

Month at a Glance: October

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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The Facts about Vaping	Drug use has long term negative effects.	nicotine, vaping, ecigarette	30-45 minutes
Peer Pressure Overcomers	Peer pressure can have either a positive or negative effect.	peer pressure, positive peer pressure, negative peer pressure	30-45 minutes
There Are Pros and Cons to Peer Pressure	Peer pressure can be positive or negative.	peer pressure, positive peer pressure, negative peer pressure	30-45 minutes
Drug Prevention is the Best Intervention	The easiest way to avoid addiction is not to start.	drug prevention, public service announcement	30-45 minutes

October



Activity Plan

Title: The Facts about Vaping

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the effects of vaping on the brain and body. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> nicotine vaping ecigarette 	<p>Activity Overview: Scholars will understand the negative effects of vaping.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are constantly viewing examples of glamorized drug use in the media through misleading messages. Can anyone share examples of images or messages that you have seen that make vaping seem less dangerous?</i> https://youtu.be/CfGqQ_B-688
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will allow scholars to popcorn share True/False responses to statements about vaping. Statements from the "Facts About Vaping List" should be modified to poll awareness and generate discussion. Facilitator: <i>The electronic cigarette, also known as a vape, was initially designed to help adult smokers quit or cut down. Unfortunately, it has now morphed into a craze among youth. What are some reasons youth choose to use vapes? What are healthier options to cope with stress?</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> The facilitator will share some of the health risks associated with vape usage among youth. Facilitator: <i>Using nicotine during times of critical brain development may cause permanent changes in the way the brain works and can also have long-term effects on decision making, which may lead to an increased risk of addiction to other substances.</i> Have scholars role play scenarios to practice how they would respond to someone offering them an e-cigarette.



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can create an obstacle course and have scholars take turns using a blindfold to get through it. Allow scholars to discuss how it felt to be impaired.

Just Say No Activity—The facilitator can place scholars in a circle and have them toss a ball around the circle. When a scholar catches the ball, they must share an example of something they would say if someone offered them drugs.

Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can create a week's worth of social media posts that dispel myths about vaping.

Scholars can collaborate with a group of friends to create a PSA about vaping to be shared with their school community.

Activity Reflection:

Scholars will share what personal plans or goals would be difficult to achieve with an addiction to nicotine.

Supplemental Resources:

Facts about Vaping

https://www.cdc.gov/tobacco/basic_information/ecigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html;



- E-cigarettes are electronic devices that heat a liquid and produce an aerosol, or mix of small particles in the air.
- E-cigarettes come in many shapes and sizes. Most have a battery, a heating element, and a place to hold a liquid.
- Some e-cigarettes look like regular cigarettes, cigars, or pipes. Some look like USB flash drives, pens, and other everyday items. Larger devices such as tank systems, or "mods," do not look like other tobacco products.
- E-cigarettes are known by many names. They are sometimes called "e-cigs," "e-hookahs," "mods," "vape pens," "vapes," "tank systems," and "electronic nicotine delivery systems (ENDS)."
- Using an e-cigarette is sometimes called "vaping."
- E-cigarettes produce an aerosol by heating a liquid that usually contains nicotine, flavorings, and other chemicals that help to make the aerosol.
- The liquid used in e-cigarettes often contains nicotine and flavorings. This liquid is sometimes called "e-juice," "e-liquid," "vape juice," or "vape liquid."
- Users inhale e-cigarette aerosol into their lungs. Bystanders can also breathe in this aerosol when the user exhales it into the air.
- E-cigarette devices can deliver marijuana and other drugs.



- Most e-cigarettes contain nicotine—the addictive drug in regular cigarettes, cigars, and other tobacco products.
- A CDC study found that 99% of the e-cigarettes sold in assessed venues in the United States contained nicotine.
- Some vape product labels don't disclose that they contain nicotine, and some vape liquids marketed as containing 0% nicotine have been found to contain nicotine.
- Nicotine can harm the developing adolescent brain. The brain keeps developing until about age 25.
- Using nicotine in adolescence can harm the parts of the brain that control attention, learning, mood, and impulse control.
- Each time a new memory is created or a new skill is learned, stronger connections—or synapses—are built between brain cells. Young people's brains build synapses faster than adult brains. Nicotine changes how these synapses are formed.
- Using nicotine in adolescence may also increase the risk for future addiction to other drugs.



Scenarios

Scenario 1

Michael spends a lot of time on Instagram following different accounts. Several of the Instagram accounts have showed people vaping in the pictures and videos they post. Michael has never vaped before but wants to start so he can post videos of himself vaping on Instagram and be part of the trend. As a friend, what could you do to better inform Michael's decision?

Scenario 2

Gloria has been curious about vaping ever since her friend started vaping. She has never smoked before, but her friends tell her it is less harmful than cigarettes. Gloria thinks vaping would be okay to try because she thinks there are no harmful effects. Class Discussion: Are there any health risks associated with vaping? What can Gloria do to get more information about the use of e-cigarettes?

