

Month at a Glance: April

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Becoming a Positive Influencer	You are an influencer, and what you have to say matters to those around you.	influencer, addiction, prescription vs. illegal drugs	45 minutes
The Power of Social Media	Social media is neutral. The way in which we use it determines its influence.	social media	30–45 minutes
The Dangers of Fentanyl	The United States of America is facing a national fentanyl epidemic. Here's what you can do to stay safe.	fentanyl, morphine, heroine, potent	45 minutes
Social Media and Mental Health	Comparison is the thief of joy.	social media	45 minutes

April



Activity Plan

Title: Becoming a Positive Influencer

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will demonstrate their ability to be influencers by engaging in conversations and modeling healthy habits. <p>Materials:</p> <ul style="list-style-type: none"> paper pencils markers anchor chart positive influence sheet <p>Vocabulary:</p> <ul style="list-style-type: none"> influencer addiction prescription vs. illegal drugs 	<p>Activity Overview: Scholars will work through the activity to identify the signs in peers or loved ones who may be dealing with issues of addiction. They will determine ways to encourage them to deal with struggles of life in more positive ways.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Before the class starts, the facilitator should arrange the room so that scholars can work in groups of 4 or 6. Even groups are necessary for the conversations. Facilitator: <i>When you think of an “Influencer,” who and what comes to mind? What makes them appealing and/or what characteristics do they have? You have five minutes to write your ideas before you share. Allow each group to share.</i> Facilitator: <i>We have talked about famous influencers, but we have influencers in our families and friend groups. You are an influencer and what you have to say and do matters to those around you, especially for those who might struggle with prescription or illegal drug addictions.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: Let’s make a circle. If you think the statement is a minor issue, take one step inside the circle. If you think the statement is a major issue, take three steps inside the circle, then move back. <ul style="list-style-type: none"> <i>Neglecting roles and responsibilities, such as work, school, or home obligations.</i> <i>Changing social patterns, withdrawing from family, friends, and activities to use a substance.</i> <i>Facing risky situations to become intoxicated or maintain a supply of drug.</i> <i>Using a substance despite knowing it causes physical or psychological harm to oneself.</i> <i>Being secretive about activities and relationships as well as private space, to conceal drug use.</i> <i>Sudden changes in activity patterns or refusing participation in activities once enjoyed.</i>



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> ○ <i>Lying about whereabouts, absences, consumption habits or making excuses for unusual behavior.</i> ○ <i>Losing energy or motivation.</i> ○ <i>Neglecting their appearance.</i> <p>• Facilitator: <i>All these statements, whether minor or major, are signs of addiction. When you get back to your seat for each item, brainstorm what positive habits you can replace those negative habits with on your positive influence sheet.</i></p>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <p>• Facilitator: <i>As we close, you may add some of these items to your sheet when looking to influence others positively. Look for opportunities to do something with that person, such as:</i></p> <ul style="list-style-type: none"> ○ Nature walks. ○ Animal-assisted therapy. ○ Nutrition classes. ○ Exercise. ○ Positive affirmations. ○ Discussion of triggers and coping mechanisms. ○ Stream of consciousness exercises. ○ Music therapy. ○ Mutual help organizations such as Alcoholics Anonymous (AA), Narcotics Anonymous (NA), SMART Recovery, All Recovery groups, and online forums.

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Ninth and tenth grade scholars can create a poster about how to help a friend or loved one with addiction.

Eleventh and twelfth graders can review and create a video or PSA about how to be a positive force to be reckoned with.

Scholars can use Google Translate to complete the Positive influence sheet.

Scholars can research groups in the area for teens and family members who may need help with addiction.

Activity Reflection: Facilitator: If someone comes to mind when you think of addiction, write a letter to that person telling them why you are worried about them and how you plan to support them in their journey. Either read the letter to them or record yourself reading the letter and send them the recording.

