

Month at a Glance: July

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Did You Know?	Your friend group can negatively or positively influence your choices.	substance abuse, drugs, peer pressure	45 minutes
No Drugs for Me	There is more than one way to say no!	drug awareness, prevention	45 minutes
Drugs Are Not Cool	Drugs and alcohol can impair your judgement.	drug awareness, prevention	45 minutes
This Is Easy, Why Can't I Do It?	Drugs and alcohol can impact your ability to do most things as you normally would.	substance abuse, field sobriety test	45 minutes
What Would Ace Do?	Reflective opportunities.		30-45 minutes

July



Activity Plan

Title: Did You Know?

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will understand how drugs can negatively impact their lives. <p>Materials:</p> <ul style="list-style-type: none">chart tabletbutcher papermarkers <p>Vocabulary:</p> <ul style="list-style-type: none">substance abusedrugspeer pressure	<p>Activity Overview: Scholars will understand how drugs can negatively impact their lives.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none">Facilitator: <i>There are some simple things we can do to prevent becoming a substance abuser. One of the things we can do is to be very mindful of how we choose our friends. I can remember my mother trying to choose my friends for me. I did not like that, and I am sure teens still do not like it. I won't tell you that she was right because that probably won't make a difference.</i>Facilitator: <i>Think for a minute. Who is a part of your friend group? If you didn't know them, what would you think of them? Allow scholars an opportunity to respond. There is a reason I asked you to pretend you didn't know them. Perception and first impressions can mean a lot. Some people will never get a chance to know you. Consider what the first impression says.</i>Facilitator: <i>What are some positive and negative choices you have made while spending time with your peers? You can choose to think to yourself or share.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none">Show the YouTube video: "What Every Kid Needs to Know About Drugs" https://www.youtube.com/watch?v=YZx054puGew&t=11sFacilitator: <i>Based on what you heard in the video, what do you feel may be the biggest reason kids try drugs? What is the most obvious thing that stands out to you about a person when they start doing drugs? Where do you feel could be common places kids or teens get drugs?</i>



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

- **Facilitator:** *Let's role play and act out scenes where kids are being talked out of doing drugs.*
- **Scholars will pair up and create a scene with dialogue where they are talking someone out of doing drugs.**
- **The scenes will be performed for their fellow peers. Scholars will discuss whether they feel the advice given would be effective or not. If not, they will provide additional suggestions.**



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can watch the video again, pausing to engage in conversations throughout. Discuss how Jeremiah is being affected by his actions and the actions of his peers.

Each group should engage in a discussion to share how Jeremiah's actions could be different if he chose a different peer group.

Jeremiah was exposed to K2, a synthetic weed. Scholars can research K2 and provide general information, presenting their results in digital format using Canva, PowerPoint, Poster My Wall, etc. The presentation should include the following information about K2:

- Scientific name.
- Street name.
 - How it is used.
 - Side effects.
 - Cost

Scholars will work one-on-one with an adult as needed.

Scholars will use Google Translate to sort and label images of commonly abused substances found in their communities.

Activity Reflection: Write a letter to Ace explaining how you helped a friend make positive choices to prevent them from being exposed to and consuming more illegal substances.

Supplemental Resources:

YouTube Teen Substance Use | Why Do Teens Use Drugs; Sandstone Care



Activity Plan

Title: No Drugs for Me!

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will discuss the dangers and benefits of drugs. <p>Materials:</p> <ul style="list-style-type: none"> bingo card glue stick journal chart paper marker <p>Vocabulary:</p> <ul style="list-style-type: none"> drug awareness prevention 	Activity Overview: Scholars will play Just Say No Bingo.	
	Bridge (Connect & Engage)	<ul style="list-style-type: none"> Show scholars pictures of the most commonly misused drugs. Ask scholars to define drug awareness and why it is important to be aware of drugs. Lead the group in a discussion about the effects of drug use and ways to protect themselves from the trappings of drug use.
	Boost (Teach)	<ul style="list-style-type: none"> Facilitator: <i>Not all drugs are bad. There are drugs with benefits. These are drugs that help us when we are ill. It is important to know the difference between drugs that are beneficial and those that are not. Drugs that help us are sold at the pharmacy or prescribed by a physician with specific instructions. Drugs that can harm you are acquired through illegal means.</i> The facilitator should write benefits on one side of a sheet of chart paper and dangers on the other. Engage all participants in a discussion about the benefits and dangers of all types of drugs. Encourage participants to use their phones to research additional benefits and dangers.
	Build (Rehearse & Build for Transfer/Close)	<ul style="list-style-type: none"> Facilitator: <i>We understand there are some benefits of using some drugs when they are used as instructed. There are many drugs, however, that we must say no to. Let's have a little fun by looking at ways to help us stay away from those.</i> Participants should cut out the twenty phrases on the template and glue them on their blank template anywhere they choose. The facilitator will call out the phrases in random order. The first person who gets five in a row wins.



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Never Use!	Free Space	Drug Free	Ace Rocks	Just Say No
Don't smoke	Take care of your body	Make a good choice	Be a healthy version of yourself	No vaping for me!
Drugs are bad	Drug free and proud!	Be informed!	Choose positive role models	Be a leader!
Know the simple facts	Don't give in to peer pressure	Be a positive influencer	Follow the laws	Be confident



Activity Plan

Title: Drugs Are Not Cool

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the dangers of drugs and the importance of drug prevention. <p>Materials:</p> <ul style="list-style-type: none"> obstacle course of your choice blindfolds journal <p>Vocabulary:</p> <ul style="list-style-type: none"> drug awareness prevention 	<p>Activity Overview: Scholars will participate in a simulation that allows them to understand what it's like to be under the influence of drugs and alcohol.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever witnessed a person under the influence of drugs? Being under the influence can be unsafe and sometimes dangerous. You are more likely to make irresponsible choices because the drugs alter your thinking. Think about a person who drinks or takes drugs and then drives. What could be some of the consequences of that decision? What behaviors might the person display? Allow scholars to respond and contribute to the conversation as needed</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Set up an obstacle course and select a few scholars to take turns walking through it while being timed. Next, have scholars walk through that same course blindfolded to get a feel for what a person under the influence might feel like.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> After the obstacle course, talk about things scholars can do if someone offers them drugs. Show scholars the YouTube video "How to say no when friends offer you drugs and alcohol?" Engage in a discussion about the video.



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Provide one-on-one assistance with the obstacle course as needed.

Individual talks with scholars and one-on-one help with the obstacle course.

Scholars/participants can create a commercial showing why teens should say no to drugs. They can include video clips from the obstacle course activity.

Provide one-on-one assistance with the obstacle course as needed.

Partner scholars with someone who speaks the same language.

Activity Reflection: Write an encouraging letter to yourself. Remind yourself why you are too good for drugs.

Supplemental Resources:

<https://treatmentsolutions.com/blog/15-ways-a-teen-can-say-no-to-alcohol-and-drugs/>



Activity Plan

Title: This Is Easy, Why Can't I Do It?

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand how drugs and alcohol can impact your ability to do most things as you normally would. <p>Materials:</p> <ul style="list-style-type: none"> ball small laundry basket or box picture crayons mittens <p>Vocabulary:</p> <ul style="list-style-type: none"> drug awareness prevention 	<p>Activity Overview: Scholars will participate in a simulation that allows them to understand what it's like to be under the influence of drugs and alcohol.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>The misuse of drugs and alcohol can adversely affect how you see and interact in the environment in which you have to function. Can you think of any examples that would support this statement? Allow scholars time to discuss.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>You will complete two tasks with an impaired sense to simulate what it would be like to be controlled by a substance.</i> Task #1: <i>You will color and complete a picture with mittens using your least dominant hand. I will read the directions to you, then you will do the same activity with no simulated impairments.</i> Task #2: <i>You will shoot a ball five times into a laundry basket while sitting in a chair with your back facing the basket. Each time you make a shot, I will move the basket without you being aware of its new placement. You will complete the same task, sitting three feet from the basket with no impairments.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Let's discuss the two tasks. What was the difference in how you completed them? How was the completion of the tasks altered by the restrictions put on you?</i> Let's watch a brief video on how substances can alter our perceptions while completing tasks. Show scholars the YouTube video "Demonstration of Standard Field Sobriety Test" by MAAD Canada. Facilitator: <i>Sometimes people will claim to be unaffected by drugs. Please know this is completely untrue. Do not allow them to influence you. What drugs can do to you is much worse than what we are doing.</i>



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Scholars will define impaired as it relates to drug and alcohol use.

Scholars can create a video sharing the dangers of drugs and alcohol.

Scholars can develop a list of tasks that officers could use in a field sobriety test.

Scholars/participants can create a PSA explaining why teens should say no to drugs. They can include video clips from the tasks in this activity.

Scholars will use Google Translate or another translation app to ensure they understand the directions for the tasks.

Scholars will define impaired as it relates to drug and alcohol use.

Activity Reflection: Scholars will discuss how the tasks they completed are like the field sobriety test used by officers when they encounter individuals in an altered state.

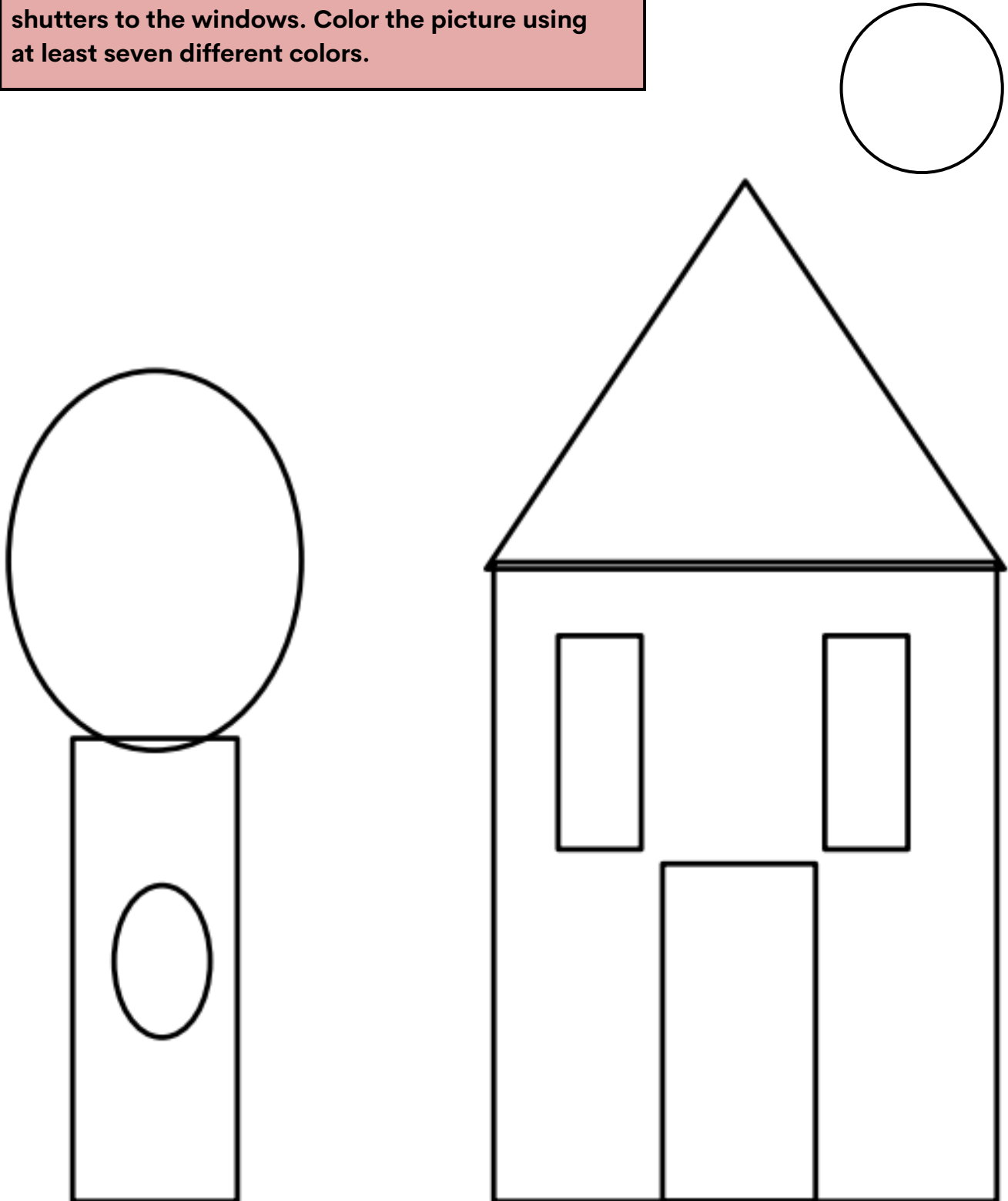
Supplemental Resources:

"Faces of Meth: Shocking mugshot photos show toll of drugs and alcohol on US criminals" by The Mirror



Color the Picture

Draw branches on the tree. Draw a squirrel in the hole in the tree. Add two clouds by the sun. Add shutters to the windows. Color the picture using at least seven different colors.



July—What Would Ace Do?



These are reflective, open-ended questions to be used as 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.

What advice would you give someone who wanted to try drugs and why?

You find out that a group of students in your school are selling edibles from a locker at school. Once they send money to the seller, they are given a code to open the locker. What would you do?

Pretend you are 16 years old and your parents allow you to go to a party. You notice your friend is acting a little different after a couple of hours. You find out he ate half an edible and he is driving. What would you do?

Your favorite teacher always brings this Yeti cup to school. While getting help from her with your writing assignment, you notice a familiar odor. It is alcohol. This happens at least two more times over the course of the week. What would you do?

