

Month at a Glance: January

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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It's Just Alcohol	Alcohol negatively affects your body.	alcohol abuse, peer pressure, substance abuse, alcohol dependence, alcohol poisoning, coping strategies	45–60 minutes
Ace to the Rescue! Superpower Activated!	A drug-free lifestyle can be a heroic lift, but the fight to send the message of Drug Awareness to all will require superpower!	activate	30–45 minutes
Substance Abuse and Your Appearance	Substance use can influence your physical appearance, and that is what other people notice first.	substance abuse, physical appearance, drug free	45 minutes
What's the Alternative?	Living sober is a lot more fun than joining those who are drinking or using drugs.	alcohol abuse, drug overdose	45 minutes

January



Activity Plan

Title: It's Just Alcohol

Suggested Time: : 45–60 minutes

Suggested Grade Level(s): : 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will repurpose a bottle for a positive purpose. <p>Materials:</p> <ul style="list-style-type: none"> empty mason jar with lid empty two-liter bottle empty glass or plastic bottle ribbon markers sand small note cards corn syrup glitter and/or food coloring <p>Vocabulary:</p> <ul style="list-style-type: none"> alcohol abuse peer pressure substance abuse alcohol dependence alcohol poisoning copng strategies 	<p>Activity Overview: During this activity, scholars will create sensory bottles or a message in the bottle as they learn and discuss the effects of alcohol.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator should have the message in a bottle and the sensory bottle station set up prior to the session. Seating should include long or round tables to ensure groups have enough space to create. Facilitator: <i>Instead of hitting the bottle, we are going to create something to help us cope with stressful and overwhelming times. Alcohol is the most widely used substance among America's youth, so it is important that we develop other coping strategies. Every year, there are 4,000 alcohol-related deaths in individuals under the age of 21. Journaling, mindfulness, breathing, exercising, meditating, drawing or painting, listening to an uplifting playlist, creating a gratitude list, volunteering, and asking for help are strategies. Today, you will create a message in a bottle or a sensory bottle.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Show the video "Can Using Drugs Help Me Deal with Anxiety and Depression." Facilitator: <i>We will create our message in a bottle or a sensory bottle. The message in the bottle will contain positive messages that describe your unique qualities as determined by you and your family. The sensory bottle has a calming effect and works like a lava lamp to help calm you when you are anxious. Whichever you choose, collect your materials and guide sheet from that area. As everyone is creating, have a discussion based on the brochure, Talking with Teens About Alcohol and Other Drugs. (samhsa.gov)</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Does anyone want to share what they created?</i>



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator may choose to do the message in the bottle for the ninth and eleventh graders.

The facilitator may choose to do the sensory bottles for tenth and twelfth graders.

Give each group the visual of the alcohol associated organ damage handout.

Scholars can partner with someone.

Scholars can research additional ways to ease anxiety.

Activity Reflection: Pretend your best friend recently started drinking. What text message could you send to convince them to reconsider?

Supplemental Resources:

Alcohol's effect on the body Alcohol's Effects on the Body | National Institute on Alcohol Abuse and Alcoholism (NIAAA) (nih.gov); possible images:



Message in a Bottle DIY Instructions

Materials Needed:

- Empty mason jar
- Empty two-liter bottle
- Small note cards



Instructions:

1. **Write Your Message:** Take one of the small note cards and write your message on it. This could be a letter, a poem, a secret, or any other message you'd like to convey. Be sure to write clearly and legibly.
2. **Prepare the Bottles:** Ensure both the mason jar and the two-liter bottle are clean and dry. Remove any labels or residue from the bottles.
3. **Insert the Message:** Roll up the note card tightly and secure it with a small piece of tape if necessary to keep it rolled. Insert the rolled-up note card into the mason jar.
4. **Add Decorative Touches:** If desired, you can add decorative elements to the mason jar to enhance the appearance of your message in a bottle. Tie a ribbon around the neck of the jar or attach a small trinket to make it more visually appealing.
5. **Optional:** Place the Mason Jar Inside the Two-Liter Bottle: Carefully insert the mason jar containing the message into the empty two-liter bottle. Ensure that the jar fits snugly inside the bottle and that the message is visible through the glass.
6. **Seal the Bottle:** Secure the lid of the two-liter bottle tightly to prevent any water from entering. You may also choose to seal the lid with a waterproof adhesive for extra protection.
7. **Optional:** Add More Messages: If you have additional note cards and space inside the two-liter bottle, you can add more messages by repeating steps 1–3.
8. **Release Your Message or Keep your message for when you or a loved one needs it:** Once your bottle is complete, you can release it into a body of water such as a river, lake, or ocean.



DIY Sensory Bottle Directions

Materials Needed:

- Empty mason jar with lid
- Empty two-liter bottle
- Empty glass or plastic bottle
- Ribbon
- Markers



- Sand
- Small note cards
- Corn syrup
- Glitter
- Food coloring



Instructions:

1. **Choose Your Bottle:** Select the bottle you want to use for your sensory bottle. Mason jars and glass bottles often create a nice visual effect, while plastic bottles are more durable.
2. **Prepare Your Bottle:** Ensure your chosen bottle is clean and dry before starting. Remove any labels or sticky residue.
3. **Fill Your Bottle:** Decide what sensory elements you want to include. You can combine different materials like sand, glitter, or small note cards. Use a funnel to add them into the bottle, layering them for a visually appealing effect.
4. **Add Liquid:** Pour in corn syrup or water to fill the bottle about two-thirds full. This will create the liquid base for your sensory bottle. You can add food coloring to the liquid to create different colors if desired.
5. **Seal the Lid:** Securely fasten the lid onto the bottle. Make sure it is tight to prevent any leakage.
6. **Decorate the Bottle:** Use markers or paint to decorate the outside of the bottle. You can draw designs, write messages, or add patterns to make it unique.
7. **Add Ribbon:** Tie a ribbon around the neck of the bottle for decoration. You can choose a color that complements the sensory elements inside.

Your DIY sensory bottle is now ready to be enjoyed! Keep it for yourself as a calming sensory tool, or give it as a thoughtful gift to friends or family members.



National Drug & Alcohol IQ Challenge

1 - Quiz

"Bath salts," or synthetic cathinones, are sometimes sold in small foil or plastic packages labeled as:

- a. Plant food
- b. Glass cleaner
- c. Research chemicals
- d. All of the these Correct Answer

2 - Quiz

Which component of the cannabis (marijuana) plant is psychotropic, or produces a high by altering consciousness?

- a. CBD
- b. THC Correct Answer

3 - Slide

THC vs. CBD

4 - Quiz

Which are examples of prescription stimulant misuse?

- a. Taking stimulant medication that was not prescribed to you
- b. Taking more than your prescribed dose
- c. Taking a med in a way other than prescribed
- d. All of the these Correct Answer

5 - True or false

Vaping nicotine can be addictive just like smoking cigarettes.

- a. True Correct Answer
- b. False



National Drug & Alcohol IQ Challenge

6 - Quiz

What is a common reason people may use drugs, even if they know using drugs may be unhealthy for them?

- a. To cope with trauma
- b. To feel pleasure/experience a "high"
- c. To enhance performance in sports or school
- d. All of the these Correct Answer

7 - Quiz

These pathways in the brain are responsible for getting us to repeat pleasurable activities—also known as reinforcement.

- a. Dopamine Correct Answer
- b. Steroid
- c. Hormone
- d. Sensory

8 - Quiz

Which of the following is true regarding opioids?

- a. They tell your brain to block pain & can also make you feel relaxed
- b. Opioids can be dangerous if misused
- c. They are used to treat severe pain
- d. All of the these Correct Answer

9 - True or false

Driving after using marijuana isn't dangerous like driving after drinking alcohol.

