

Month at a Glance: October

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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The Power of Persuasion Part 1	You can discover your own power by becoming a positive influencer.	influence, persuade, influencer, perspective, public service announcement, trending	45 minutes
The Power of Persuasion Part 2	You can discover your own power by becoming a positive influencer.	influence, persuade, influencer, perspective, public service announcement, trending	45 minutes
What's the Big Deal?	Drugs are more than a big deal.	vape pen, sharing	Two 45-minute sessions
Throw in a Positive Change	You can discover your own power by becoming a positive influencer.	aspirations	45 minutes
Take Five: Prevention Is the Intention	The only way to guarantee you will not become addicted to drugs is not to begin using them.	prevention, intention	45 minutes
What Would Ace Do?	Reflective opportunities.	medicine, drugs	5 - 30 minutes

October



Activity Plan

Title: The Power of Persuasion (Part 1)

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will explore how images can influence behaviors and beliefs in both negative and positive ways. <p>Materials:</p> <ul style="list-style-type: none"> positive and negative influences template persuasion PSA template student group question cards recording device (iPads, digital camera, school authorized computer with webcam) 	<p>Activity Overview: Scholars will explore how influences can be both positive and negative. They will have an opportunity to internalize the positive power of persuasion.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Scholars should be arranged in small groups. <i>Today we will be talking about influence. What does it mean to you? For the next two minutes, I would like as many of you as possible to share what you know about influence with your group members.</i> After 2 minutes, the facilitator should bring the group back together and call their attention to the questions below. (Questions should be projected or written on a large chart visible for all to see.) Give scholars 3 additional minutes to engage in a small group discussion. <ul style="list-style-type: none"> How were our responses similar? How were our responses different? What words did we hear consistently in our responses? Was there something said in your group that you did not agree with or understand? Using the guiding questions, the facilitator will then encourage one spokesperson from each group to share the group’s consensus. Each group should have 1-2 minutes to respond.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>An influencer is a person who persuades you to think a certain way or do certain things. Clarify what it means to be persuaded.</i> The facilitator will use images of social media icons/symbols, commercials, people, locations, clothing, books, activities.



Vocabulary:

- influence
- persuade
- influencer
- perspective
- public service announcement
- trending

Boost (Teach)

- **Facilitator:** *When viewing these images, what comes to mind? Are your thoughts positive or negative?*
- **The facilitator will present the example and nonexample chart of social media and commercials. Two bullet points (2 positive influences and 2 negative influences) should be added to each chart.**

Build (Rehearse & Build for Transfer/Close)

- **Distribute the handout to scholars and allow 15– 20 minutes to practice, reminding scholars to think of how they could positively influence and persuade their peers in each category.**
- **The facilitator will monitor student engagement and progress. Assistance can be provided as needed.**



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can ask prompting questions.

Scholars can reference graphics/pictures/choice boards with various goal options to choose from.

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

Scholars can create a storyboard as an extension to their PSA in Part 2 of this activity.

Scholars will campaign to post the PSA videos on the school's website.

Scholars will brainstorm additional topics to create PSAs for.

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

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

Scholars can reference graphics/pictures for support of the academic language.

The documents used can be translated or use Word to Word dictionary.

Scholars can be paired with a peer (when available, one with the same native language).

Activity Reflection:

The facilitator will ask the following questions:

- How has this activity informed your perspectives on influences?
- Give an example of how something you and your peers are exposed to could negatively influence your behavior.
- Give an example of how something you and your peers are exposed to could positively influence your behavior.

Supplemental Resources:

PSA - Public Service Announcements

By Anna Warfield



Name _____ Date _____

Look at each image displayed in the table. List 2 ways they could be used to influence positive behaviors and beliefs and 2 ways they could be used to influence negative behaviors and beliefs.

