

Month at a Glance: January

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Blurred Lines	Understanding drug awareness and alcohol prevention can help save your life.	drugs, side effects, alcohol	45 minutes
Are You Serious? Are You Actually Going to Use That?	Understanding drug awareness and alcohol prevention can help save your life.	drugs, side effects, alcohol, counseling	45 minutes
The Best I Can Be!	Anyone can be an influencer.	character traits, responsibility, positive influencer	45 minutes
Uniquely Me	Confidence is key. Learn to accept yourself.	positive influencer, character traits	45 minutes
What Would Ace Do?	Reflective opportunities.		Time varies/ optional activities

January



Activity Plan

Title: Blurred Lines

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand how drug and alcohol use can negatively impact their lives. <p>Materials:</p> <ul style="list-style-type: none"> paper towel tube scissors tape plastic wrap petroleum jelly 48–100- piece puzzle boxes <p>Vocabulary:</p> <ul style="list-style-type: none"> drugs side effects alcohol 	<p>Activity Overview: Scholars will have an opportunity to understand and identify the serious side effects of drugs and alcohol on their vision.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Drugs and alcohol can have serious side effects on the functionality of our senses. What are some ways in which we use our senses daily? Allow scholars to share</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are going to simulate a blurred vision effect that alcohol and drugs may have on us.</i> Guide scholars to construct the blurred vision goggles. <ul style="list-style-type: none"> 1. To create the frame, take the scissors and cut out two 2-inch-wide rings from the paper towel tube. 2. To create the lenses, take the plastic wrap and cut out two circular pieces that will fit over the paper towel tube rings. 3. Tape the plastic wrap to the paper towel tube rings and smear the petroleum jelly over the plastic wrap lenses.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Each group is instructed to select one puzzle. Using the goggles as glasses, scholars will attempt to put the puzzles together as a group. The facilitator will set a timer to note how much they are able to complete during the given time. (Time given will vary based on the difficulty of the puzzles.) Scholars will then remove the blurred vision goggles and put the puzzle together as a group. The facilitator will set the timer once again for the same amount of time. Facilitator: <i>How did the goggles affect your ability to put the puzzles together? Allow scholars to discuss their experiences.</i>



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars will watch a clip of a person under the influence of a controlled substance and discuss the impact it could have on daily activities.

Scholars will create a list of tasks to complete with the blurred vision goggles versus their unimpaired vision.

The facilitator will present blurry and non-blurry images to scholars. Have them use Google Translate to tell how blurred images affect daily activities.

Activity Reflection:

Scholars will write a letter to Ace reflecting on their experience wearing the blurred goggles. They will also share why it would be an unhealthy choice to drink alcohol or use drugs based on this experiment

Supplemental Resources: Google Translate; Blurry images



Activity Plan

Title: Are You Serious? Are You Actually Going to Use That?

Suggested Time: Two 45-minutes sessions

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand how drug and alcohol use negatively impact our lives. <p>Materials:</p> <ul style="list-style-type: none"> 36" x 48" and 42" x 56" project board pencils markers student devices construction paper glue crayons <p>Vocabulary:</p> <ul style="list-style-type: none"> drugs side effects alcohol counseling 	<p>Activity Overview: Scholars will recognize that drugs and alcohol are commonly used among their peer groups. They will identify how and why teens use them and explore options for treatment when needed.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Scholars will view the YouTube video "How Addiction Happens?" The facilitator will start a discussion using the following questions. Facilitator: <i>What is addiction? According to the video, what is the number one reason teens turn to drugs? What are some coping skills? Name three things that could lead to addictions. What are some things that could happen because of addiction?</i>
	<p>Boost (Teach)</p>	<p>Discovering the Dangers of Drug Addiction</p> <ul style="list-style-type: none"> The facilitator should ensure that SafeSearch is on while browsing the internet. Additionally, scholars should be carefully monitored. The following sites are potential starting points: www.biointeractive.org, www.kiddle.co, www.kidtopia.info. Facilitator: <i>We are going to be engaging in some research today to determine the top drugs and alcohol used by scholars in grades 6–8. Once we've identified the top three drugs, you will use project boards to share your findings.</i> Facilitator: <i>You will be placed in groups of three. Each group will be responsible for researching one drug and reporting your findings to the class. The boards have three panels.</i> <ul style="list-style-type: none"> Panel 1—Drug identified with scientific and street names. Panel 2—Side effects of the drug, how it is used, and the age/gender that uses it the most. Panel 3—Five ways the drug could negatively affect your life. The three panels should include clip art, drawings, or images



Boost (Teach)	<p>Day 2 - Discovering the Dangers of Alcohol Abuse</p> <ul style="list-style-type: none"> • Scholars will create and research the top five reasons students shouldn't drink alcohol, similar to how they researched the drugs. Facilitator: We will use search engines to determine the top five reasons scholars should not use alcohol. <ul style="list-style-type: none"> ◦ <i>Panel 1—What is alcohol? Define what it is, what age kids start drinking, what they drink and where?</i> ◦ <i>Panel 2—Side effects of drinking alcohol.</i> ◦ <i>Panel 3—When and where can scholars go to seek help and get questions answered about alcohol abuse and use within the school community?</i>
Build (Rehearse & Build for Transfer/Close)	<ul style="list-style-type: none"> • The facilitator will divide scholars into groups to create commercials about living a drug and alcohol-free lifestyle. The commercials need to be a minimum of one minute but doesn't need to exceed two minutes. The commercial must contain the words "alcohol, drugs, and addiction." Each group will present their commercials to the class.

