

# Month at a Glance: January

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Drugs, Alcohol...It's All Addictive	Drug and alcohol use can negatively impact a person's life.	drugs, side effects, alcohol, counseling	45 minutes
How Well Can You Function	Drug and alcohol use can significantly impair your ability to engage in activities that are usually easy.	drugs, side effects, alcohol	45 minutes
Random Acts of Kindness	It doesn't take fame or a lot of money to commit acts of kindness.	influencer, commands	45 minutes
I Can Lead	Simple actions can be very influential.	influencer, commands	45 minutes
What Would Ace Do?	Reflective opportunities.		5-30 minutes

# January



# Activity Plan

**Title:** Drugs, Alcohol, It's All Addictive

**Suggested Time:** 45 minutes

**Suggested Grade Level(s):** 6th–8th

## Activity Objective:

- Scholars will understand how drug and alcohol use can negatively impact their lives.

## Materials:

- poster board
- pencils
- markers
- student devices
- construction paper
- glue
- crayons

## Vocabulary:

- drugs
- side effects
- alcohol
- counseling

**Activity Overview:** Scholars will recognize commonly used drugs among peer groups and identify how and why teens use them. They will also learn how to seek treatment for addiction.

## Bridge (Connect & Engage)

- **Facilitators need to ensure Safe-Search is on while scholars browse the internet and carefully monitor all sites visited. The following sites are recommended: [www.biointeractive.org](http://www.biointeractive.org), [www.kiddle.co](http://www.kiddle.co), and [www.kidtopia.info](http://www.kidtopia.info). Discovering the dangers of drug abuse**
- **Facilitator:** *We will use different search engines to determine the top ten drugs used by scholars in grades 6–8. Once we have identified the top ten drugs, we will create anti-drug posters. Each poster must include the following information: the street and scientific name of an identified drug, side effects of the drug, and the financial cost of the drug. Your poster needs to include a catchy slogan for avoiding the use of the drug.*  
**Discovering the dangers of alcohol abuse**
- **Scholars will use the same format as they did with drugs to create and research the top five reasons scholars should not drink alcohol.**
- **Facilitator:** *We will use search engines to determine the top five reasons scholars should not drink alcohol. You will repeat the same steps you used with your anti-drug posters to create an antialcohol poster.*
- **Once both posters are complete, scholars will present and discuss their findings.**
- **Facilitator:** *What are some common side effects of alcohol and the drugs we researched? Did anyone learn about any effects specific to teens? **Allow scholars to respond.***



	<p><b>Bridge (Connect &amp; Engage)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> Create a social media post with the title "Drugs, Alcohol, It's All Addictive." Share something you have learned from your research that proves this is true.</li> </ul>
	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>After watching the YouTube video "How Addiction Happens,"</b> the facilitator will lead the a discussion with the group.</li> <li>• <b>Facilitator:</b> What is addiction? According to the video, what was the number one reason teens turned to drugs? What are some coping skills? Name three things that could lead to addiction. What are some things that could happen because of an addiction? Allow scholars to respond to each of the questions.</li> </ul>
<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>The facilitator will need to create a Quizizz account by logging in to Quizizz.com. All that is required is an email account and a password.</b></li> <li>• <b>Scholars will complete the Quizizz game "Drug Awareness" as a group.</b></li> </ul>	

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can provide sentence stems for scholars to use when researching.

The facilitator can present a poster as an example for scholars to use.

Scholars can work one-on-one with the facilitator.

Scholars can invite guest speaker(s) from the local police department, school nurses, doctors, or drug counselors.

Scholars can develop questions to ask speakers based on their research.

Scholars can use translation apps to help with their research.

Scholars can create one poster as a group.

**Activity Reflection:** Scholars will use the facts from their poster board presentations to generate questions to play a game of true or false. Each scholar is responsible for one question. The facilitator will divide scholars into two teams. Scholars will take turns pulling a question and answering. If the scholar answers the question correctly, their team gets a point. The team with the most points is the winner.

**Supplemental Resources:** Guest speakers; Anti-Drug and Anti-Alcohol posters



# Activity Plan

**Title: How Well Can You Function?**

**Suggested Time: 45-minutes**

**Suggested Grade Level(s): 6th–8th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand how drug and alcohol use can negatively impact our lives.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>tape</li> <li>sticky notes</li> <li>pencil</li> <li>timer</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>drugs</li> <li>side effects</li> <li>alcohol</li> </ul>	<p><b>Activity Overview:</b> Scholars will engage in an activity that allows them to simulate parts of a field sobriety test.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Before the session begins, the facilitator should place four strips of masking tape on the floor at the front of the room. Each piece of tape should be about 10 feet long.</b></li> <li><b>Facilitator:</b> <i>Today we will identify the serious side effects of using drugs and alcohol.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Scholars, please notice the four strips of tape that are located at the front of the room. How long do you think it would take you to walk the length of the tape twice? I am going to pass out a sticky note to each of you. Write your name and tell how long you think it will take you to walk along one of the pieces of tape twice. I am going to divide you into to four groups. Each group will walk along the tape. Make sure that someone serves as the timekeeper to determine how long it took for each member to walk the length of the tape. Write your individual time on your sticky note. <b>Have scholars discuss their times. They can also discuss how hard or easy the task was.</b> Was that difficult to do? How long did it take you to walk back and forth?</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>Okay, you are going to repeat this activity. This time, however, you will spin around fifteen times before you are allowed to walk. There will also be flickering lights going on and off as you walk. <b>(NOTE: DO NOT FLICKER LIGHTS IF THERE ARE ANY SCHOLARS WHO ARE HAVE SEIZURES.)</b> Once you complete the walk, record your time on the sticky note. Have scholars discuss their times. They can also discuss how hard or easy the task was. Was that difficult to do? Was it harder this time? How long did it take you to walk back and forth?</i></li> </ul>



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

- **Facilitator:** *The misuse of drugs and alcohol can adversely affect the way you see and interact in the environment in which you must function. Just as it may have been more challenging for you to walk along the straight line after spinning in a circle, a person under the influence experiences difficulty doing things that would normally be easy for them.*
- **Facilitator:** *I am not sure how many of you have ever heard of a field sobriety test? Sometimes police officers will have a person who is suspected of being under the influence walk in a straight line as a way to confirm their suspicion. How do you think being under the influence impacts an individual walking in a straight line?*  
**Allow scholars to respond. This also may be a good time to show a video of someone being stopped by a police officer.**
- **Facilitator:** *Discuss with your elbow partner a time you have witnessed a person under the influence of a controlled substance. Be specific and discuss traits of the person that lead you to believe their cognitive abilities were compromised. After what you just experienced, would you want to be a passenger in their car?*  
**Allow participants to respond.**
- **Facilitator:** *What you experienced is nothing compared to being under the influence. What did you learn in this short time?*

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can lead scholars through the activity.

Scholars can be strategically partnered with an elbow partner.

Scholars can create a video simulating the impact of drugs and alcohol on your ability to perform the simplest tasks. They can include clips and images from field sobriety tests being administered.

Scholars can create a video in their native language simulating the impact of drugs and alcohol on your ability to perform the simplest tasks. They can include clips and images from field sobriety tests being administered.

**Activity Reflection:** Write a letter to ACE describing your experience. How can you use this experience to influence others?

**Supplemental Resources:**

Google translate Substance Abuse and Its Consequences/You Tube video



# Activity Plan

**Title: Random Acts of Kindness**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 6th–8th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the power of random acts of kindness.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>sticky notes</li> <li>sheet of butcher paper or chart tablet paper</li> <li>pencils</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>influencer</li> <li>commands</li> </ul>	<p><b>Activity Overview:</b> Scholars will identify random acts of kindness that can positively impact their community.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>How many of you have heard of the term random acts of kindness? <b>Pause as scholars raise their hands.</b> What does it mean? <b>Allow scholars the opportunity to respond.</b></i></li> <li><b>Facilitator:</b> <i>How do random acts of kindness become viral on social media? <b>Allow scholars the opportunity to respond.</b> Good answers. Sometimes the acts go viral because they involve a lot of money or a famous person.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We are going to brainstorm random acts of kindness that we could perform if we had unlimited resources: people, money, materials, transportation, etc. Record your responses on the "Random Acts of Kindness Brainstorm Sheet."</i></li> <li><b>Facilitator:</b> <i>Now let's brainstorm random acts of kindness you can do to impact your community using the individual resources you currently have available.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars will compare the two acts of kindness lists. They will discuss the similarities and differences between the two lists.</b></li> <li><b>Facilitator:</b> <i>Which act of kindness do you think you could perform immediately? <b>Pause as scholars respond.</b> The unlimited resources list would be great, but is it realistic for something you need to accomplish immediately? I was in a Starbucks line once and the person in front of me paid for my coffee. That literally made my morning so much better that I offered the same gesture to the car behind me! Random acts can be contagious!</i></li> </ul>





# Differentiation Station

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Scholars can complete the following sentence stems:

- I could do \_\_\_\_\_ to show kindness.
- An example of being kind would be\_\_\_\_\_.

Scholars can plan a Random Acts of Kindness Campaign.

Scholars can interview a pillar of the community known for committing random acts of kindness.

The facilitator can use culturally appropriate posters that display positive leaders in the community as a way to enhance understanding.

**Activity Reflection:** Scholars will write a plan in their journals to commit 3 random acts of kindness. After each act, they will journal how it made them feel to do something for someone. They should also include the person's reaction.

**Supplemental Resources:** Positive Instagram account Girls Night In Club; Amy Poehler's Smart Girls; 6-8 Middle School "Helping Middle School Students" [www.edutopia.org](http://www.edutopia.org); "Teach Students How to be a positive influence" [www.ascd.org](http://www.ascd.org)



# Random Acts of Kindness With Unlimited Resources

## Examples of random acts of kindness using unlimited resources:

1. Twenty-four hours/seven days a week, litter removal service from any areas I designate in my community.
2. Free food trucks to provide breakfast, lunch, and dinner to communities throughout my city.

Kindness  
MATTERS

Add three more acts of kindness you could commit if you had unlimited resources.

1.

2.

3.

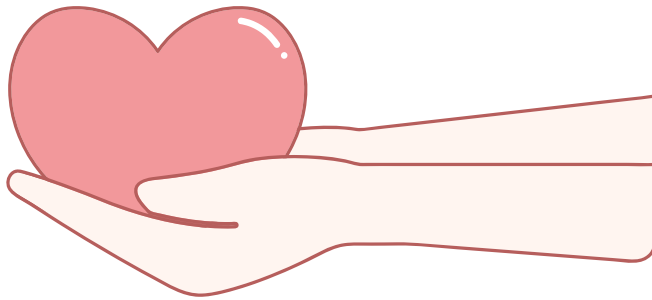


# Random Acts of Kindness Brainstorm Sheet

## Random Acts of Kindness with Limited Resources:

1. Gather two to four of my friends, combine all our lawn care equipment, and spend one to two weeks providing free lawn care services to older adults in our community.
2. Gather two to four of my friends and combine all our supplies used to clean cars. For one to two weeks, provide free car washes to individuals in our community.

Be  
Kind



Add three more acts of kindness to the list you could commit with your available resources.

1.

2.

3.



# Activity Plan

Title: : I Can Lead!

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand how simple actions can influence groups.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>sticky notes</li> <li>sheet of butcher paper or chart tablet paper</li> <li>pencils</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>influencer</li> <li>commands</li> </ul>	<p><b>Activity Overview:</b> Scholars will understand how simple actions can influence groups and impact their environment, and learn how to lead and influence a group of people.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>Scholars will play the game “Mock Me.” One scholar will be the leader. The leader will stand in front of the class and give five commands (within reason) that must be followed with no questions asked. The leader will demonstrate each command. Scholars should use simple commands: Stand up, sit down, sit on the floor, take off one shoe.</li> <li>Play 3–4 rounds of the game, choosing different leaders.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>After the leaders have finished their commands, the facilitator should pose the following questions: <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>How did it feel to have the group doing exactly what you said without being questioned? If you had this type of influence over a group of people every day, what positive things would you do to impact your environment?</i></li> </ul> </li> <li>Allow scholars to record their responses on sticky notes. The sticky notes should be placed on a group share sheet.</li> <li><b>Facilitator:</b> <i>If someone wants to positively lead or influence others in a positive way, they must have positive character traits such as: honesty, integrity, fairness, kindness, compassion, self-discipline, and optimism for example. This can be done without someone trying to be “cool” or do things to fit in “the crowd”.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>Scholars will discuss their sticky note responses.</li> </ul>



# Differentiation Station

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Scholars will make a list of character traits they think a positive influencer possesses. They should then name a family member who influences them, a famous person who influences them, a friend who influences them and one additional person who influences them. After naming the individuals, they will reflect on what each of them has in common to determine what they value in others.

Have scholars design a poster showing examples of positive character traits from an influencer of their choice.

Scholars will select three to five traits from the poster to describe and give examples of how people display these traits.



**Activity Reflection:**

**Facilitator:** *Now that we've discussed and viewed the traits of positive influencers, I'd like for you to think about how your unique traits can be used to enhance conditions in your home, school and/or community.*

**Supplemental Resources:** YouTube "Finding Positivity for Young Kids" | Headspace Breathers | Mindfulness for Kids and Families



# Be A Positive Influencer

**My five best character traits (kind, good listener, loyal, punctual, etc.)**

- 1.
- 2.
- 3.
- 4.
- 5.

**I demonstrate responsibility by...**

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**An influencer is...**

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**How can I use my character traits to be an influencer? What are some ways to show I am responsible?**

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INTEGRITY

Honesty

Kindness

FAIRNESS

Humility

COMPASSION

Optimism

SELF  
DISCIPLINE

Reliability



# January—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 go as deep as possible with their responses.

## It's Just Alcohol... Discovering the dangers of Alcohol Abuse



There are four types of drinkers—social drinkers, those who are drinking to conform or do like others, those who drink to enhance a good mood, and those who drink to cope. Which type of drinker do you think may influence a teen and why?

At what point does drinking become reckless?

What could be a sign someone is drinking too much?

What would you say about a person who drinks every day?

