at the board, now share the first thing that comes to mind when you hear or think about the word "addiction".</i></li> <li><b>Allow time for scholars to share their thoughts and write their answers on the board or chart paper.</b></li> <li><b>Facilitator:</b> <i>Great work. The actual definition of addiction is a disorder that is characterized by a persistent and intense urge to engage in the use of substances or behaviors. Oftentimes when we hear the term addiction, we think about drug addiction. It is, however, possible to be addicted to things like technology or social media.</i></li> <li><b>Allow time scholars to process what you said.</b></li> </ul>



<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now I want you to turn and talk to your neighbor and reflect on the definition of addiction and think about your own habits with social media.</i></li> <li>• <b>Give scholars time to reflect and talk with a buddy.</b></li> <li>• <b>Facilitator:</b> <i>I would like a few of you to share your thoughts with the class.</i></li> <li>• <b>Allow scholars time to share aloud with the entire class.</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>I want you all to think about your own habits with social media. Raise your hand if you spend more than an hour a day using any social media platform. <b>Allow time for scholars to answer the question.</b></i></li> <li>• <b>Facilitator:</b> <i>Let's talk about this a little more. Tell me what kind of social media platforms you use and when you are using them. Accept reasonable responses.</i></li> <li>• <b>Facilitator:</b> <i>That's quite a bit of time some of you are spending on your phones or tablets using social media.</i></li> <li>• <b>Facilitator:</b> <i>I want you all to think about better ways you can spend time throughout the day. <b>The facilitator distributes the handout.</b></i></li> <li>• <b>Facilitator:</b> <i>Our final step for today is to complete this handout. Look at it carefully. We have already discussed most of this today. I want you to reflect on what we discussed today and your own habits.</i></li> <li>• <b>Allow time for scholars to complete the handout.</b></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**K-2 Scholars can complete the handout with a buddy.**

**Scholars can create an action plan for reducing their time on social media and share their plans with the class.**

**Scholars can have a scribe assist with writing to ensure the handout is completed.**

**Activity Reflection:**

**Facilitator: Think about the things you listed on your handout that you could do instead of spending so much time on social media. Share one activity you will do this week instead of using social media.**

**Allow scholars to share their responses.**

**Supplemental Resources:**

Social Media Handout



# Social Media Handout

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Carefully respond to the questions listed below. Be sure to be honest with yourself as you think about your own social media usage.

Do you feel like you are addicted to technology or social media?

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List the social media platforms you currently use.

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Approximately how much time do you spend using social media each day?

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List other activities you could do instead of spending time on social media.

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Of all the activities listed above, which one are you most likely to use instead of social media?

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Who might you be able to identify as an accountability partner to make sure you are reducing the amount of time spent on social media?

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