Supplemental Resources:



Activity Plan

Title: The Power of Social Media

Suggested Time: 30–45 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 influence their peers positively through social media. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> social media 	<p>Activity Overview: Scholars will create a seven-day social media campaign to positively influence their peers.</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 the term social media, what comes to mind? Allow scholars to respond. Yes, social media are the platforms that we use to connect with others, to share, create content or entertain ourselves.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Is social media good or bad? Allow scholars to respond. 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 positive seven-day social media campaign.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>You will create an activity or two for each day of the campaign. It must be something positive, something kind, something that will help others be a better version of themselves. You will also create a hashtag to go along with each day. Encourage your family and friends to participate and post pictures to show their adventures. Have fun and be creative. For example, day one could be "Spend time with your family and friends playing a board game #FamilyOverEverything."</i> Allow scholars to work in groups or with a partner.



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work with a partner.

The facilitator can give scholars examples of ideas they can use in their seven-day campaign.

Scholars can create culture specific activities and posts

Scholars can create a theme filled seven-day campaign.

Scholars may choose to extend their campaign to thirty days.

Activity Reflection: Facilitator: Ace wants to know what you believe the benefits of social media are. What do you believe the pitfalls of social media are?

Supplemental Resources:



Activity Plan

Title: The Dangers of Fentanyl

Suggested Time: 45 minute

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn of the dangers of fentanyl. <p>Materials:</p> <ul style="list-style-type: none"> color pencils poster board <p>Vocabulary:</p> <ul style="list-style-type: none"> fentanyl morphine heroin potent 	<p>Activity Overview: Scholars will discuss the synthetic drug fentanyl and start a fentanyl awareness campaign.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Drug dealers are mass producing fake pills and selling them as real prescription pills. They make the pills look like oxycodone, hydrocodone, Xanax, and Adderall. Fake prescription pills can contain deadly doses of fentanyl and are often sold on social media, making them available to anyone with a smartphone, including teens. To keep everyone safe and alive, you should only take medications prescribed by medical professionals.</i> The facilitator will show FENTANYL POISONING: Joshua Gillihan's Story. Facilitator: <i>Roughly 150 people die every day from fentanyl. Approximately how many days are in a month? Allow scholars to respond. How many people is that per year? Allow scholars to respond. That is alarming.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>What is fentanyl? Allow scholars to respond. Fentanyl is a potent synthetic drug that is 100 times more potent than morphine and 50 times more potent than heroin. What does potent mean? Allow scholars to respond. What does synthetic mean? Allow scholars to respond. If so many people are dying from taking fentanyl, why do you think people keep taking it? Allow scholars to respond. Exactly! They don't know they are taking it. How can you make sure you are never tricked into taking medicine laced with fentanyl? Allow scholars to respond. Correct! By not taking any medication that does not come from a doctor! It is a matter of life and death. Think about your family. Do you want your parents to be the next set of parents making a "Fentanyl Killed My Child" interview?</i>



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

- **Facilitator:** *Today, we will research fentanyl and start a fentanyl awareness campaign. You can create fentanyl awareness posters, banners, or social media public service announcements. We must get the word out about fentanyl and stop people from getting tricked with this deadly drug.*



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work in groups or with a partner.

The facilitator can provide scholars with a graphic organizer to organize their thoughts for the campaign.

Scholars can design a brochure on the dangers of fentanyl. Scholars can place the brochures in the counseling office or the front office if approved.

Activity Reflection: Facilitator: Ace wants to know how you can make sure you and your family or friends are never tricked into taking medicine laced with fentanyl.

