

# Month at a Glance: January

| Activity | Enduring Understanding | Vocabulary | Time Needed for Completion |
|----------|------------------------|------------|----------------------------|
|----------|------------------------|------------|----------------------------|



|                         |  |  |                |
|-------------------------|--|--|----------------|
| It's just Alcohol       | There are dangers with alcohol and how it can affect various body parts. | alcohol  | 30-45 minutes  |
| Choices                 | It is important to practice safety around medicine.                      | medicine   | 30 minutes     |
| It's Not Really Smoking | Vapes can affect us in negative ways.                                    | vaping   | 30-45 minutes  |
| Impact                  | Smoking can have a negative impact on people.                            | cardiovascular, tobacco, athlete, oxygen, agile, energy, exercise, endurance | 30- 45 minutes |

# January



# Activity Plan

Title: : It's Just Alcohol

Suggested Time: 30-45 minutes

Suggested Grade Level(s): 3-5

|   |  |   |
|---|--|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will understand how alcohol affects the body.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>How Alcohol can Affect by Body activity sheet</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>alcohol</li></ul> | <b>Activity Overview:</b> Scholars will learn about the dangers of alcohol and how it can affect various body parts. |   |
|   | <b>Bridge (Connect &amp; Engage)</b>   | <ul style="list-style-type: none"><li><b>Facilitator will begin the session by asking scholars what they know about alcohol. Facilitator will record student responses.</b></li><li><b>Facilitator:</b> <i>Alcohol can be found in adult beverages such as wine and beer. When you drink alcohol, it can change the way you feel. Alcohol also affects your brain and can cause you to do things such as not speak properly.</i></li><li><b>Facilitator:</b> <i>Today we are going to learn more about how alcohol can affect your body.</i></li></ul>  |
|   | <b>Boost (Teach)</b>   | <ul style="list-style-type: none"><li><b>Facilitator:</b> <i>We have learned that alcohol can cause you to not be able to speak properly. It also affects your coordination. This means how you move your arms and legs. What do you think that may look like?</i></li><li><b>Facilitator will record student responses.</b></li><li><b>Facilitator will display the human body chart.</b></li><li><b>Facilitator:</b> <i>Let's look at our human body chart and discuss how drinking alcohol can affect various parts of our body.</i></li><li><b>Facilitator:</b> <i>Did you know that drinking too much alcohol can affect your stomach? It can cause you to get sick and vomit. It can also cause you to gain weight in your stomach area.</i></li><li><b>Facilitator will point to the liver and ask scholars how they think alcohol affects the liver? Scholars will share their responses.</b></li></ul> |



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|--|---|
|  | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>If you drink a lot of alcohol over a long period of time, such as years, your liver can stop working properly.</i></li> <li>• <b>Facilitator:</b> <i>Alcohol abuse also affects your heart. It can cause you to have a stroke or high blood pressure. It also affects the heart's ability to pump which could lead to a heart attack.</i></li> </ul>  |
|  | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>We have learned how alcohol can affect our bodies. We will now practice identifying how alcohol abuse can affect our bodies.</i></li> <li>• <b>Facilitator will provide scholars with a copy of the How Alcohol can Affect my body activity sheet.</b></li> <li>• <b>Facilitator:</b> <i>You have been provided with an activity sheet that shows the various body parts that alcohol can affect. In each box, next to the body part, you will write how that body part is affected.</i></li> </ul> |



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator can provide scholars with small group support.**

