

Month at a Glance: October

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Understanding Peer Pressure	Peer pressure is neutral. It can be positive or negative.	peer pressure, neutral, belonging, influence, positive peer pressure, negative peer pressure, accepted	45 minutes
Drug Free, Healthy Me	Drug use can change your brain in ways that make quitting hard.	addiction	30–45 minutes
Peer Pressure Overcomers	Peer pressure can have a positive or negative impact based on the response.	peer pressure, positive peer pressure, negative peer pressure	30–45 minutes
Just Say Yes	Your grades, your future, your families and your opportunities are all valid reasons to say yes to you!	peer pressure, tragedy, healthy lifestyle	30–45 minutes

October



Activity Plan

Title: Understanding 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 how peer pressure can be viewed as neutral. It doesn't have to influence others negatively. <p>Materials:</p> <ul style="list-style-type: none"> butcher paper red markers green markers <p>Vocabulary:</p> <ul style="list-style-type: none"> peer pressure, neutral positive peer pressure negative peer pressure influence accepted 	<p>Activity Overview: Scholars will compare positive and negative peer pressure.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will project a picture of raw ground beef. Facilitator: <i>This is ground beef. It can be used to create several dishes depending on what you add to it.</i> Next, the facilitator will show a picture of spaghetti and meat sauce. Facilitator: <i>It can be spaghetti sauce or it can become taco meat.</i> The last picture the facilitator will show will be tacos or nachos. Facilitator: <i>Peer pressure is just like ground beef. It's neutral. It takes on the flavor that you add to it. It can be positive or negative.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>What is peer pressure? Give scholars an opportunity to answer the question.</i> Facilitator: <i>Peer pressure is influence from members of your peer group. Can peer pressure be positive? Allow scholars an opportunity to answer. Give me an example. Allow 2 scholars to share examples.</i> Facilitator: <i>When peer pressure is positive, it pushes you to be your best or to do something that positively affects your wellbeing. Can peer pressure be negative? Allow scholars an opportunity to answer. Give me an example. Allow 2 scholars to share examples.</i>



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>Negative peer pressure is when a friend or peer group pressures you into doing something to be accepted or a part of that group. Usually, the term peer pressure is associated with negative peer pressure.</i> • Divide the class into groups of five. Each group will have a piece of white butcher paper along with a black, red, and green marker. • Facilitator: <i>In your group, discuss and write five examples of peer pressure. They can be positive or negative. Group members should not write positive or negative on your paper. You will have 15 minutes. After you have written five examples, you will exchange your butcher paper with another group. If the example is positive, circle it in green and explain why it is positive. If the example is negative, circle it in red and explain why it is negative.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Scholars will select a representative from each group to report to share aloud. They will share their group's reasons for labeling the examples as positive or negative.

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Provide scholars with examples of negative peer pressure. Have them discuss ways to resist it.

- **Cheating on a test.** *I'd rather not do something that could get me in trouble at school.*
- **Letting others copy your work.** *I'd rather not do something that could get me in trouble at school. I'll help tutor you, but I'm not comfortable letting you copy my work.*
- **Skipping class or school.** *Blame it on your parents. My parents don't play about me skipping school or class.*
- **Using drugs or alcohol.** *I'm an athlete. I can't put that stuff in my body. Only the healthy stuff for me.*
- **Shoplifting or stealing.** *No thank you, I'm good. I don't want to take a chance of having that on my record.*
- **Engaging in sexual activity.** *Blame it on your parents or your faith. I don't believe in having sex before marriage. I'm waiting until I become an adult.*
- **Engaging in bullying or cyberbullying.** *I don't want to be involved in this. I know how it feels to be a victim.*

Scholars can brainstorm and role play ways to resist negative peer pressure while still maintaining their friendship/relationship with their peer group.

Activity Reflection:

Ace wants to know how you define peer pressure. Is negative peer pressure enough to end a friendship/relationship? Add your thoughts in your journal.

Supplemental Resources:

Picture of ground beef, spaghetti, tacos





Activity Plan

Title: Drug Free, Healthy Me

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> • Drug awareness and prevention. <p>Materials:</p> <ul style="list-style-type: none"> • two lists of 20 words <p>Vocabulary:</p> <ul style="list-style-type: none"> • addiction 	<p>Activity Overview: Scholars will learn facts about the effects of drugs on the brain and body and the impact of drug use on their future.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> • The facilitator will display an image of a brain. • Facilitator: <i>Drug use can change your brain in ways that make quitting hard. What is it called when someone cannot stop using drugs even though they may want to?</i> • The facilitator will lead a discussion on addiction and read a list of 20 words aloud to the class. Afterwards, ask scholars to write as many words as they can remember. (A list of 20 words is included in this guide.) The facilitator will then have several scholars stand in pairs at various points in the room and engage in loud conversations while a list of 20 new words is read to the rest of the class. Ask scholars to write as many words as they can remember. • Ask scholars to compare the two trials. • Facilitator: <i>Like the disruptive pairs of scholars, drug use can interfere with normal information transfer and memory. If time permits, do a third rotation for scholars where loud music or flickering lights are used as they share and try to remember words.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> • Facilitator: <i>Drug use can lead to serious changes in the brain that affect how a person thinks and acts. It can also lead to other medical problems. Can you name any other medical issues that can happen as a result of drug use? Examples include:</i> <ul style="list-style-type: none"> ◦ <i>Increased likelihood of developing a substance use disorder (i.e., addiction).</i> ◦ <i>Increased risk of other mental health conditions like anxiety and depression.</i> ◦ <i>Lasting impairment of cognitive functions.</i> ◦ <i>Difficulty controlling emotions and exhibiting selfcontrol.</i> ◦ <i>Paranoia, lack of coordination, heart problems, seizures, respiratory depression, trouble sleeping, high body temperature, and hallucinations.</i>



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>Did you know that one of the shortest words in the English language is also the hardest to say? Many scholars just don't know what to say when offered drugs and alcohol. Let's brainstorm some ways to say "no" to alcohol, tobacco, and drugs.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • The facilitator will lead a discussion on how drug and alcohol abuse could interfere with scholars' goals. The facilitator will share how drugs could harm scholars' chances of a productive and successful future. • Scholars will write letters to their future selves about their goals and how they didn't allow unhealthy behaviors to impede their progress.



Differentiation Station

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Suggestions for Acceleration



Scholars can create a school drug free slogan poster to be displayed throughout the school.

The facilitator can guide the scholars in creating a class flag that displays a positive drug free message. As a class, scholars can also create a drug free pledge that aligns with the message of the flag.

The facilitator can share the Drug Enforcement Administration (DEA) website and have scholars research the effects of drugs and alcohol. Scholars can create a brochure or infographic that displays what they learned.

Activity Reflection:

Scholars will sign a poster with an agreed upon drug free slogan in the middle. The poster should be displayed and remain visible in the classroom the entire school year.

Supplemental Resources:



Word Lists

Word List 1

Dream
Antarctica
Fascinating
Mystery
Onomatopoeia
Cell phone
Broccoli casserole
Fantasy
Quadratic equation
Sky dive
Beach
Oranges
Disney
Cauliflower
Engineer
Beets
Marshmallow
Atlantic
Parsley
House

Word List 2

Visionary
Enlighten
Holiday
Farm
Dream
Africa
Believe
Social media
Promise
Laugh
Bacon
Market
Appreciate
Conquer
Pythagorean theorem
Disect
Biology
Create
Asia
Apricot



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 peer pressure can have a positive or negative impact based on the response. <p>Materials:</p> <ul style="list-style-type: none"> scissors paper/plastic bag paper white chart paper <p>Vocabulary:</p> <ul style="list-style-type: none"> peer pressure positive peer pressure negative peer pressure 	<p>Activity Overview: Scholars will 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 it can have a positive or negative impact. The response, however, can have a lasting impact. The facilitator will enlist scholars to provide examples of positive peer pressure (i.e., joining a sports team, getting a driver’s license, taking a challenging class, applying to college). The following statistics regarding negative peer pressure will then be discussed: <ul style="list-style-type: none"> 19% of teens report they’d give up using a cell phone while driving if their friends did the same—<i>Teen Driver Source</i>. 23% of teen girls feel pressured to have sex—<i>The Body: The Complete HIV/AIDS Resource</i>. 33% of teen boys ages 15–17 feel pressured to have sex—<i>The Body: The Complete HIV/AIDS Resource</i>. 55% of teens tried drugs for the first time because they felt pressured by their friends—<i>Foundation for Drug Free World</i>. 70% of teens who smoke say they started smoking because their friends smoke or they felt peer pressure to try smoking—<i>Canadian Lung Association</i>. 	<ul style="list-style-type: none"> The facilitator will present the following scenario to the students: Zion was in class and the drug dog entered the classroom. Zion’s friend Ahmed turned to him and said, “Bro, hold my vape for me. If I get one more referral, I’ll go to the alternative school. 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. Ask scholars to state the decision they would make. Facilitator: <i>Why that decision? Tell me more?</i>



