

Month at a Glance: April

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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The Dangers of Pills	You should never take someone else's prescription.	danger, pills, medicine, irresponsibly	45 minutes
I'm Responsible!	Pills can be helpful when used appropriately and responsibly.	pills, medicine, responsibly, health	45 minutes
I've Got the Power (Part 1)	There is power in the voice of the young.	influencer, community	60 minutes
I've Got the Power (Part 2)	There is power in the voice of the young.	influencer, community	60 minutes
What Would Ace Do?	Reflective opportunities.		5-30 minutes

April



Activity Plan

Title: The Dangers of Pills

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the potential dangers of medicines when misused. <p>Materials:</p> <ul style="list-style-type: none"> computer paper crayons markers printer <p>Vocabulary:</p> <ul style="list-style-type: none"> danger pills medicine irresponsibly 	<p>Activity Overview: Scholars will create pamphlets to inform their peers about the dangers of pills when misused.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Most of us have either taken medicine from a drug store or been to a doctor and prescribed medicine to take. When your doctor prescribes medicine, it is very important to take it as instructed to prevent any unwanted side effects. Additionally, it is important not to take medicine from other people. Among other things, you could be allergic.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are going to create a digital pamphlet to inform your peers about the dangers of taking pills and other medicines from other people.</i> Facilitator: <i>For the first 10 minutes, conduct research to identify the dangers of taking medicine that is not intended for you.</i> After 10 minutes, engage in a discussion about the findings. <i>Why should you not take medicine that is not intended for you? What are the dangers? What could happen? Allow scholars to respond.</i> Facilitator: <i>Use the information you've found to create a digital pamphlet or other informational product to share the dangers of taking medicine that is not intended or prescribed for you.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Once you have finished your pamphlet and I have proofread it, create a social media challenge and ask others to share it on their social media pages.</i>



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can work in groups.
Scholars can receive support from an adult.

Scholars can work independently.
Scholars can record and add a video to their digital pamphlet.

Scholars can use Google Translate as needed.
Scholars can include their native language in their pamphlet.

Activity Reflection: You are at school and start to feel sick. Your guardians are not available to pick you up for at least two hours. Your "friend" offers you medicine. What should you do?

Supplemental Resources:

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=NDVV_M_CSI&pp=ygUTdGVlbnMgYW5kIHBpbGxzIHVzZQ%3D%3D)

[v=NDVV_M_CSI&pp=ygUTdGVlbnMgYW5kIHBpbGxzIHVzZQ%3D%3D](https://www.youtube.com/watch?v=NDVV_M_CSI&pp=ygUTdGVlbnMgYW5kIHBpbGxzIHVzZQ%3D%3D)



Activity Plan

Title: I'm responsible!

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand how pills can be helpful when used appropriately and responsibly. <p>Materials:</p> <ul style="list-style-type: none"> computer cell phone <p>Vocabulary:</p> <ul style="list-style-type: none"> pills medicine responsibly health 	<p>Activity Overview: The purpose of this activity is for the scholars to be informed about how to use pills responsibly.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Doctors prescribe pills to help make daily activities easier or to help you fight an illness. What are some ways pills can be helpful? Allow participants to respond.</i> The group should work together to create a list of the ways pills can be helpful.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>What are some ways pills can be harmful? Allow scholars to respond.</i> Facilitator: <i>Has anyone ever offered you any pills or other medicines to take when you were not feeling well? A doctor or your guardians or some other trusted adult? Allow scholars/participants to respond. What about a friend? Allow scholars/participants to respond.</i> Facilitator: <i>For the next 10 minutes, everyone should independently search for the dangers of taking pills that are not prescribed to you.</i> After 10 minutes, bring the group back together to discuss the research.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Work together to create a video that warns others about the benefits and dangers of taking pills. Use your creativity to influence others.</i> The facilitator should post all videos and have viewers vote on the best and most influential video.



Differentiation Station

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Scholars can have extended time.

Scholars can research with a partner.

Scholars can create the social media post that includes the videos.

Scholars can develop a rubric that can be used to determine which video is best.

Scholars can record their video in their native language.

The facilitator can encourage scholars to use images related to their culture.

Activity Reflection: What are some ways pills can help people live a healthy life?