- a. True
- b. False Correct Answer



National Drug & Alcohol IQ Challenge

Quiz

For drugs to affect the brain, chemical messengers called neurotransmitters must bind to

- a. Prefrontal cortex
- b. Receptors Correct Answer
- c. Neurons
- d. None of the these

Quiz

Quiz MDMA (aka Ecstasy or Molly) produces its effects by increasing the activity of which neurotransmitters in the brain?

- a. Serotonin
- b. Dopamine
- c. Norepinephrine
- d. All of the these Correct Answer



Activity Plan

Title: Ace to the Rescue! Superpower Activated!

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will use their knowledge of superheroes to consider how they can fight drugs. <p>Materials:</p> <ul style="list-style-type: none"> white chart paper markers speakers projector laptop chart paper <p>Vocabulary:</p> <ul style="list-style-type: none"> activate 	<p>Activity Overview: Scholars will discover they have the power to live a drugfree lifestyle.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator should inform scholars that they will engage in an activity to discover how they can activate their superpowers to live a drug free lifestyle and send messages of drug awareness to all humankind.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will discuss how in <i>Avengers (2012)</i> Loki took possession of Hawkeye and became an enemy of the Avengers (Avengers Scene). Facilitator: <i>In this scene, Hawkeye becomes an enemy as he was overtaken by Loki's sphere. This is how drugs can affect our lives. They can make us feel like we are someone else or make us behave in a way that is not kind to others.</i> Divide scholars into groups of 4–5. Facilitator: <i>Create a drug awareness superhero. What is the name of the superhero? (Name popular superheroes for any scholar who may be unfamiliar.) What is their superpower? What is their drug awareness "slogan" or catchy phrase used to increase drug awareness? As an example, the Riddler tells riddles. As a team, draw this superhero on the chart paper provided.</i> After 20 minutes, have each group share their superhero awareness campaign. Next, have them vote anonymously for the better slogan. This slogan will be submitted for Red Ribbon Week next year! Tally the votes and announce the winner! Facilitator: <i>Well done, scholars! It seems like you all understand what it means to activate your power to resist drugs and to help others resist as well.</i>



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

- **Facilitator:** *Drugs can affect your thoughts and brain functioning. Similar to what happened to Hawkeye. If you know the storyline, you know he was not behaving as if he was an Avenger. If you do not activate your power to resist drugs, you may behave like Hawkeye. Your mental state may be altered.*
- **Facilitator:** *Let's review how drugs affect your brain. Can anyone name some of the ways we previously discussed? What part or parts of the brain are affected?*
- **Review the information from the article [The Effects of Drugs on Adolescent Brains \(uabmedicine.org\)](http://uabmedicine.org).**
- **Facilitator:** *Some serious long-term consequences of adolescent drug and alcohol include:*
 1. *Poor academic performance.*
 2. *Psychosocial problems (forming relationships with others, having a healthy self-concept).*
 3. *Neurocognitive deficits (trouble remembering, interacting with others.)*
 4. *Increased likelihood of developing a substance use disorder.*
- **The facilitator should close with the reflection question after allowing scholars to share their responses to the questions about the impact of drugs on the brain.**



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can allow additional time to answer the questions as well as read the questions multiple times aloud.

The facilitator should monitor the room to ensure scholars understand the instructions.

Scholars can use Google Translate as needed.
Scholars can use text-to-talk features on available apps.

Scholars can design comic scenes that include multiple superheroes.

Activity Reflection: Facilitator: Ace wants to know what superpower you will activate to spread messages of drug awareness and the benefits of a drug-free lifestyle.

Supplemental Resources:



Superpower Chart

Superpower Descriptors	Responses
A. Describe a superpower you think would be great to have to help you fight the war on drugs.	
B. Name a villain you think you would become if you did drugs and why.	
C. Name your drug fighting superhero.	
D. How will you activate your superpower?	