Symbol/Image	Positive Influence/Persuasion	Negative Influence/Persuasion
		
		
		

Activity Plan

Title: The Power of Persuasion (Part 2)

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will explore how images can influence behaviors and beliefs in both negative and positive ways. <p>Materials:</p> <ul style="list-style-type: none"> student template of positive and negative influences, persuasion PSA template, student group question cards, recording device (iPads, digital camera, school authorized computer with webcam) 	<p>Activity Overview: This is an extension of The Power of Persuasion (Part 1) Scholars will continue to explore how some influences can be both positive and negative. They will have additional opportunities to internalize the positive power of persuasion.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator should identify an age appropriate example of a PSA to use with this activity in advance. The facilitator will recall the discussion from The Power of Persuasion (Part 1) where scholars had an opportunity to explore the negative and positive powers of influence and persuasion. Facilitator: <i>Now that we have focused on how social media, locations, televised commercials, music, and other things positively and negatively influence and persuade us daily, you will choose a topic to create a video about to positively influence your peer audience.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>This video will be a Public Service Announcement, often referred to as a PSA. Public Service Announcements can have a hashtag, are short, and are meant to grab the audience's attention.</i> Show the video of the chosen PSA. Ask the questions below where appropriate. <ul style="list-style-type: none"> What is the topic/message? What is the purpose? Why is this a trending topic? What is the harmful impact of the topic? What are the powerful and positive ways this topic can influence peers? Where can peers receive support if needed?



Vocabulary:

- influence
- persuade
- influencer
- perspective
- public service announcement
- trending

Build (Rehearse & Build for Transfer/Close)

- **Facilitator:** *You will work with your group to create one PSA on one agreed upon topic. After choosing your topic, you will adhere to the following guidelines, but be CREATIVE!*
 - **The PSA should only be two minutes!**
 - **Each person should have a role in the work.**
 - **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' PSA videos and use the guidelines to provide feedback and reflection.**



Differentiation Station

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Special Education & English Learner Scaffolds



The facilitator asks prompting questions.

Scholars can reference graphics/pictures/choice boards of various goal options to choose from.

Pair with a peer for support throughout the lesson and activity period.

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

Scholars will campaign to post the PSA videos on the school's website.

Scholars will brainstorm additional topics to create Public Service Announcements for. These could be shared with other scholars to promote the positive power of persuasion.

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.

Reference graphics or pictures for support of the academic language.

Translate documents or use Word to Word dictionary.

Pair with a peer (when available, one with the same native language).

Activity Reflection:

The facilitator will ask the following questions:

- How has this lesson informed your perspectives on influences?
- Give an example of how something you and your peers are exposed to could negatively influence your behavior.
- Give an example of how something you and your peers are exposed to could positively influence your behavior.

Supplemental Resources:

PSA - Public Service Announcements



By Anna Warfield



Name _____ Date _____

Look at each image displayed in the table. List 2 ways they could be used to influence positive behaviors and beliefs and 2 ways they could be used to influence negative behaviors and beliefs.

Symbol/Image	Positive Influence/Persuasion	Negative Influence/Persuasion
		
		
		

Symbol/Image	Positive Influence/Persuasion	Negative Influence/Persuasion
		
		
		

Activity Plan

Title: What's the Big Deal?