Scenario 3

Each time Rocco enters the boy's restroom at his school, he notices there are more and more people vaping. One time, he had an asthma attack inside the boy's restroom from being exposed to vaping. What could Rocco do in this situation and what could he do after the fact to address the issue?



The Facts about Vaping Scenarios

Scenario 4

Today is Kimberly's first day at her new school. Her classmates invited her to vape with them after class. Kimberly has always been curious about vaping and has a chance to make some new friends. What could Kimberly do in this situation?

Scenario 5

Samantha has been concerned about her friend's vaping habits. Her friend, Eva, started vaping two months ago and is now vaping constantly. Samantha is afraid that Eva may have become addicted to vaping and is concerned about her health. What could Samantha do in the situation?

Scenario 6

Jake has had a difficult time keeping friends. A group of boys from his class invite him for a sleepover after school. When he arrives at the sleepover, the boys are playing video games and vaping. They are passing around the vape and it comes to him. Jake knows it's not good for him, but he wants to fit in. How could Jake get out of this situation?



Activity Plan

Title: Peer Pressure Overcomers

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand that peer pressure can have a positive or negative impact based on the response given to it. <p>Materials:</p> <ul style="list-style-type: none"> scissors paper laptop projector plastic/paper bag tape construction paper color pencils markers <p>Vocabulary:</p> <ul style="list-style-type: none"> peer pressure positive peer pressure negative peer pressure 	<p>Activity Overview: Scholars will be able to identify how to overcome and navigate negative peer pressure.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will define peer pressure and explain that peer pressure can have a positive and negative impact. Additionally, the response to peer pressure can have a lasting impact. The facilitator will then engage scholars by providing examples of positive peer pressure such as joining a sports team, getting a driver’s license, taking a challenging class, or applying to college. Finally, the facilitator will discuss the following statistics associated with negative peer pressure involving teens: <ul style="list-style-type: none"> 19% of teens report they would give up using a cell phone while driving if their friends did the same. –Teen Driver Source. 23% of teen girls feel pressured to have sex. – The Body: The Complete HIV/AIDS Resource. 33% of teen boys ages 15–17 feel pressured to have sex. –The Body: The Complete HIV/AIDS Resource. 55% of teens tried drugs for the first time because they felt pressured by their friends. – Foundation for Drug Free World. 70% of teens who smoke say they started smoking because their friends smoke or they felt peer pressure to try smoking. –Canadian Lung Association.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will present the following scenario to the scholars: Zion was in the restroom smoking weed when he heard his mentor calling his name. He turned to his friend Ahmed. “Bro, please say it was you smoking, and it was your weed if he asks. If I get one more charge, I’ll go to the youth detention center. If you hold it, this will be your first offense. You’ll only get a warning.” The facilitator will engage scholars and ask them what they would do and why. Allow scholars five minutes to respond. Inform scholars to think about the following when trying to overcome peer pressure: <i>Is it safe? Is it legal?</i>



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • <i>Will it harm someone? Will it harm me? What legacy will I leave if I make this decision?</i> • Prepare a bag to hold an even number of strips that read: positive or negative. Divide scholars into groups of 4–5. Inform scholars to create a skit or scene that describes a specific experience of peer pressure by having one member from each group select a strip of paper from the bag. Each group will take 5 minutes to prepare their skit and will have two minutes to act it out. The remaining scholars will decide if the peer pressure was positive or negative. If the peer pressure was negative, have scholars share how they would support the friend struggling with peer pressure?
<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • The facilitator will show the video “Have You Ever Felt Pressured?” • Facilitator: <i>Name at least two reasons they didn't succumb to the peer pressure mentioned in the video. Name at least two reasons someone would succumb to the peer pressure mentioned in the video.</i> • “Peer Pressure” is an alternate video option. • Facilitator: Separate scholars into small groups of 4-5 scholars. Use the letters in the word pressure to create an acrostic poem. Create a message that helps others respond appropriately to negative peer pressure. • Allow as many groups as possible to share. 	



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can lead a separate session to take a deeper dive into the video responses.

The facilitator can pause the video to facilitate discussions after 2 minutes.

The facilitator can have scholars work in small groups to respond to the questions from the video.

The facilitator can create a quote about overcoming negative peer pressure and place it on the wall in the space.

Sample quote: No one intends to make serious mistakes. They come when you compromise your standards to be more accepted by others. You be the strong one. You be the leader. Choose good friends and resist peer pressure together—Richard G. Scott

Activity Reflection:

Provide scholars with the handout: Effective Ways for Teens to Overcome Peer Pressure. Have them reflect on how to handle negative peer pressure. How would they support a friend being affected by negative peer pressure?