**Scholars can create a PSA on how alcohol abuse can affect your body.**

**The facilitator will provide scholars with a picture of the body part and a description of how alcohol affects it.**

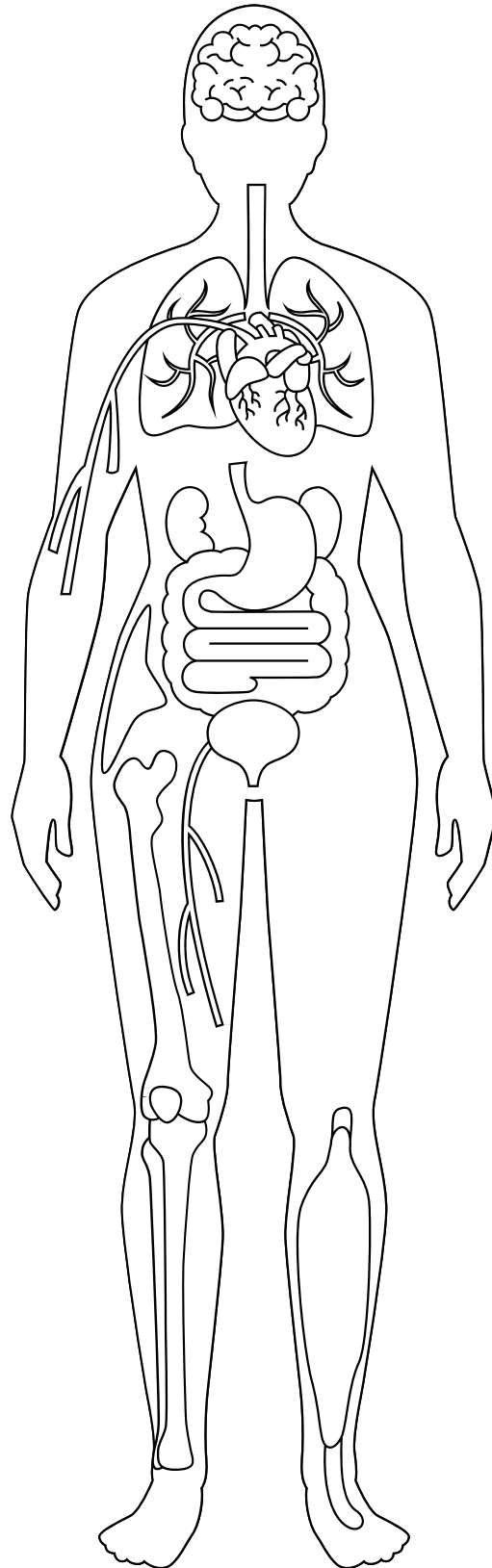
**Activity Reflection:**

Share with a partner how alcohol use affects a person's body.

**Supplemental Resources:**



# It's Just Alcohol



# Activity Plan

Title: : Choices

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

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|--|--|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will understand how to stay safe around medicines.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>scenarios document</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>medicine</li></ul> | <b>Activity Overview:</b> Scholars will identify safe ways to respond when medicine is involved. |   |
|  | <b>Bridge (Connect &amp; Engage)</b>   | <ul style="list-style-type: none"><li><b>Facilitator:</b> <i>What is medicine?</i></li><li><b>Allow up to 2 scholars to share their responses.</b></li><li><b>Facilitator:</b> <i>Medicine is a drug. A medicine treats or prevents an illness or symptoms. Medicine can make you feel better when you are ill.</i></li><li><i>When used the right way, medicine helps people.</i></li><li><i>When used the wrong way, it can hurt your brain, heart, and other organs.</i></li><li><i>It's important for you to know how to safely respond around medicine.</i></li></ul>  |
|  | <b>Boost (Teach)</b>   | <ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Let's discuss some ways to handle situations involving medicine safely. Use thumbs up or thumbs down to show if the response is a good choice or bad choice. Let's practice!</i></li><li><b>Facilitator reads the scenario:</b></li><li><i>Jamie finds an open pill bottle on the counter. She did not touch it and quickly told her caregiver about it. Thumbs up if this was a good choice and thumbs down if this was a bad choice.</i></li><li><b>Facilitator will allow students to respond using the nonverbal response of thumbs up or thumbs down.</b></li><li><b>Facilitator:</b> <i>Jamie made a good choice. Medicine should be stored safely to avoid drug misuse.</i></li></ul> |



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|  | <b>Boost (Teach)</b>                                   | <ul style="list-style-type: none"><li>• <i>Let's give it another try! After I read a scenario, use thumbs up or thumbs down to show me if it is a good or bad choice.</i></li><li>• <b>Refer to the scenario document.</b></li><li>• <b>Facilitator will read the scenarios allowing scholars to give a thumbs up or down. Discuss each correct answer with the group.</b></li></ul> |
|  | <b>Build (Rehearse &amp; Build for Transfer/Close)</b> | <ul style="list-style-type: none"><li>• <b>Facilitator:</b> <i>That was fun! You all demonstrated that you know how to make the right choices with medicine.</i></li></ul>   |



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can provide small group support as needed.

Scholars can create scenarios to use with friends or relatives.

Scholars can create a medicine safety brochure.

The facilitator will provide opportunities for correction, extended think time, verbal prompts, and reminders.

**Activity Reflection:**

With your neighbor, share what you have learned about being safe around medicine.

