

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
How Well Can You Function?	Being under the influence of drugs and alcohol severely impairs your judgment.	drugs, side effects, alcohol	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, healthy alternatives	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 learn how alcohol affects the body. <p>Materials:</p> <ul style="list-style-type: none"> index cards sticky notes chart paper ball for "trashketball," white erase board or true or false paddles sticky notes for pin the message on the body <p>Vocabulary:</p> <ul style="list-style-type: none"> alcohol abuse peer pressure substance abuse alcohol dependence alcohol poisoning coping strategies 	<p>Activity Overview: Scholars will play classroom "trashketball" or message on the body to show the connection between health issues and drinking alcohol.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> In advance, the facilitator should create two charts. Label them: 1. What leads a teen to drink? 2. What could keep a teen from drinking? Facilitator: <i>Statistics show that 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. This includes car accidents, homicides, alcohol poisoning, and suicides. Notice the two charts at the front of the room. What leads a teen to drink? and What could keep a teen from drinking? On a sticky note, write your answer or answers for each and place them on the chart paper.</i> Read 3 notes from each poster. Facilitator: <i>We will play a game. Let's see if your answers are right and if the effects of alcohol on the body are worth the risk.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Choose a game ("Classroom Trashketball" or "Message on the Body.") for the students to play. For each question, students will have to spin and then either try to shoot a ball into the trashcan or pin the message on the full body silhouette. Separate the large group into groups of five if possible. Read the statements included in this activity plan. Each group will reply with a response of true or false using a white erase board or true/false paddle. If the answer given is correct, they can shoot or try to pin a message. After their attempt, read a FACT.



**Boost
(Teach)**

- Write an individual number on an index card 1–10. Every time a student answers the question correctly, they come to pick out an index card. The number they choose represents a drink and how it impairs our body. If they can make the point or pin the message, they get that many points. Throw that index card away so scholars can pick it again.
- Alcohol use can change the way the brain works in youths ages 11–15.
 - **False the brain is still developing until the age of 20.**
- *FACT—Alcohol abuse can cause a stroke in your brain.*
 - **Alcohol causes over 100,000 emergency room visits in youth. True.**
- *FACT—Alcohol can cause acute respiratory distress syndrome.*
 - **Males who are drinking are less likely to be a perpetrator of violence with others. False. Everyone who drinks can cause and be victims of physical and sexual violence.**
- *FACT—Alcohol can cause your muscles to deteriorate.*
 - **Teens drink because they want to be more independent. True.**
- *FACT—When there's open communication with positive parents or role models, youth are less likely to indulge in alcohol. They see that a part of being independent is also being responsible.*
 - **Alcohol is not a gateway substance. False. Youth who drink are often mixing alcohol with drugs and increase chances of lifelong problems.**
- *FACT- Alcohol has been linked to rectal cancer, liver cancer, oral cavity cancer, esophageal cancer, and heart disease.*
 - **Youth drink less if they are stressed than when they are happy. False. Stress is a factor for under aged drinking.**

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • <i>FACT—Youth with coping skills related to stress understand that drinking causes more problems. Dealing with the problem is better than forgetting about the problem in the moment of drinking.</i> <ul style="list-style-type: none"> ◦ Teens of alcoholics don't drink because they see the effects on their parents. False. Teens of alcoholics are more likely to use alcohol or drugs. • <i>FACT—There are support groups for teens of alcoholics and teens who need help with their addiction. Your school counselors have the local information if you need it.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Our winning group is_____.</i> Let's talk about it—What did you learn that you didn't know before? Allow one person from each group to respond. • Facilitator: <i>Instead of alcohol, there are other ways to cope. Journaling, mindfulness breathing, exercising, meditating, drawing or painting, listening to an uplifting playlist, creating a gratitude list, volunteering, and asking for help are some options.</i>



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Ninth and tenth graders can play "trashketball" with new facts used for true or false.

Eleventh and twelfth graders can play pin the message on the body with new facts used for true or false each year.

Scholars can be partnered with someone for additional support.

The facilitator can reread the statements as needed.

Scholars can research additional facts not discussed during the game.