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will become aware of the dangers of vaping. <p>Materials:</p> <ul style="list-style-type: none">pictures of gatoradevape pena toothbrushchapstick <p>Vocabulary:</p> <ul style="list-style-type: none">vape pensharing	<p>Activity Overview: Scholars will discuss the unsanitary practices of vaping along with the long-term effects of vaping on the body. Scholars will create a slogan or rap to encourage others not to vape.</p> <p>Bridge (Connect & Engage)</p> <ul style="list-style-type: none">The facilitator will open this session chewing gum. Facilitator: <i>Would anyone like a piece of gum? Allow scholars to acknowledge yes and then pretend/attempt to give one of the scholars the gum from your mouth. Take note of scholars' responses.</i>Facilitator: <i>Why didn't he/she want the gum from my mouth? Allow scholars to respond. Someone will more than likely say, "That is nasty." Facilitator: Why is that nasty?</i>Facilitator: <i>Yes, because by sharing my gum with someone else I would be spreading germs. If I am sick, could that person become sick? Absolutely.</i>Divide the class into groups. The facilitator will give each group a picture of a toothbrush, Chapstick, a vape pen and a Gatorade. Each group should have all four pictures.Facilitator: <i>Today we are going to participate in a group discussion. You have four pictures in front of you. Discuss the following with your group:</i><ul style="list-style-type: none"><i>Would you drink from someone else's Gatorade bottle: why or why not?</i><i>Would you use someone else's vape pen: why or why not?</i><i>Would you use someone else's toothbrush: why or why not?</i><i>Would you use someone else's Chapstick: why or why not?</i>Facilitator: <i>One group member will take notes and one group member will share with the rest of the class what you discussed. You have 10 minutes.</i>
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	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • The facilitator will allow each group five minutes to share what their group discussed. • Facilitator: <i>Excellent job! I appreciate you all sharing what your groups discussed. Be sure to share that not only does vaping spread germs and bacteria but it also causes long term health problems.</i> • Facilitator: <i>Vaping is bad for your heart and lungs. It is addictive and can also cause dizziness, vomiting and increased heart rate. Vaping can lead to lung disease and death.</i> • Facilitator: <i>Now you will participate in a competition to see which group can come up with the best slogan or rap to encourage other scholars not to vape. You have 10 minutes.</i> • The facilitator can give these examples: <ul style="list-style-type: none"> ◦ <i>Vaping boy, bye... I would rather eat some pie!</i> ◦ <i>#HATEONTHEVAPE!</i>
<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • The facilitator will then allow groups to share their slogans with the class. The class will vote to determine which slogan is the most influential. 	

Differentiation Station

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Special Education & English Learner Scaffolds



Working within a group, scholars can discuss the "Is Vaping Worth It" cards to get a better understanding of the side effects of vaping.

The facilitator can use graphics and images to make the information clear.

Scholars can write a persuasive letter to the principal asking to have their slogan or rap shared with the school community.

Scholars can present ideas about vape prevention in multiple ways.

Options might include:

- Poems
- Skits
- Art
- Music
- Stories

The facilitator can lead the activity by reading the cards and chunking the instructions.

Working within a group, scholars can discuss the "Is Vaping Worth It" cards to get a better understanding of the side effects of vaping.

Use Google translate to ensure understanding of the expectations.

Activity Reflection:

Scholars will share a way they will boost their own awareness of vaping and other harmful drugs.

Supplemental Resources:

Wellness

My son was hospitalized for a vaping-related lung injury. Here's my plea to parents.



What's the Big Deal Activity Cards: Is Vaping Worth It?

1. Person number one - You've had the pleasure of sharing your vape pen with your friends in and outside of school. You've also shared it with your cousins and peers at practice. You've shared it with so many you can no longer pinpoint how you got a bad viral infection affecting your lungs. Doctors have admitted you to the hospital and are monitoring your breathing. Your sister has developed asthma and experiences frequent respiratory illnesses. Is vaping worth it?

2. Person number two - You did not use the vape pen, but you shared your Gatorade with someone who does vape. You ended up with a common cold, which you can help soothe with over-the-counter medicine. Is vaping worth it?

3. Person number three - You don't own a vape pen but partook in sharing a vape pen from a peer. Unfortunately, you've contracted a severe variant of COVID and have been hospitalized. Is vaping worth it?

4. Person number four - You are not addicted to vaping but indulge sometimes. As you get older, you notice you are having trouble breathing. Over time, you develop a respiratory disease that requires you to carry an oxygen tank with you. Is vaping worth it?