<p>Boost (Teach)</p>	<ul style="list-style-type: none"> • After five minutes, ask scholars to think about the following when trying to overcome peer pressure: • Facilitator: <i>Is it safe? Is it legal? Will it harm someone? Will it harm me? What legacy will I leave if I make this decision?</i> • In advance, the facilitator should prepare a bag to hold an even number of strips that read either positive or negative. Divide scholars into groups of 4–5. • Facilitator: <i>Scholars, I need one member from each group to select a strip from the bag. Don't tell anyone outside of your group what your strip says. If your strip says positive, create a skit that models an example of positive peer pressure. If your strip says negative, your group should create a skit that models an example of negative peer pressure.</i> • Each group will take seven minutes to prepare their skit and two minutes to act it out. The remaining scholars will decide if the peer pressure was positive or negative. Also, if the peer pressure was negative, scholars can 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"> • Have scholars develop a verse for a rap or song on how to overcome peer pressure and be true to themselves. Allow ten minutes for them to write the rap/song verse. • Allow scholars to share if they would like. Have them discuss their influence or their thought process in writing the verse/lyrics.



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can watch a video that includes a negative example of peer pressure.

Scholars can receive written instructions to reference throughout the session.

Additional time can be given for groups if needed.

Scholars can use Google Translate as needed.

After completing a skit or commercial, scholars can design a survey for other scholars to complete. The survey will provide them with feedback on their skit or commercial and determine if other scholars could identify the level of negative or positive peer pressure depicted in the skit.

Activity Reflection: What would Ace do in a situation when posed with negative peer pressure? Would Ace make a decision that was safe, legal, and leaves a positive legacy? What would you do?

Supplemental Resources:



Activity Plan

Title: Just Say Yes!

Suggested Time: 30-45 minutes

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

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand why they should say no to drugs. <p>Materials:</p> <ul style="list-style-type: none"> chart paper markers <p>Vocabulary:</p> <ul style="list-style-type: none"> peer pressure tragedy healthy lifestyle 	<p>Activity Overview: Scholars will learn and discuss reasons to say no to drugs.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Far too many times we're told to say no to drugs. While no is a complete sentence and it doesn't need an explanation, sometimes it's okay to give the reasons you're saying no. Who can share an example of why scholars say yes to drugs? Provide scholars with an opportunity to share their thoughts.</i> Facilitator: <i>Generally, peer pressure is a major reason scholars experiment with drugs, but did you know you can put a positive spin on peer pressure? You can persuade your friends to say yes to living a healthy lifestyle, yes to focusing clearly, and yes to not putting yourselves in dangerous situations. When you're under the influence, wisdom is low, you don't think clearly, and this is when tragedy can strike. Your grades, your future, your families, and your opportunities are all valid reasons to say yes to you!</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>In a group, you are going to read different scenarios. Based on the scenarios, what should the student say yes to? Why? Someone from the group will need to write on the chart paper. Another member of your group will share details from your discussion. Divide students into groups and allow them to read the scenarios during a group discussion.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Allow each group to share aloud. Instruct all groups to circle common themes among the groups.



Differentiation Station

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Suggestions for Acceleration



Scholars can have the scenarios read to them.

Scholars can use Google Translate if needed.

Scholars can role play one of the scenarios as a visual of how it could play out.

Activity Reflection: Ace wants you to know there may be times you will be caught off guard and offered drugs. How can you prepare ahead of time?

Supplemental Resources:



Just Say Yes Scenarios

Scenario 1

Layla and Naomi are juniors on the volleyball team. One of their teammates, Kristen, has invited them to a party. Kristen is a senior in high school but isn't throwing the party. Her older cousin, a college student, is throwing it. When Layla and Naomi get to the party, they see Kristen and other people partaking in illegal drugs. Kristen says, "Give it a try. One time won't hurt." What can Layla and Naomi say?

Scenario 2

Joshua, a ninth grader, walks into the locker room at school and sees a group of upperclassmen smoking marijuana. One student asks Joshua if he'd like to join them. What can Joshua say?

Scenario 3

Rebecca and Antonio started dating a couple of weeks ago. Rebecca's parents are going out of town this weekend and she is throwing a party. When Antonio gets to the party, he sees Rebecca and other students taking pills. Rebecca sees him and tries to put a pill in his mouth. What can Antonio say?

Just Say Yes Options

Ways to just say yes to your family, your future, your health, and your opportunities.

- I'm having dinner with my family after this. Besides, my parents would be livid.
- I'm on medication from the doctor right now.
- I'm driving.
- I'm an athlete and must watch what I put into my body.
- The coach randomly tests us.
- I get randomly tested at work.
- I don't want to do anything stupid.
- I don't drink.
- I don't do drugs.