Activity Reflection: Facilitator: Scholars will write a statement expressing the importance of refraining from underage drinking. They should include a coping strategy that can be used during stressful or overwhelming times.

Supplemental Resources:

Statistics sheet Alcohol's Effects on Health | National Institute on Alcohol Abuse and Alcoholism (NIAAA) (nih.gov); Alcohol's effects on the body Alcohol's Effects on the Body | National Institute on Alcohol Abuse and Alcoholism (NIAAA) (nih.gov)





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 discover they have the power to live a drug-free lifestyle. <p>Materials:</p> <ul style="list-style-type: none"> white chart paper markers Superpower chart (at least five copies for each group) laptop/computer projector speakers <p>Vocabulary:</p> <ul style="list-style-type: none"> activate 	<p>Activity Overview: Scholars will discover that a drug-free lifestyle can be a heroic lift, but the fight to send the message of drug awareness to all will require a superpower!</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Prior to the session, the facilitator will use a random team generator to divide the large group into smaller groups. The facilitator will inform scholars that they will engage in an activity to discover how they can activate their superpower 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 distribute the Superpower chart while discussing how, in the movie <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're someone else or behave in a way that's not kind to others. You have at least five minutes to complete each section on the chart provided. In column A, write a superpower you think would be great to have to help you win the war on drugs. In column B, write the name of a villain you think you would become if you did drugs. In column C, write the name of a superhero (existing or imaginary) you think you would want to be called to fight against drugs and peer pressure. In column D, describe what you will do to activate your power. An example would be pushing a button on your sleeve.</i> Facilitator: <i>In your groups, everyone will need to share the responses written in columns A - D. After everyone has shared, each group will select a name for their group based on the responses. Consider the Avengers for example. What was their combined/collective superpower and the message they spread all over the universe?</i>



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Allow 6–7 minutes for each group to share amongst themselves and decide on a name. After 6–7 minutes, have one member share the name, the superpower they'll activate, and why. • Facilitator: <i>With this activity, I hope everyone sees that you have the power to be drug free and spread messages of drug awareness everywhere you go. You can join forces with friends and family members to help them activate their superpowers to defeat the villain known as drugs.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Similar to what happened to Hawkeye, drugs can affect your thoughts and brain functioning. He wasn't behaving like an Avenger. If you don't activate your power of resistance to drugs, you may behave like Hawkeye. Your mental state may be altered. Previously we discussed some ways drugs can affect the brain. Can anyone name some of the things we discussed? What part or parts of the brain are affected?</i> • Allow students 1–2 minutes to share responses and show their previous knowledge from earlier discussions. If there is additional time, have each group use white chart paper to draw their collective superhero with all the superpowers.

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The facilitator can show clips from The Avengers.

Scholars can be given additional time to answer the questions.

The facilitator can read the questions multiple times aloud as needed.

The facilitator can monitor the room to repeat directions as needed.

Ensure instructions are provided in multiple languages or allow translation devices when necessary.

Scholars can be paired with someone who speaks their native language.

Scholars can organize a contest to design a drug awareness superhero.

Activity Reflection: Facilitator: Ace wants to know what superpower you will activate to spread the message 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 of a villain you think you would become if you did drugs and why.	
C. Name your superhero.	
D. How will you activate your superpower?	



Activity Plan

Title: How Well Can You Function?