Supplemental Resources:

: <https://youtu.be/04q51CjTIXA?si=-rS7pJzwTDRpj5aO;>



Main Idea

Supporting Details	Supporting Details	Supporting Details



Activity Plan

Title: Social Media and Mental Health

Suggested Time: 45 minute

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn how taking breaks from social media can affect their mental and physical health. <p>Materials:</p> <ul style="list-style-type: none"> social media <p>Vocabulary:</p> <ul style="list-style-type: none"> social media 	<p>Activity Overview: Scholars will take a 3 – 5 day break from social media and document their overall health before, during and after the break.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: Raise your hand if you believe social media can cause anxiety, depression, or other health challenges. Take notice of the raised hands. Now, raise your hand if you believe that is false. Take notice of the raised hands. Who would like to share why they believe social media can cause anxiety, depression, or other health challenges? Allow scholars to defend their opinion. Now for those who felt the statement was false. Would you like to share why? Allow scholars to defend their opinion.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: The truth of the matter is that social media can cause anxiety, depression, and other health challenges, and 81% of teens in the US use social media. The platforms are designed to be addictive. We like when people like our pictures and our posts. Our brains crave that reward. Getting “likes” keeps us going back for more and when we don’t get that reward, it’s upsetting. We look at other people’s pictures/videos and compare our lives to theirs. What does “comparison is the thief of joy” mean? Allow scholars to respond. Instead of being grateful for what we have, it makes us feel bad about what we do not have or what we think we should have.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: Today, we will commit to taking a break from social media. I know. It doesn’t sound fun, but I encourage you to try, especially if you spend most of your day scrolling. Start small and work your way up. You will commit to three days or five days of no social media and then brainstorm activities you can do instead. You will document how you feel before the social media break, during the social media break, and afterward. Allow scholars to work in groups or with a partner.



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work with a partner. Give scholars an example of ideas they can do during the break.

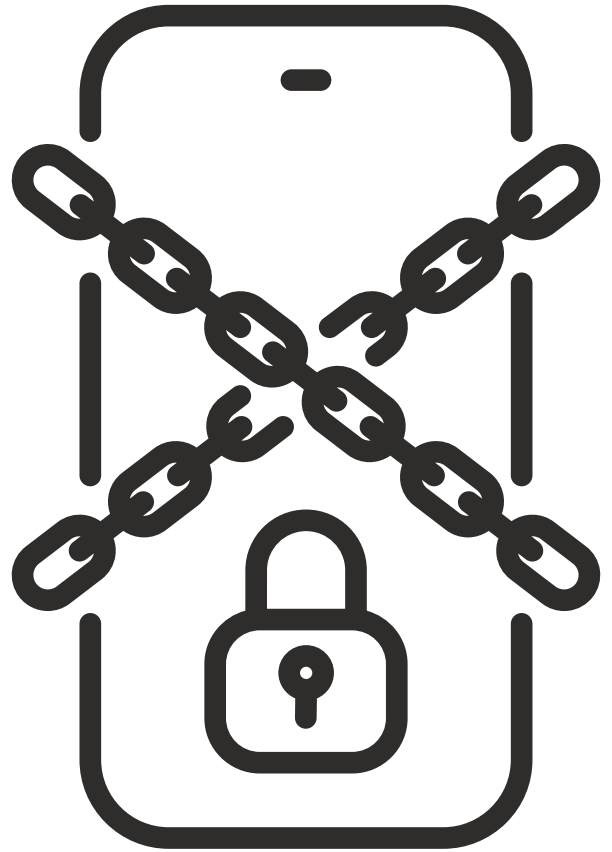
Scholars can research the negative effects of too much screen time and present their findings.

Activity Reflection: Facilitator: After one week, engage in a follow-up conversation with scholars. Ace wants to know if you believe social media can contribute to low self-esteem. Why or why not? Were you able to take a social media break for 3-5 days? For those who did not make it 3-5 days, how long did you last?

Supplemental Resources:



Social Media Break



Social Media Break

How many days did you power off?

How did your stress levels feel before the break?

How did your stress levels feel during the break?

How did your stress levels feel after the break?

How did you sleep before the break?

How did you sleep during the break?

How did you sleep after the break?

How were your eating habits before the break?

How were your eating habits during the break?

How were your eating habits after the break?