Activity Plan

Title: Throw in a Positive Change

Suggested Time: 30 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will express their future aspirations while using hand-eye coordination to throw and catch a ball. <p>Materials:</p> <ul style="list-style-type: none"> ball and a large enough space to spread out to throw and catch a ball. <p>Vocabulary:</p> <ul style="list-style-type: none"> aspirations 	<p>Activity Overview: The group will incorporate physical activity as they express future aspirations.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today we will engage in some physical activity and sharpen our listening skills as we learn a little more about each other. I want everyone out of their seats. Let's all spread out in a large circle as best we can. I will stand in the center to get us started. Now I said that we would be learning more about each other, but I want us to be very specific about what we share. We are going to share our aspirations. An aspiration is a hope or ambition of achieving something. I will state a personal aspiration and then throw the ball to one of you. Once you catch the ball, you must repeat my aspiration and then share your personal aspiration with the group within five seconds. You will then throw it to another person in the circle to catch it. That person must repeat my aspiration and the person's aspiration who threw the ball to them. They will then add their personal aspiration and throw the ball to someone else. If a person can't remember one of the aspirations previously shared, they will sit out the rest of the game. To maintain focus and engagement, you may want to tell scholars who are seated that you will check to see which of them is able to recall the most responses at the end. A person can't go twice in a row. The aim is to give everyone a turn and still be standing at the end of the game.</i> Ask scholars if having to focus on catching the ball kept them from focusing on what was said.
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The scholars will continue throwing the ball and sharing until everyone takes a turn. The facilitator will make sure the scholars follow the rules—the ball continues in play, that scholars share aspirations correctly, and the outed players sit out



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

- **Facilitator:** *What did you learn about the things that bring people in the group joy? Did you identify some things we have in common? What can this activity teach you about yourself and others?*

Differentiation Station

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Allow scholars to call for the next ball throw when appropriate to get a turn.

The facilitator can share prompts.

Allow ten seconds to share aspirations.

Scholars can choose to facilitate this activity with a group outside the classroom.

The facilitator can share prompts.

Allow the EL students to have an assigned partner to share aspirations with.

Allow ten seconds to share aspirations.

Activity Reflection:

Refer to the "What Would Ace Do?" September questions that are focused on finding your joy.

Supplemental Resources:

Google Translate and computers.



Activity Plan

Title: Take 5: Prevention Is the Intention

Suggested Time: 30 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> • Have scholars think of preventive actions to avoid drug use. <p>Materials:</p> <ul style="list-style-type: none"> • paper • markers • markers or color pencils • scissors • glue and tongue depressors <p>Vocabulary:</p> <ul style="list-style-type: none"> • prevention • intention 	<p>Activity Overview: Scholars will engage in a discussion and make signs that include alternatives to drug use.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> • Facilitator: <i>Scholars, we often hear about the dangers of drug use. Today we want to come up with things we can do to prevent it. As a team, think of as many things as possible that people can do instead of turning to drugs.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> • Scholars can work in groups. • Provide each group with the following resources: paper, color markers or pencils, scissors, tongue depressors, and glue. • Have scholars brainstorm and write their ideas down for 10 minutes. Using the resources provided, instruct scholars to trace one of their hands on a sheet of paper. • Facilitator: <i>Choose five of the alternative actions discussed and write one on each finger of your traced hand. You may then color or decorate the hand, cut it out, and glue it on the tongue depressor.</i> • Let scholars know the hands are their personal signs to keep. They will be the scholar's self-made reminder of things to do other than drugs. • Facilitator: <i>The intention is prevention. I want you to know that drugs are not an option for anything you're facing.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> • Facilitator: <i>You now have your top five alternatives to prevent you from turning to drugs. When necessary, choose one of your other options. Keep your sign as a reminder to yourself and to encourage others. Ask yourself, "How can I use what I've learned from participating in this activity to inspire myself or others? "</i> • Facilitators should encourage scholars to use their top five actions as their daily inspirations.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Allow students to work with partners.

Provide suggestions for students and ask if they agree with the suggestions.

Work one-on-one with the facilitators.

Do this with a group outside the classroom.

Ask scholars if the school can share their responses on other platforms, in the school broadcast, or on the website.

Allow the facilitator to share prompts.

Allow the EL students to have an assigned partner to share suggestions with.

Activity Reflection:

Refer to the "What Would Ace Do?" October questions that are 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



Is the power of persuasion the greatest superpower of all time? Why or why not?

What or who do you think persuades our beliefs, attitudes, and behaviors the most? Does it change?

What overall message would you tell others to positively persuade them in life?

Can inspiring others be a way to persuade others? Why or why not? Give an example.

How do you think substance abuse starts?

What are the risk factors associated with drug abuse?

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

Does having close family and friends around supports drug prevention? *Look to hear from scholars with differing opinions.

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