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand how drugs and alcohol impact their ability to function. <p>Materials:</p> <ul style="list-style-type: none"> glasses chromebooks vaseline q tips <p>Materials:</p> <ul style="list-style-type: none"> drugs side effects alcohol 	<p>Activity Overview: Using simulator equipment, scholars will see firsthand how difficult it is to function under the influence of alcohol and drugs.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>The misuse of drugs and alcohol can severely compromise your cognitive abilities. Have you ever seen anyone under the influence of drugs and alcohol? Allow scholars an opportunity to respond. What did you see? Be specific. Allow scholars to share what they've witnessed. In 2021, 13,384 people died in alcohol impaired driving accidents. 1,848 of those accidents were because of teen drunk driving. Being under the influence is dangerous.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today we're going to experience what it feels like to do normal everyday activities under the influence. Everyone please get a pair of eyeglasses and rub a small amount of Vaseline on the lenses.</i> Once the scholars rub Vaseline on the lenses, have them put the glasses on. Ask scholars to get ready for class like they normally would. (Log in to their Chromebook, write their name on some paper, complete this assignment, read this passage, etc.) Facilitator: <i>Are you able to do your normal daily activities? What side effects are you experiencing? Allow scholars an opportunity to respond.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Have scholars apply more Vaseline and ask the same questions. Are you able to do your normal daily activities? What side effects are you experiencing? Scholars, this is just an example of how drug and alcohol usage can impair our senses and ability to function as we normally would. Your experience was in a controlled environment. Imagine being behind the wheel of a car on the highway at night. How can you use this experience to share about the dangers of drug and alcohol use with others?



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Suggestions for Acceleration



Have ninth and tenth grade scholars try walking under the influence. Have them walk to the board and write a phrase you whisper in their ear. Allow them to share what they experienced with a classmate.

Have scholars in the eleventh and twelfth grade try to drive with their glasses on. They can log into a driving simulation game at <https://drivingskillsforlife.com/training/games>.

Share what they experienced trying to drive under the influence with a classmate.

Activity Reflection: Facilitator: Write a letter to Ace describing your experience. Describe how your judgment was impaired while simulating being under the influence of a controlled substance.

Supplemental Resources:

<https://drivingskillsforlife.com/training/games>.



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 receive information that will influence them to remain drug and alcohol free. <p>Materials:</p> <ul style="list-style-type: none"> butcher paper markers construction paper <p>Vocabulary:</p> <ul style="list-style-type: none"> positive influencer character traits 	<p>Activity Overview: Scholars will listen to the school resource officer or an officer from the local drug unit share what they've witnessed as it relates to drug and alcohol addiction. Scholars will brainstorm healthy alternatives to using drugs and alcohol.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Statistics show that 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 years old died of an overdose of illicit drugs in one year. These numbers are alarming. What do you all think we can do to decrease these numbers? Allow scholars an opportunity to respond.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today we are going to listen to a brief presentation from our SRO/Drug Unit Rep. They will share some of the devastating effects of drugs and alcohol. Allow time for the presentation along with questions and answers. Any further thoughts on the presentation?</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>You've heard a lot today. You've probably heard of a vision board. We are going to create something similar. We are going to create a collage of healthy alternatives instead of abusing drugs and alcohol. You may draw pictures, create slogans, or you can just write what is the alternative. Show scholars an example of your alternative.</i> Once scholars finish working on their alternatives, glue them on the butcher paper. You may place the butcher paper somewhere in your classroom or on your door as a constant reminder of what scholars can do instead of drugs.



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Suggestions for Acceleration



Allow scholars to work in groups and provide them with a list of healthy alternatives.

Allow scholars to search the internet for additional alternatives that may interest them.

Allow scholars to create a PowerPoint, Canva presentation, or a newsletter summarizing the officer's presentation and the class discussion on healthy alternatives.

Activity Reflection: Facilitator: Ace wants to know how you think parents and educators can equip kids to say no to drugs?

Supplemental Resources:
[https://drivingskillsforlife.com/training/games.](https://drivingskillsforlife.com/training/games)



Healthy Alternatives to Drugs and Alcohol

- Do you love sports? There's leagues for bowling, softball, touch/flag football, soccer, hockey, basketball, volleyball, kickball, and dodgeball. Not into sports? A mind game like Tetris, or word puzzles, would work as well.
- Feeling adventurous? Go to the beach, go surfing, or bring a metal detector and look for treasure. Do yoga or go horseback riding.
- Pick up reading as a hobby. Go to the library and ask for reading lists for your grade level or areas of interest.
- Join a gym.
- Take an online course.
- Visit a zoo or aquarium.
- Volunteer at a homeless shelter.
- Write songs. Learn an instrument you've always wanted to play. There are plenty of free videos online to get you started.
- Study a language you've always wanted to learn. Every library has language training available.
- Find a series of podcasts that intrigue you.
- Plant a garden.