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The facilitator can ask prompting questions.

The facilitator can create a second poster example as a class.

Scholars can be allowed to plan their poster designs on a mock poster board presentation enrichment sheet, with the facilitator guiding the information gathered.

Guest speaker(s) from the local police department, school nurse, doctor, or a drug counselor.

Scholars develop questions to ask speakers based on their research.

Scholars can be allowed to plan their poster designs on a mock poster board presentation enrichment sheet, with the teacher guiding the information gathered. Students create one group poster.

Activity Reflection:

Scholars will use the facts from the poster board presentations to generate questions to play a game of true or false. Each scholar creates one question. Scholars will divide into two teams and take turns pulling questions and answering them. If a scholar answers correctly, the team gets a point. The team with the most points at the end of the game is the winner.

Supplemental Resources: Guest Speakers; Anti Alcohol and Drug Posters



Activity Plan

Title: The Best Me I Can Be!

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand how they can influence their environment positively. <p>Materials:</p> <ul style="list-style-type: none"> character trait enrichment sheet pencil <p>Materials:</p> <ul style="list-style-type: none"> character traits responsibility positive influencer 	<p>Activity Overview: Scholars will recognize how they can use their knowledge, character traits, and abilities to help create a positive school community environment.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Scholars should receive an enrichment sheet organizer with four boxes. Facilitator: <i>Scholars, take a look at the activity sheet that has been provided to you. There are four boxes.</i> <ul style="list-style-type: none"> Box 1 - My five best character traits and why Box 2 - I am responsible. Here are 4 examples of how I prove to be responsible. Box 3 - My definition of an influencer (Redirect scholars from focusing on clothes, shoes, hair, make-up, and other material things). Focus on character traits and how the individual shows responsibility and kindness. Box 4 – How can I use my character traits and responsible habits to become an influencer?
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Allow scholars to compare like character traits and responsibilities. Discuss how the traits could affect the school environment. The facilitator will guide scholars in generating a list of ways to use their character traits and responsibility charts. Scholars' lists will highlight their natural capabilities. Examples: be a lunch buddy; assist a teacher; start a study group, selfesteem online booster club, or wall of encouragement, etc.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will share ways they can positively influence their environment to the class.



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Scholars can make a list of character traits they think a positive influencer possesses.

Scholars can design a poster showing examples of positive character traits and responsibilities from an influencer of their choice.

Scholars can select three to five traits from the poster to describe. They can give examples of how people they know display these traits.

Activity Reflection:

Scholars will record in their journals how they influence their environment by being a positive and responsible influencer

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; "Teach Students How to be a positive influence" www.ascd.org



INTEGRITY

Honesty

Kindness

FAIRNESS

Humility

COMPASSION

Optimism

SELF
DISCIPLINE

Reliability



Be A Positive Influencer



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

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

I am responsible because...

An influencer is...

How can I be an influencer using my character traits and show how I am responsible?



Activity Plan

Title: Uniquely Me

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand how they can influence their environment positively. <p>Materials:</p> <ul style="list-style-type: none"> chart paper pencils journal <p>Vocabulary:</p> <ul style="list-style-type: none"> positive influencer character traits 	<p>Activity Overview: Scholars will recognize how they can use their knowledge, character traits, and abilities to help create a positive school environment.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Name an individual you would you consider a social media influencer? How does their influence connect to the audience? How do they keep you engaged? How are they unique?</i> The facilitator will record scholars' responses on chart paper. The facilitator should emphasize that all influencers don't have a positive impact on their environment.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Based on the list, which social media person has affected their community positively? I'd like to provide an example of two popular social media influencers who have had a positive impact in their community.</i> Show the YouTube clip of Keith Lee on Good Morning America. Search and show: ABC News "'Mr. Beast' Gives Gift of Sight."
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Now that we've discussed and viewed examples of positive influencers, I'd like for you to think about what makes you unique and how you can use those unique qualities to support your school, community, and home environments. You're going to create a chart in your journals with three columns labeled school, community, and home. List ways you can positively impact change in each of these environments.</i>



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Work with scholars one-on-one to help them generate a list of personal positive traits.

Develop an online survey for students asking them to name positive influencers within the school.

Provide scholars with sentence stems.

Use Google Translate to complete peer tutoring.

Design a T-shirt for Ace that reflects your uniqueness.

Activity Reflection:

Scholars will record how they positively and responsibly influence their environment in their journals.

Supplemental Resources: | Resources: Positive Instagram account Girls Night in Club; Amy Poehler's Smart Girls; 6-8 Middle School "Helping Middle School Students" www.edutopia.org; "Teach Students How to be a positive influence" www.ascd.org



Be A Positive Influencer

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

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

I demonstrate responsibility by...



An influencer is...

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

INTEGRITY

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Kindness

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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 drink 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?