Supplemental Resources:



Effective Ways for Teens to Overcome Peer Pressure

Self-Awareness and Confidence Building: Encourage teens to understand their values, interests, and goals. When they have a strong sense of self, they are less likely to be swayed by negative peer influence.

Assertiveness Skills: Teach teens how to assertively say "no" to peer pressure without feeling guilty or embarrassed. Role-playing scenarios can help them practice assertive communication.

Choose Positive Peer Groups: Encourage teens to surround themselves with friends who share similar values and interests. Positive peer groups provide support and encouragement to make healthy choices.

Develop Problem-Solving Skills: Help teens develop problem-solving skills so they can handle challenging situations effectively. This includes identifying potential risks, brainstorming solutions, and making informed decisions.

Set Boundaries: Teach teens the importance of setting boundaries and sticking to them. They should feel comfortable saying "no" when a situation makes them uncomfortable or goes against their values.

Seek Support from Trusted Adults: Encourage teens to confide in trusted adults, such as parents, teachers, or school counselors, when they're facing peer pressure. Adults can provide guidance, support, and perspective.

Practice Positive Self-Talk: Help teens cultivate a positive self-image by practicing positive self-talk. Remind them of their strengths and abilities, and encourage them to focus on their own goals rather than trying to fit in with a certain group.



Activity Plan

Title: There are Pros and Cons to Peer Pressure

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand that peer pressure can have a positive or negative effect. <p>Materials:</p> <ul style="list-style-type: none"> chart paper markers <p>Vocabulary:</p> <ul style="list-style-type: none"> peer pressure positive peer pressure negative peer pressure 	<p>Activity Overview: Scholars will discuss the pros and cons of peer pressure.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>At your age, your peers probably have the biggest influence on your decision making. It is healthy and normal to want to belong to a group, but we must make sure the group we want to belong to is positively impacting our lives.</i> Facilitator: <i>What is peer pressure? Allow scholars an opportunity to respond. Yes, peer pressure is a term used to describe influence from members of our peer groups. Is peer pressure positive or negative? Allow scholars an opportunity to respond.</i> Show scholars the YouTube video “How to Handle Peer Pressure.” https://www.youtube.com/watch?si=J4zh1x_JzSXJoCcV&v=a6_8zBcm7xk&feature=youtu.be
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Divide the class into two teams. Write Pros on two pieces of chart paper. Each team will have two minutes to jot as many pros of peer pressure as possible. (Both teams will write at the same time. The facilitator should highlight any common responses and then note additional responses. The team with the most answers at the end of two minutes wins the round. Repeat this process, but have scholars list as many cons of peer pressure as possible. The team with the most answers at the end of two minutes wins the Cons round.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Once both rounds are over, summarize the pros and cons of peer pressure. It is important that scholars understand peer pressure can be positive or negative.



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



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

Scholars can partner with someone to scribe their responses.

Allow scholars to create positive or negative peer pressure scenarios to discuss with the class.

Activity Reflection: Ace would like to know whether you are a positive peer influencer or a negative peer influencer? How do you know?

Supplemental Resources:

https://www.youtube.com/watchi=J4zh1x_JzSXJoCcV&v=a6_8zBcm7xk&feature=youtu.be



Activity Plan

Title: Drug Prevention is The Best Intervention

Suggested Time: 30-45 minutes

Suggested Grade Level(s): 9th-12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand that drug prevention and awareness is the best intervention. <p>Materials:</p> <ul style="list-style-type: none"> chart paper markers paint <p>Vocabulary:</p> <ul style="list-style-type: none"> drug prevention public service announcement 	<p>Activity Overview: Scholars will brainstorm and create drug prevention activities to promote Red Ribbon Week.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Raise your hand if you've heard of Red Ribbon Week. Everyone will more than likely raise their hand. Who can tell me why we celebrate Red Ribbon Week? Allow scholars an opportunity to respond.</i> Play the YouTube story on DEA Agent Enrique Kiki Camarena.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Divide the class into groups and allow them to brainstorm and come up with public service announcements on drug prevention. Scholars can make their announcements as a skit, a commercial, a TikTok, or whatever they feel most comfortable doing. Encourage them to be creative as they are serving as influencers
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Once scholars have finished creating their public service announcements, allow them to present them or record them to show family and friends their finished product. Have scholars vote to determine the best PSA. Brainstorm ways to share it with the school community.



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can create slogans or posters for Red Ribbon Week. These can be used with the public service announcements posted around the school community.

Scholars can partner with someone who speaks their native language.

Allow scholars to create a bulletin board for Red Ribbon Week. Scholars can also create their own YouTube/TED Talk on the reason we celebrate Red Ribbon Week.

Activity Reflection: Ace wants to know how knowing the reason we celebrate Red Ribbon Week makes you feel about your drug prevention efforts?

Supplemental Resources:

https://www.youtube.com/watchi=jMNMneIZBAblr_jV&v=LvckKNoW17c&feature=youtu.be

