

Month at a Glance: April

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Becoming a Positive Influencer: Helping a Friend Who May Struggle.	You can influence your peers and loved ones in positive ways by engaging in conversations and healthy habits.	influencer, addiction, prescription vs. illegal drugs, trigger, substance abuse, sobriety	45–60 minutes
The Power of Social Media: Good News	Social media is neutral. The way in which we use it determines its influence.	social media	30–45 minutes
The Opioid Epidemic	Awareness is the greatest agent for change.	opioids	45 minutes
Community Service: Positively Influencing the Community	Regardless of your age, you can positively influence your community.	positive influence, community service	45 minutes

April



Activity Plan

Title: Becoming a Positive Influencer: Helping a Friend Who May Struggle.

Suggested Time: 45–60 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will engage in conversations and model healthy habits to influence their peers and loved ones. <p>Materials:</p> <ul style="list-style-type: none"> paper pencils markers anchor chart cut up slips of paper from positive influence sheet graduate sheet <p>Vocabulary:</p> <ul style="list-style-type: none"> influencer addiction prescription vs. illegal drugs trigger substance abuse sobriety 	<p>Activity Overview: Scholars will identify ways to positively influence people who show signs of addiction.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator should distribute the Positive Influence sheet to all scholars. Facilitator: <i>Our world is full of influencers, and this includes you! Look at the sheet provided. On the left side, you should see several signs of addiction listed. Work with the members of your group to come up with ways to positively influence those signs of addiction.</i> After 15 minutes, have scholars share their responses aloud. Have the participants stand and count off 1–8. Every person who is a “one” will be the person who has an addiction. Have the “ones” come to the front or the middle of the room and explain what they represent.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will pass out the graduate sheet. Facilitator: <i>High school matriculation should end with graduation. Every 26 seconds, someone drops out of school. Believe it or not, some drop out due to addiction.</i> Facilitator: <i>Use the graduate sheet to brainstorm ideas about how you can be an influencer for yourself and those around you. Scholars, you will write on the inside. Your supporters will write how they will be a positive influence for you and your friend group on the outside.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>We all have a part to play in our community. Right now, your part is to be a positive influence among your peers. Later, you will need to be a positive role model as an adult in your community.</i> Facilitator: <i>1 out of 8 teens will fight an addiction. You have the power to influence your friends and family, and not to be the one. You will graduate and you will do great things. I believe it!</i>



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can work with scholars to complete the graduate sheet as a whole group activity.

The facilitator can provide a word bank.

Scholars can use Google Translate as needed.

Scholars can research local areas for assistance with addiction for youth and adults. They can then create a website and pamphlet to share with members of the community.

Activity Reflection: Facilitator: Journal or write a letter to someone who may struggle with addiction. Share your concerns and how you can support them. If you do not know anyone who may struggle with addiction, write a letter to yourself to as a reminder as to why it is important not to go down the road leading to alcohol and drugs use.