Supplemental Resources:

<https://kidshealth.org/en/teens/meds.html#:~:text=Medicines%20are%20chemicals%20or%20compounds,from%20a%20variety%20of%20sources>



Activity Plan

Title: I've Got the Power! (Part 1)

Suggested Time: 60 minutes

Suggested Grade Level(s): 8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will discover the power of their young voices. <p>Materials:</p> <ul style="list-style-type: none"> paper template pencils/pens <p>Vocabulary:</p> <ul style="list-style-type: none"> influencer community 	<p>Activity Overview: Scholars will work together to decide how they can help to solve problems within their community.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>There are many issues within our community. To be honest, it will take all of us to solve them. Let's think of a community issue we could support as a positive problem solver. Let's think of challenges in the community we could probably work to solve with the help of a team.</i> Depending on the size of the group, everyone can work together to brainstorm problems within the community. If needed, provide examples to assist them in getting started. <ul style="list-style-type: none"> <i>Not enough recreation centers for free play or activities</i> <i>Few sidewalks or trails for walking or exercising</i> <i>An increase of littering in community areas</i> <i>Not enough streetlights in the community</i> <i>A lack of community activities planned for the youth/adolescent population</i> The group should agree on one problem.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>When we have problems or issues in our community, we gain power by brainstorming appropriate and effective ways of reaching the people in power that can support the change we want to see. It is important to know what is happening in your community by staying informed through proper news outlets and reliable social forums. This actually can inform us of the steps we need to take to be a part of change.</i> Let's examine some steps that can support our power to positively influence change in our community. <ul style="list-style-type: none"> <i>Lead discussions effectively to spark motivation.</i> <i>Volunteer and partner with local community members who want to support the change.</i> <i>Organize a campaign to address the changes needed to resolve identified issues/challenges.</i> <i>Share your progress across multiple platforms!</i>



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

- **Facilitator:** *Using the template, let's work together to focus on our power plan to be a positive influencer for the community issue we identified. We need to make sure it is one we can plan for properly.*
- **The group should be given time to begin working on the template. They should use the next activity session to complete the template.**



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can decide on the service project in advance and assist with developing a plan to carry it out.

Scholars can create a success strategy quick sheet as a reminder of the powerful steps needed to have a voice in community challenges.

The facilitator can decide on the service project in advance and assist with developing a plan to carry it out.

Activity Reflection:

1. Why is it important to advocate for community issues? How does this make you a positive influencer?
2. Why is it important to know what is going on around you in your community?

Supplemental Resources: Participants can listen to <https://youtu.be/24u4G0qA96Y?si=NRU0eYd6Gr8oi-Pk> as they are working on their template



I've Got the Power!



Directions: Work with your partner or group to develop your service plan. Remember to identify your agreed upon community challenge or issue before completing the rest of the template. Use details and be specific.

Community challenge/Issue _____

Group Members/Partner _____

Question	Discussion Notes
How will you motivate those around you? How can you spark motivation from the community?	
Who can you partner with? Why are these people important to support your cause?	
What will you need to organize a campaign to address the changes needed to resolve the issue/challenge? Think of the physical items you need.	
How will you share the information? What platforms will you use?	

Activity Plan

Title: I've Got the Power! (Part 2)

Suggested Time: 60 minutes

Suggested Grade Level(s): 8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will discover the power of their young voices. <p>Materials:</p> <ul style="list-style-type: none"> template pencils pens, poster construction paper markers <p>Vocabulary:</p> <ul style="list-style-type: none"> influencer community 	<p>Activity Overview: Scholars will work together to decide how they can help to solve problems within their community.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Let's review the information from our previous session. In our last session, we discussed forming a team to solve challenges in the community. We then teamed up to identify how we can use the power of our voices and minds to be positive influencers in the community.</i> The facilitator should distribute the templates if they were collected after the last session.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Groups will continue to work on completing the template. The template should be completed in preparation for sharing.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> After completing the template, groups should make digital flyers to promote or encourage support around their community concern. Flyers should be shared via text message, e-mail and social media.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can ask prompting questions.

Scholars can record a video about their service project.

Scholars can create a success strategy quick sheet as a reminder of the powerful steps needed to have a voice in community challenges.

Scholars can seek to post their campaign on their local community websites.

Scholars can record a video in their native language to spread the word about their service project.

Activity Reflection:

1. What were some of the challenges you came across while completing your action plan template? Why do you think you encountered those challenges?
2. How were you able to use the power of your voice and mind to plan to be a positive influencer in this activity?
3. How will you track the progress of your project?

Supplemental Resources: NA



I've Got the Power!



Directions: Work with your partner or your group to complete the template. Remember to identify your agreed upon community challenge or issue before completing the rest of the template. Use details and be specific.

Community challenge/Issue _____

Group Members/Partner _____

Question	Discussion Notes
How will you motivate those around you? How can you spark motivation from the community?	
Who can you partner with? Why are these people important to support your cause?	
What will you need to organize a campaign to address the changes needed to resolve the issue/challenge? Think of the physical items you need.	
How will you share the information? What platforms will you use?	

April—What Would Ace Do?



These are reflective open-ended questions for activity openers, closers, or check-ins throughout the month. The suggestion is to focus on one question and allow scholars to think as deeply as possible about their responses.



How would you describe your self-esteem and why?

How do you usually feel when you compare yourself with others?

Are there times you strive to be perfect? How do you feel when you don't hit your goals?
Do you feel pressure from others to be perfect?

How would you encourage a friend who has low self-esteem?