Activity Plan

Title: Substance Abuse and Your Appearance

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will observe how drug addiction can affect a person’s physical appearance. <p>Materials:</p> <ul style="list-style-type: none"> blank canvas paint paint brushes magazines glue scissors <p>Materials:</p> <ul style="list-style-type: none"> substance abuse physical appearance drug free 	<p>Activity Overview: During this activity, scholars will compare before and after pictures of those affected by substance abuse. Scholars will create a self-portrait or an abstract piece of art that reflects them being drug free.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator should have before and after pictures of various people addicted to drugs. Facilitator: <i>Did you know substance abuse can influence your physical appearance? What are your thoughts when you see these pictures? Do you think this person thought this would happen to them? Do you think anyone would choose to look this way?</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Have scholars take part in a roundtable discussion on how drugs can affect their skin, teeth, muscles, and bones. Facilitator: <i>Drugs can cause acne, scars, and lesions on your skin because of the harmful toxins. It can also cause dark spots and make you appear older. Prolonged drug use can cause hair loss and dental issues. Dental erosion and gum health are significantly affected. Damage to your skeletal system is a serious concern. This damage can affect how you walk and move and how you appear to others.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>You can choose today. You can either create an image of yourself that reflects how you will look free from substances or you can create an abstract work of art that expresses what you feel when you think about the term drug-free.</i>



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can present their artwork to a partner as if they were presenting it as a piece to be purchased.

Scholars can record themselves presenting their artwork in their native language to share with their families and school community.

Scholars can research additional facts on drug abuse and appearance not discussed during the circle discussion.

Scholars can create images of people on drugs to bring awareness to others.

Scholars can plan a drug awareness art exhibit.

Activity Reflection: Facilitator: After painting, write a brief description that describes your portrait. Give your portrait a name!

Supplemental Resources:

<https://drivingskillsforlife.com/training/games.>; If possible, locate a community member who is or was once addicted to drugs to come and share with scholars the importance of being drug free



Activity Plan

Title: What's the Alternative

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will propose healthy alternatives to drugs and alcohol. <p>Materials:</p> <ul style="list-style-type: none"> construction paper in a variety of colors <p>Vocabulary:</p> <ul style="list-style-type: none"> alcohol abuse drug overdose 	<p>Activity Overview: Scholars will watch the "Stigma of Addiction" Ted Talk and complete a Just Say No option wheel.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Statistics show us alcohol is the most widely used substance among America's youth. Every year, there are 4,000 alcohol-related deaths in individuals under the age of 21. Additionally, 4,777 Americans aged 15–24 died of an overdose of illicit drugs in one year. These numbers are alarming. What do you think we can do to decrease these numbers? Give scholars a chance to respond.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are going to watch a video clip of BMX Racer Tony Hoffman. Show the video.</i> <i>What are your thoughts on the video?</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today, we are going to create a Just Say No option wheel. You will brainstorm creative ways to say no to drugs and add them to your Just Say No Wheel.</i>



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work in groups to develop a Just Say No Wheel together.

The facilitator can provide scholars with a list of creative ways to just say no. They can choose from the list.

Scholars can create a Just Say No Wheel in their native language.

Scholars can create a Ted talk presentation on alternative ways to say no to drugs and alcohol.

Activity Reflection: Facilitator: Ace wants to know how you think parents can equip their kids to say no to drugs. What mistakes do parents often make when it comes to helping their children say no to drugs and alcohol?

Supplemental Resources:

https://www.ted.com/talks/tony_hoffman_the_stigma_of_addiction?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare



Just Say No Options

Walk away.

Avoidance.

Make an excuse.

Say no.

Ignore the person.

Come up with a better idea.

Give facts.

Reverse the peer pressure.

I'm not interested.

Unfortunately, I'm uncomfortable with that.

Sounds tempting, but I'll have to pass.

That's not my thing.



Just Say No Wheel