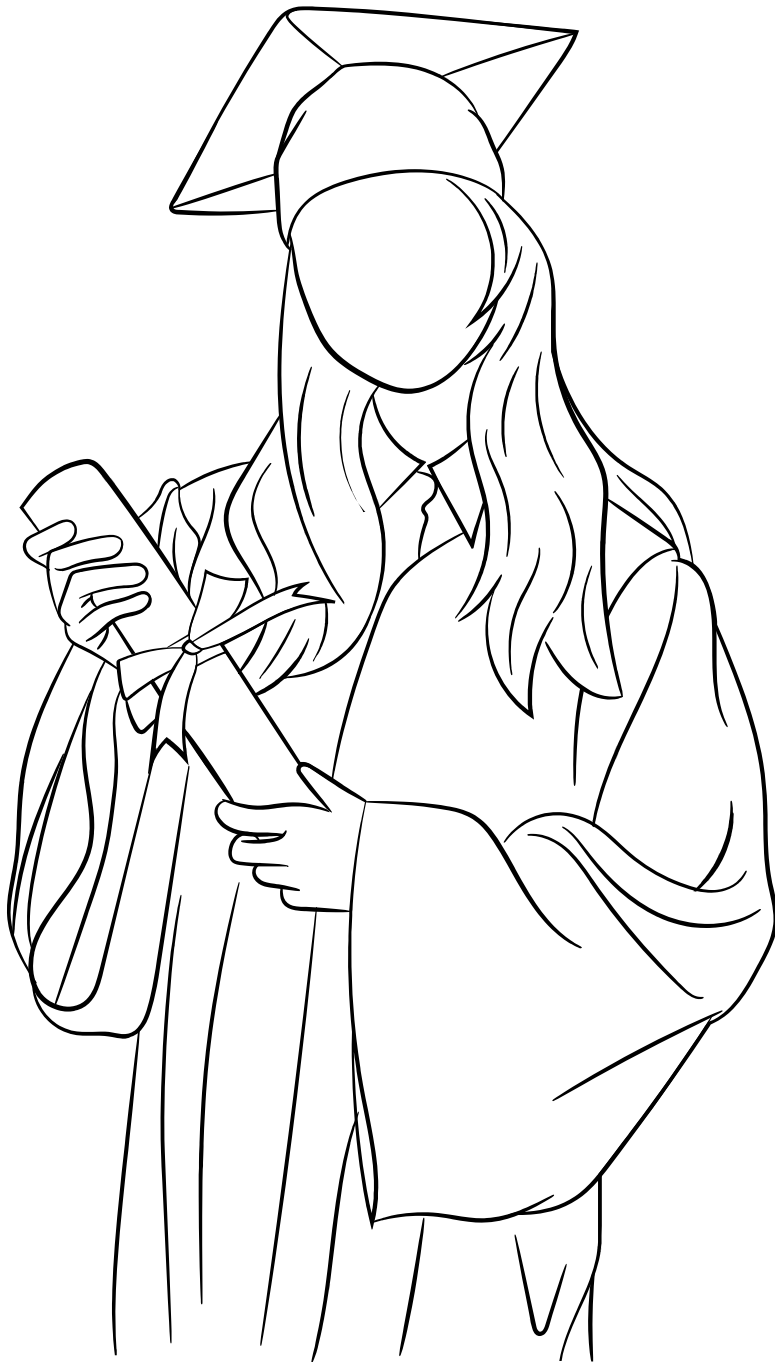
Supplemental Resources:
Positive Influence Document; Graduate Sheet



Signs of Addiction	How can I be a POSITIVE influence?
1. Neglecting roles and responsibilities such as work, school or home obligations.	1.
2. Changing social patterns, withdrawing from family, friends and activities in order to use a substance.	2.
3. Facing risky situations to become intoxicated or maintain a supply of drugs.	3.
4. Using a substance despite knowing it causes physical or psychological harm to oneself.	4.
5. Being secretive about activities and relationships as well as private space, to conceal drug use.	5.
6. Sudden changes in activity patterns, refusing participation in activities once enjoyed.	6.
7. Lying about whereabouts, absences, consumption habits; making excuses for unusual behavior.	7.
8. Having a loss of energy or motivation.	8.
9. Neglects their appearance.	9.



Positive Influence Sheet



Activity Plan

Title: The Power of Social Media: Good News

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn they have the power to positively influence their peers through social media. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> social media 	<p>Activity Overview: Scholars will create a social media presentation sharing good news about a family member or a friend.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Is there anyone who does not know what social media is? When I say "social media," what comes to mind? Give scholars an opportunity to respond. Yes, social media includes the platforms we use to connect with others, to share or create content on, or to entertain ourselves.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Is social media good or bad? Allow scholars to answer. Social media can be good or bad. It depends on how we use it. Who can give me an example of how we use social media negatively? Allow scholars to respond. Who can give me an example of how we use social media positively? Allow scholars to respond. Today, we are going to use our social media influence positively. We are going to create a good news segment. We want to flood social media with good news!</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>You will create a good news presentation. You may use any social media platform. You may interview a friend or a family member. Your presentation should be as creative as possible.</i> <ol style="list-style-type: none"> Pick a person you would like to interview. Ask them to tell you about anything good that has ever happened to them. It can be big or small. Decide how you want to share this information if you do not have social media.