**Supplemental Resources:**  
**Scenario Document**





# Activity Plan

**Title:** : It's not Really Smoking

**Suggested Time:** 30-45 minutes

**Suggested Grade Level(s):** K-2

|   |  |  |
|---|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand what vaping is and compare it to smoking cigarettes.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pictures of vape pens</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>vaping</li> </ul> | <p><b>Activity Overview:</b> Scholars will learn about vaping and identify what vape pens can look like. Scholars will create a rap video about the dangers of vaping.</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator will show pictures of vape pens and ask scholars what they think these are?</b></li> <li><b>Facilitator will record student responses.</b></li> <li><b>Facilitator:</b> <i>These are called Vape pens. Have you ever heard of a vape pen? What do you think that they are used for?</i></li> <li><b>Facilitator will record student responses.</b></li> </ul>  |
|   | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator will explain to scholars that vape pens are electronic cigarettes.</b></li> <li><b>Facilitator:</b> <i>Vaping is when you inhale vapor through an electronic cigarette or e-cigarette. When you vape, you are simulating smoking a cigarette.</i></li> <li><b>Facilitator:</b> <i>Unlike real cigarettes, e-cigarettes have liquid inside of them. When the liquid is heated, that creates the vapor.</i></li> <li><b>Facilitator:</b> <i>What do you think is inside of a vape pen? Turn and share your answer with your neighbor.</i></li> <li><b>Facilitator will record student responses.</b></li> <li><b>Facilitator will display what's inside of a vape pen chart and discuss with scholars what the ingredients are and how they are harmful.</b></li> <li><b>Facilitator:</b> <i>Many of the ingredients in vape pens can have serious side effects. Since vape pens contain nicotine, they can affect brain development.</i></li> </ul> |
|   | <p><b>Build (Rehearse &amp; Build for Transfer/ Close)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Using what you have learned about vaping, you will create a music video about the dangers of vaping. You can choose to create a song or rap.</i></li> </ul>  |



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can create a whole class video.**

**Scholars can write a poem about vaping.**

**The facilitator can assist scholars with writing one verse of the rap song.**

**Activity Reflection:**

Scholars can invite their family and friends to watch them perform the song that they created.

**Supplemental Resources:**



# Activity Plan

Title : Impact

Suggested Time: 30-45 minutes

Suggested Grade Level(s): 3-5

|  |   |  |
|--|---|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will demonstrate their understanding of the effects of smoking on the body.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>straws</li> <li>timer</li> <li>graphic organizer</li> <li>pencils</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>cardiovascular</li> <li>tobacco</li> <li>athlete</li> <li>oxygen</li> <li>agile</li> <li>energy</li> <li>exercise</li> <li>endurance</li> </ul> | <p><b>Activity Overview:</b> Scholars will participate in activities that will give them insight on the physical impact smoking has on active people.</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>When you think about a football player or a basketball player, what are some things they should be able to do?</i></li> <li><b>Allow students to popcorn out some answers. Ex: big, strong, fast, in shape, active, able to move easily</b></li> <li><b>Facilitator:</b> <i>A person who plays sports should be physically fit. They should be able to run a lot without getting tired, right? But what if the athlete smokes? Do you think they will still be able to be a great athlete if they are also a smoker? Why or why not? <b>Allow scholars two minutes to discuss their responses to the question.</b></i></li> </ul>  |
|  | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We already know smoking is not good for the body. Smoking damages many parts of the body like your ears, tongue, brain, lungs, blood, and heart. However, smoking is much worse for athletes. Earlier we described athletes as being strong, agile, and fast. Did you know oxygen is used to provide energy to your muscles? However, smoking decreases the ability of your lungs to provide oxygen to your muscles, which causes your heart to work harder. Smoking causes challenges with playing football, basketball, track, and many other sports. Smoking can negatively impact an athlete's cardiovascular endurance and overall performance. Today we will complete an activity to compare physical performances between a smoker versus a non-smoker. This activity requires two participants. Each participant will do 5 different cardiovascular exercises (ex. march in place, jumping jacks, high knees, mountain climbers, squat jumps) for 30 seconds.</i></li> </ul> |



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|  | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <i>Participant 1 will do the exercises as normal. Participant 2 will do the same exercises; however, they will have to breathe through a straw in their mouth. After each exercise is complete, you will use the chart to document what you observe. How well did they complete each exercise? Did they look tired? Did they struggle with breathing?</i></li> <li>• <b>Participants will also complete the chart describing how they felt and assess how well they did the exercise. Facilitator may complete activity as whole group or utilize small groups.</b></li> <li>• <b>Facilitator:</b> <i>If you feel dizzy or lightheaded while doing this activity, stop and take deep breaths.</i></li> </ul> |
|  | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Allow scholars to share their observations.</b></li> </ul>  |



# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can include low impact exercise options.

The facilitator can review effects of tobacco use as needed.

Scholars can complete the exercises as a circuit.

Scholars can identify how smoking affects other parts of the body.

Scholars can write a persuasive letter to convince an athlete to stop smoking.

The facilitator can provide the scholars with pictures paired with vocabulary.

The facilitator can provide the scholars with sentence frames.

**Activity Reflection:**

**Facilitator:** *Did you notice a difference between Participant 1 and 2 after the exercise? What other aspects of your life might be impacted if you had the same breathing restrictions as participant 2?*

**Supplemental Resources:**



# Impact

Name: \_\_\_\_\_

**Directions:** Write down what you notice after each exercise is completed. Is the participant having trouble breathing? Are they tired?  
Be sure to use complete sentences.

| Exercise          | Straw | No Straw |
|-------------------|-------|----------|
| March in place    |       |          |
| Jumping Jacks     |       |          |
| High Knees        |       |          |
| Squat Jumps       |       |          |
| Mountain Climbers |       |          |

