

Month at a Glance: October

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Story Media Influencers	Social media can serve as either a positive or negative influence.	influence, persuade, influencer, perspective, trending, positive, negative	60 minutes
Pull Your Chance	There may be serious consequences to taking chances with drugs.	edible, hallucination, danger, overdose	45 minutes
Write It Out of the Spotlight	Drug use does not contribute to healthy living.	influencer, spotlight	45 minutes
The Great Escape from the Vape	There are many dangers associated with vape products.	vaping, carcinogen, e-cigarettes	60 minutes
What Would Ace Do?	Reflective opportunities.		5-30 minutes

October



Activity Plan

Title: Story Media Influencers

Suggested Time: 60 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will demonstrate their understanding of the power of positive persuasion. <p>Materials:</p> <ul style="list-style-type: none"> chart paper markers computer/media device various art supplies <p>Vocabulary:</p> <ul style="list-style-type: none"> influence persuade influencer perspective trending positive negative 	<p>Activity Overview: Being a positive influencer builds character and resilience for overall social and emotional wellbeing. Scholars will create a positive community storyboard to model this.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>In our activity today, we will explore how we can illustrate positive influential messages through storyboards. When you think of the word "influence," what comes to mind? You may either share with your group or write the first three words that come to mind.</i> The facilitator will give the individual or the group two minutes to discuss the words that come to mind. The facilitator can jot these words on chart paper.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Influence can be positive or negative. There are many platforms that can influence our behavior. I'm sure most of you have heard of social media influencers. How could a social media influencer influence or persuade a person's behavior positively? Negatively? Allow an opportunity for scholars to respond. Let's explore how we can use these platforms to influence our behavior positively. To discuss how these platforms can positively influence, we must first identify the benefits. Engage in a group discussion.</i> The facilitator will model how to create a storyboard using PowerPoint or illustrated pictures if technology is not available. (The directions are included after this activity plan.)
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Now that we have focused on how social media, locations, commercials, music, and more can be used to positively influence and persuade us daily, you will choose a topic to create a storyboard designed to positively influence your peers. Your storyboard should convey the power we have to positively influence those around us.</i>



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

- *To create your storyboard, you can choose to work individually or with a group on a decided upon topic. After choosing your topic, you should adhere to the following guidelines, but be CREATIVE! The storyboard should tell a story. If working in a group, each person should participate in creating the storyboard.*
- **Topic Choices using various images:**
 - *Announce your topic.*
 - *Explain why this is a trending topic.*
 - *Explain the harmful impact of the topic.*
 - *Describe powerful and positive ways that peers can be influenced by this topic.*
 - *Identify where peers can receive support if needed.*
- **Scholars will view other groups' storyboards and use the guidelines to provide feedback and reflections.**

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can ask prompting questions.

Scholars can reference graphics, pictures, or choice boards.

Scholars can be paired with a peer for support throughout the activity period.

Scholars can create a PSA as an addition to their storyboard.

Scholars can campaign to post the storyboard videos on various community websites.

Scholars can brainstorm additional topics to create more storyboards to display and promote the positive power of persuasion.

The facilitator can provide sentence stems for scholars to state their goals.

Scholars can think in pairs and share ideas with a partner during the activity for support.

The facilitator can include pictures for support.

Activity Reflection: Discuss how the storyboards can positively influence the community and lead to positive outcomes.

Supplemental Resources:

<https://www.edrawmax.com/storyboard/how-to-create-a-storyboard-inpowerpoint/>



Activity Plan

Title: Pull Your Chance

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will gain an understanding and awareness of the effects of edibles. <p>Materials:</p> <ul style="list-style-type: none"> 5 pictures of food with one scenario on the back of each card. (brownies, gummy worms, lollipops, crispy marshmallow squares, etc.) <p>Vocabulary:</p> <ul style="list-style-type: none"> edible hallucination danger overdose buzz canabis 	<p>Activity Overview: Edibles can be appealing to scholars because they resemble familiar foods and candy we enjoy regularly. Scholars will learn there's more than meets the eye as they discover the risks involved with consuming edibles.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Scholars will learn the risks of having an edible. Facilitator: <i>How many of you are familiar with the term edible? Allow scholars an opportunity to respond. An edible is a food product that is infused with cannabis. Often times people take edibles and feel a sensation which is called a "buzz." What is a buzz? Allow scholars an opportunity to respond, but guide the discussion as needed.</i> Facilitator: <i>Today, we are going to read some scenarios and discuss the potential dangers of using edibles. I am going to give each of you a numbered card. You should partner with people who have the same card that you have.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>I want you to take a moment to discuss your thoughts on the effects of taking an edible with the group. Allow time for group discussion. Now, let's share.</i> This activity will show that only one out of the five scenarios did not come with noticeable effects.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Now that we have looked at the impact of edibles, let's think of some options we have in life other than going for a drug induced buzz. What are ways I can find a natural or healthy buzz? Let's create a "Natural Buzz Board."</i> Suggest a calm side and an energized side. Examples: The calm side could include taking a bubble bath and reading. The energized side could include swimming, biking, and running.



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The facilitator can read the scenarios aloud.

Scholars can work with a group.

The facilitator can provide scholars with sentence stems as needed.

Journal Writing –
Scholars can reread their scenario cards you picked. Write about how your life could be impacted ten years from now if that was really your outcome?

Provide visuals.

The facilitator can provide scholars with sentence stems as needed.

Scholars can use Google Translate or any translation app as needed.

Activity Reflection: Scholars will share a way they will boost their own health in the future. The facilitator can pose the following questions:

- *How do you feel about the risks involved with taking edibles?*
- *If you weren't satisfied with the outcome of your scenario, how might you avoid putting yourself in that situation?*

Supplemental Resources:

<https://learn.genetics.utah.edu/content/addiction/mouse/>



Pull A Card, Take A Chance Outcome Cards

1.

You are having a second edible because you think the first one isn't working. You believe eating more will speed up the effects. Unfortunately, your body can't tolerate this much THC and you are no longer in control.

2.

You are hospitalized and fighting for your life because your edibles were laced with fentanyl. Your supplier wasn't the one lacing them; however, they had a petty friend seeking revenge after an argument. The friend decided to mess with your supplier's customers to put him out of business.

3.

You are starting to feel the effects after waiting an hour. Your head is throbbing, and your eyes are very red and are burning.

4.

You are hallucinating. You walked home from your friend's house and thought you were at a carnival walking to a funnel cake stand. In reality, you were walking across the street and a distracted driver hit you. You are now paralyzed in both legs.

5.

You took the edible and walked away with a buzz. Next time, you might not be so lucky.



Activity Plan

Title: Write It Out of the Spotlight

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will use original music to influence their friends. <p>Materials:</p> <ul style="list-style-type: none"> computers paper pens pencils <p>Vocabulary:</p> <ul style="list-style-type: none"> influencer spotlight 	<p>Activity Overview: Scholars will write and perform an anti-drug song after conducting research on a popular drug. Conduct research on a popular drug.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>We all know that social media spotlights certain people, places, and things. Today we want to be positive influencers and spotlight the dangers of some popular drugs.</i> Pass around a container that contains folded pieces of paper with the names of popular drugs on them. Each scholar should pull one piece of paper from the container. Drugs choices could be alcohol, marijuana, Benzodiazepines (depressants), cocaine, heroin, hallucinogens, tobacco, vapes, etc.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>You will work with a group (no more than three groups depending on the size of the larger group) to write an anti-drug song or rap to perform for the group. Your song or rap should be a maximum of two minutes long. Before writing your song, groups should spend ten minutes learning about the negative side effects of the drug written on the piece of paper pulled from the container. Include this information in your drug "Spotlight." Essentially you are spotlighting why that drug is no good for you or your body. You may want to use a beat from a popular song, but you do not have to.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> During the last ten minutes of the group session, the groups should perform their songs or raps. After all the performances, ask the groups, "Do you feel your rap or song would take this drug out of the popular drug spotlight?"



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The facilitator should strategically organize groups based on the strengths and needs of scholars.

Scholars can have extended time to complete the activity.

The facilitator can identify one drug and have all groups research and write songs or raps about the same drug.

Scholars can research digital recording platforms to record their songs.

Scholars can create a music video for their songs.

Scholars can use Google Translate as needed.

Partner students with a native English speakers.

Scholars can write songs in their native languages.

Activity Reflection: Refer to the October "What Would Ace Do?" questions focused on Drug Awareness and Prevention. An example is, "Do you feel adolescence is a critical time for preventing drug addiction?"

Supplemental Resources:
Google Translate and computers



Activity Plan

Title: The Great Escape from the Vape

Suggested Time: 60 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be able to use what they learn about vaping to teach others about its effects. <p>Materials:</p> <ul style="list-style-type: none"> computers poster paper pens pencils markers <p>Vocabulary:</p> <ul style="list-style-type: none"> vape/vaping carcinogen e-cigarettes 	<p>Activity Overview: Scholars will become aware of the dangers of vaping and use this knowledge to help younger scholars understand why they should never start this dangerous habit.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Many young scholars today are vaping and think it's "No Big Deal." We know it is a big deal. Some of the harmful effects of vaping include: a possible addiction to nicotine, negative effects on brain development, can negatively affect learning, mood, or impulse control, and increases the risk for future addiction to other drugs.</i> You will work in groups and use the next fifteen minutes to research any additional harmful effects of vaping. I want you to identify at least five to ten things you can share.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> After 15 minutes, engage the group in a discussion, and allow them to share their findings. Facilitator: <i>You will work with a group to create an anti-vaping campaign poster and presentation to help get the word out about the dangers of vaping. Your poster should include:</i> <ul style="list-style-type: none"> <i>An explanation of what vaping is.</i> <i>A catchy slogan against vaping.</i> <i>Common nicknames children should be on the lookout for.</i> <i>The harmful effects of vaping</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> In the last ten minutes of the group session, allow groups to present their posters. After each group has shared, ask, "Do you feel your presentation presents the dangers of vaping?" What about those youth who are already vaping? Will it influence them? What more can we do?



Differentiation Station

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Facilitators can work with scholars one-on-one and read the resources aloud.

Scholars can be given extended time for research.

Scholars can plan to share the presentations in elementary schools or as a part of the middle school transition programs.

Scholars can create a Great Escape from the Vape PSA.

Allow scholars extra time for research.

Scholars can be given extended time for research.

Scholars can use Google Translate as needed.

Activity Reflection: Refer to the October "What Would Ace Do?" questions focused on Drug Awareness and Prevention.

Supplemental Resources:
Google Translate and computers



October—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.

The Power of Persuasion

Drug Awareness & Prevention



Do you think the power of persuasion could be the greatest superpower of all time? Why or why not?

What do you think persuades our beliefs, attitudes, and behaviors the most?

What overall message would you tell others to promote positive living?

Can inspiring others be a way to persuade them? Why or why not?

How do you think substance abuse starts?

What are the risk factors of drug abuse?

How can keeping a well-balanced life support drug prevention?

Some say being surrounded by close family and friends supports drug prevention. Do you agree? Why or why not?

What is the most critical time in a person's life for preventing drug addiction?