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Suggestions for Acceleration



The facilitator can provide scholars with a list of interview questions.

Scholars can conduct their interviews in their native language.

Scholars can work together to add music and compile all presentations into one big production.

Activity Reflection: Facilitator: *Ace wants you to share your opinion on the benefits of social media. He also wants to know what you see as the disadvantages of social media.*

Supplemental Resources:



Activity Plan

Title: The Opioid Epidemic

Suggested Time: 45 minute

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn about the dangers of becoming addicted to opioids. <p>Materials:</p> <ul style="list-style-type: none"> the opioid epidemic image <p>Vocabulary:</p> <ul style="list-style-type: none"> opioid 	<p>Activity Overview: Scholars will discuss the opioid epidemic and brainstorm ways to achieve a natural high.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: Raise your hand if you have ever heard the term opioids. Pause to see if scholars raise their hands. What are opioids? Allow scholars to respond. Opioids are a class of powerful pain-relieving drugs such as oxycodone, hydrocodone, codeine, morphine, and methadone. They also include illegal drugs such as heroin and synthetic drugs such as fentanyl. Did you know that in 2021, 80,411 people died from an overdose involving an opioid?
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: Why have opioid overdoses increased? Allow scholars to respond. Patients like the feeling that opioids give them. They also like being pain free. Facilitator: Additionally, there has been a rise in the use of illegal synthetic opioids such as fentanyl. Fentanyl is very powerful. Even a tiny amount can cause someone to stop breathing. Facilitator: What precautions could a person take to keep from getting addicted to opioids prescribed by their doctor? Allow scholars to respond. Correct. Follow the doctor's orders and only take the medicine for pain. Doctors have stopped giving patients extra pills because they do not want to contribute to the addiction to opioids.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: Today, we will research opioids and start an opioid alternative campaign. You will brainstorm ways people can experience a natural high! A natural high is an activity that has the ability to increase feel-food chemicals in our brains.



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Scholars can work in groups or with a partner to brainstorm examples of natural highs. Give scholars a list of natural high examples.

Scholars can use Google Translate as needed. Scholars can use text-to-talk features on available apps. Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can design a brochure on natural highs.

Activity Reflection: Facilitator: Ace wants to know why teens are especially vulnerable to opioid addiction.

Supplemental Resources:



Activity Plan

Title: Positively Influencing the Community: Community Service

Suggested Time: 45 minute

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand that no one is too young to serve the community. <p>Materials:</p> <ul style="list-style-type: none"> notebook paper gloves trash bags <p>Vocabulary:</p> <ul style="list-style-type: none"> positive influence community service 	<p>Activity Overview: Scholars will brainstorm and choose a community service project to positively serve their community.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are influenced every single day. What does the word influence mean? Allow scholars the opportunity to answer. Influence is the ability to have an effect on someone's behavior, character, or development. That sounds to me like influence is neutral. What does "influence is neutral" mean? Allow scholars the opportunity to respond. This means influence can be positive or negative.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Can someone give me an example of a positive influence? Allow a few scholars to respond. Can someone give me an example of a negative influence? Allow a few scholars to respond. When we model positive behavior, it inspires others to do the same. Naturally, positive behaviors can impact our entire community.</i> Facilitator: <i>We have a responsibility to empower others to be their best selves. One of the absolute best ways to do that is to give back through community service. What is community service? Allow a few scholars to respond. Community service is the act of doing something to better your community without expecting anything in return.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today we are going to brainstorm and plan a community service project that can positively influence others to do the same. Allow scholars to work in groups to brainstorm ideas. After 10 minutes, allow scholars to share some ideas. Those are some wonderful ideas! For today, we are going to participate in a community clean-up project. We are going to go outside and make sure there is no trash on our grounds.</i>



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Scholars will use their phones to take pictures during the community service project.

Scholars will work together to plan the next Community Clean-up event. They will include any pictures taken by other scholars.

Activity Reflection: Facilitator: Ace wants to know why it is important to clean trash in your community. How does that positively impact your community?

Supplemental Resources:

