

Month at a Glance: October

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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I can "Say No"	It is important to say no to drugs to maintain a healthy wellbeing.	drugs	30-45 minutes
It's just Candy!	Some candy contains ingredients that are very harmful to the body.	marijuana edibles	30-40 minutes
Helpful versus Harmful	Some drugs are helpful for the body, while others are not.	medicine drugs	Two 30-minute lessons
Beautiful Smile	Illegal drugs can be detrimental to your smile.	drugs chemicals	30- 45 minutes

October



Activity Plan

Title: I can “Say No”
Suggested Time: 30-45 minutes
Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will practice saying no to drugs in authentic situations. <p>Materials:</p> <ul style="list-style-type: none"> scenarios <p>Vocabulary:</p> <ul style="list-style-type: none"> drugs 	<p>Activity Overview: Scholars will review and use a variety of scenarios that give them an opportunity to practice saying “No” to drugs.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will write the phrases “Just Say No” and “Say No to Drugs” on the board or chart paper. Facilitator: <i>Scholars have you ever seen or heard those phrases before?</i> Allow scholars to answer and accept reasonable responses. Facilitator: <i>Scholars, what do you think those phrases mean? Why do you think it is important to say no to drugs?</i> Accept reasonable responses from scholars. Facilitator: <i>Today we are going to read a few scenarios and talk about what we should do if we are in similar situations.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>There are many types of drugs out there. Some drugs are helpful, and you usually get those from your doctor. There are other drugs that are very dangerous, illegal to buy, and can get you into some serious trouble. When you hear people telling you to “SAY NO,” they are talking about the dangerous drugs that are usually illegal.</i> Facilitator: <i>Even though most of us know that drugs are harmful, we sometimes don’t know what to do if a stranger, friend, or family member offers us drugs.</i> Facilitator: <i>I am going to read a few scenarios and I want us to talk about what we would do if we were in the given situations. Listen as I read the first one. Remember to be thinking about how you would respond.</i>



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • The facilitator will read Scenario 1 and allow scholars to discuss how they would handle that situation. Place scholars in small groups or pairs/with a buddy. • Facilitator: <i>Now scholars, I want you to read the last two scenarios and discuss them with your buddy or small group. Talk about how you would handle each situation.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Now let's discuss each scenario because I want to hear your responses. We want to make sure that we are giving our buddies good advice so they know why they should say no to drugs.</i> • The facilitator will call on several groups to discuss each scenario individually. The facilitator will ensure that scholars are clear on how and why to say "NO" to drugs.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2: Locate example videos that can be used so scholars can discuss the videos rather than reading the scenarios. Be sure that the videos are appropriate for your specific grade level.

Scholars can create their own scenarios and have their peers act them out.

The facilitator can use a computer or phone to record the scenarios so that scholars can listen to them. Scholars can then discuss or role play the scenarios.

Activity Reflection:

- 3 reasons why they should "Say No" to drugs
- 2 people they can talk to if someone offers them drugs
- 1 way they can "Say No" to drugs

Supplemental Resources:



I Can Say No Scenarios

Scenario 1: Janice and Mike are walking home from the bus stop. On the way home they see one of their friends whose name is Donovan. Donovan pulls out a vape pen and takes a puff. Donovan turns to them and asks them if they want to try it. Janice and Mike have heard that vaping is bad for you, but they want to look cool in front of Donovan. They both say no, but then Donovan begins to laugh at them and call them names.

What should they do.....

Scenario 2: Chris is sitting in the cafeteria during lunch. One of his friends tells him about some "different" types of candy one of his older cousins gave him over the weekend. The candy looks like something he's tried before. Chris gets ready to take one out of the bag, but notices that it looks a little different and has a funny smell to it. He also notices that there are some "plants" on this package of candy.

What should Chris do.....

Scenario 3: Marsha goes to school. In the middle of the day her head begins to hurt. She tells her best friend Gwen about her headache. Gwen tells her that her mom gave her something that always makes her head feel better. Marsha trusts Gwen because they have been friends forever; plus, their parents are good friends too.

What should Marsha do.....



Activity Plan

Title: It's just Candy!

Suggested Time: 30-40 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify edibles and the dangers of them. Scholars will also be able to compare edibles to candy. <p>Materials:</p> <ul style="list-style-type: none"> pack of sour patch kids venn diagram candy versus <p>Vocabulary:</p> <ul style="list-style-type: none"> marijuana edibles 	<p>Activity Overview: Scholars will learn about edibles and how they can be harmful. Scholars will also compare candy to edibles.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will begin the lesson by showing scholars a bag of sour patch kids. Facilitator: <i>What are these?</i> Facilitator will note student responses. Facilitator: <i>What are edibles?</i> Facilitator will note student responses.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Edibles are food products that contain marijuana. Marijuana is a type of drug that can affect your mind. It is important to be careful about what you think may be candy because it could be something that could actually be very harmful to your mind and body.</i> Facilitator: <i>Sometimes you can tell that it's much more than candy because of the symbols. Other times you cannot tell just by looking at it. For this reason, it is very important to have your parents or guardians check your candy before consuming it.</i> Facilitator: <i>Normally when you eat candy, it may taste sweet, but doesn't change the way you feel or how your mind works. When you eat an edible, it can change how you feel and how your mind works. You may not be as alert or aware.</i> Facilitator provides a disclaimer advising students on what to do if they ever eat candy, desserts or similar items and start to feel "different."

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

- **Facilitator:** *If someone gives you something that looks like candy but you are not sure if it really is candy, what should you do?*
- **Facilitator will note student responses.**
- **Facilitator:** *Now you will complete a Venn diagram comparing candy and edibles.*



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Facilitator can provide scholars with sentence stems to assist with the Venn Diagram.

Example: Edibles are different from candy because ____.

Scholars can create a public service announcement about the differences between candy and edibles.

The facilitator can provide scholars with pictures to sort on the venn diagram.

Activity Reflection:

Facilitator will have scholars share their Venn Diagrams with a partner. Scholars can discuss how they plan to stay safe as Halloween approaches.

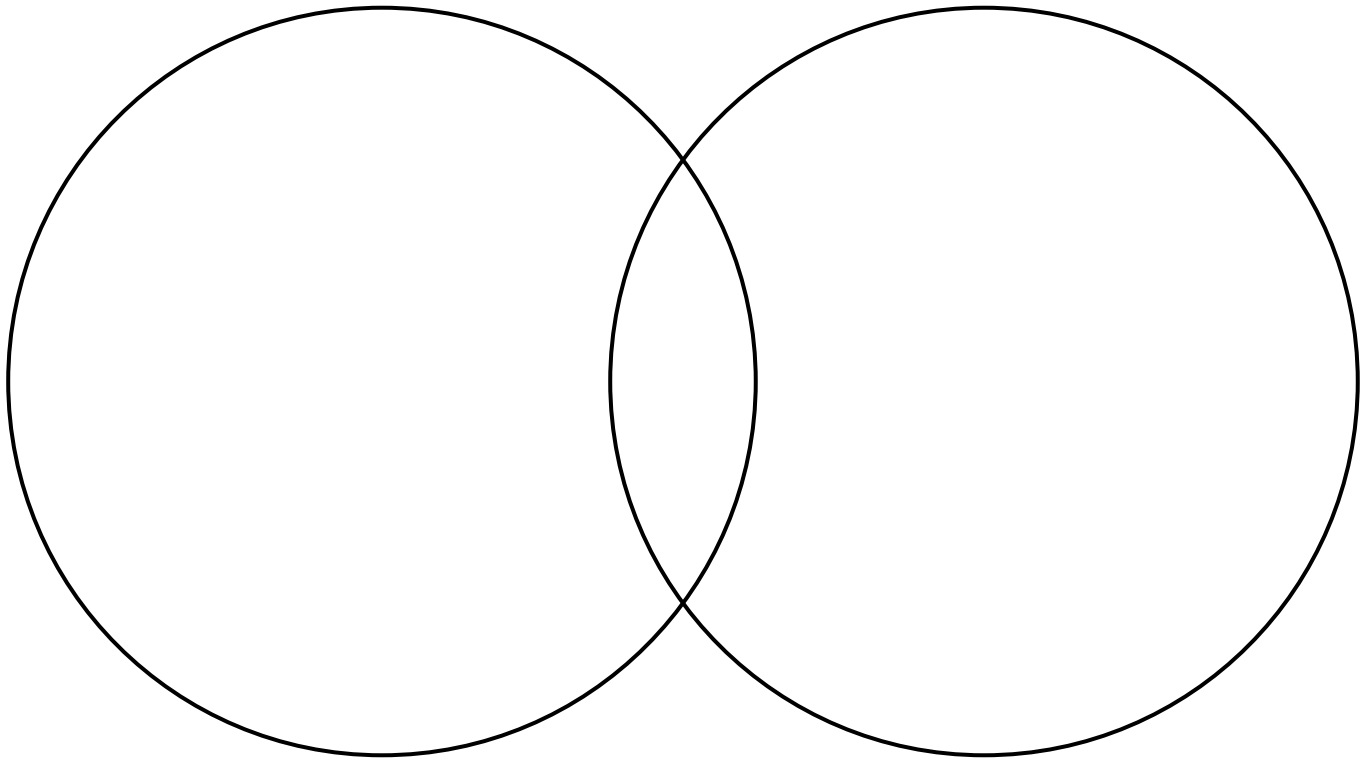
Supplemental Resources:



Venn Diagram

Candy

Edibles



Activity Plan

Title: Helpful versus Harmful

Suggested Time: Two 30 minute sessions

Suggested Grade Level(s): K-2

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be able to define what drugs are and compare drugs to medicine. <p>Materials:</p> <ul style="list-style-type: none"> KWL chart helpful and harmful signs <p>Vocabulary:</p> <ul style="list-style-type: none"> medicine drugs 	<p>Activity Overview: Scholars will learn about drugs and how they are different from medicine/prescription drugs. Scholars will discuss examples of drugs/medicines that are helpful and those that are harmful.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will display a KWL chart and ask scholars what they know about drugs? Facilitator will record answers on the "Know" portion of the KWL chart. Facilitator will ask scholars what they want to know about drugs and record scholar responses in the "Want to know" portion of the KWL chart. Facilitator: <i>Today we will learn about drugs that can be harmful to us and prescription drugs or medicine that can help make us feel better.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Raise your hand if you have ever had a cold. How many of you have ever had a fever or headache?</i> Facilitator: <i>Did your mom or dad give you any medicine to help you feel better?</i> Facilitator will explain to scholars that those medicines/drugs are ok because they may come from the doctor and they are safe to take. Those drugs/medicines can help you feel better. Facilitator: <i>There are other drugs out there that are not safe for you to take and those drugs can harm you. Those drugs can harm your body and make you ill.</i> Facilitator: <i>When taken by mouth or other ways, drugs can change the way you feel or act.</i>



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

- **Facilitator will make sure each scholar has a helpful sign and a harmful sign. As each scenario is read to them, scholars will raise one sign to respond to the facilitator's question.**
- **Facilitator:** *Ace tells his mom that he has a stomachache, so she goes to the store to buy some medicine. Ace takes the medicine and his stomach starts to feel better. Is this helpful or harmful?*
- **Facilitator:** *Ace is walking home from school and sees a group of kids smoking cigarettes. They tell Ace that he should try one because it will make him feel good. Are cigarettes helpful or harmful?*
- **Facilitator:** *Ace is visiting his friend Bluebird when he gets thirsty and asks for some water. Bluebird says he has something better than water and offers Ace some alcohol. Is alcohol helpful or harmful?*
- **Facilitator:** *Ace wakes up one morning with a headache and is feeling hot. His mom says he might have a fever and she takes him to the doctor. The doctor gives Ace some medicine. Is this helpful or harmful?*
- **Facilitator will have scholars complete a two-column notes activity sheet and identify helpful versus harmful drugs.**



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Scholars can be given a sentence stem to complete.
(Ex. Medicine is helpful because...)

Scholars can create a brochure on the dangers of harmful drugs.

Facilitator will provide scholars with pictures and matching words of helpful and harmful drugs so that scholars can complete the two-column notes.

Activity Reflection:

Facilitator will have scholars review the helpful versus harmful drugs chart and discuss how they can identify helpful versus harmful drugs.

Supplemental Resources:



KWL Chart

**What do I
know?**

**What do I
want to know?**

**What did I
learn?**



Activity Plan

Title: Beautiful Smile
Suggested Time: 30-45 minutes
Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the negative effects that drugs have on your smile. <p>Materials:</p> <ul style="list-style-type: none"> beautiful smile handout construction or drawing paper crayons or markers small mirrors (approximately 3-4) DLIQ handout (optional) <p>Vocabulary:</p> <ul style="list-style-type: none"> drugs chemicals 	<p>Activity Overview: Scholars will acknowledge the beauty in their drug free smiles.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will display the images from page 1 of the Beautiful Smile Handout. Facilitator: <i>Look at the pictures on the screen. What do you notice about the pictures?</i> Allow scholars to discuss the different images. Accept any reasonable responses. Facilitator: <i>Today we will discuss the impact that drugs can have on your smile.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Scholars, how many of you like to smile? Accept any reasonable responses. Do you think that using drugs can mess up your smile? Accept any reasonable responses.</i> Facilitator: <i>Drugs have harmful chemicals inside of them that cause your teeth to decay or become rotten. Just as too much sugar causes your teeth to rot, so do drugs.</i> Facilitator: <i>Let's take another look at the first image. Now let's take a look at the pictures on page 2. Notice the effect that using some drugs can have on your teeth.</i> The facilitator takes out a small mirror, smiles while looking in the mirror and says, "I have a beautiful smile and I will not let drugs take that away from me". Facilitator: <i>Now I am going to pass around this mirror. Once you have the mirror, say to yourself, "I have a beautiful smile and I will not let drugs take that away from me".</i>



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • The facilitator passes the mirror around the classroom until everyone has an opportunity to look into it and say the phrase, "I have a beautiful smile and I will not let drugs take that away from me"
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: Now scholars, I want you to draw a picture of your face with your "Beautiful Smile." Underneath your picture, write the following: "I have a beautiful smile, and I will not let drugs take that away from me".



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K-2 scholars can draw a picture that illustrates how your smile looks before using drugs and after using drugs.

Scholars can write a paragraph or an essay about the effects that drugs can have on their teeth.

Use a template that includes sentence frames for scholars to complete their reflection activity.

Activity Reflection:

Facilitator: Today our ticket out the door will be a DLIQ. On a sheet of paper write:

- D-Write about what you DID in today's activity.
- L-Write one sentence about what you LEARNED from today's activity.
- I-Write one sentence about something you found INTERESTING in today's activity.
- Q-Write one QUESTION you still may have about today's activity.

Supplemental Resources:



DLIQ Reflection Activity

D	Write about what you DID in today's activity	
L	Write one sentence about what you LEARNED from today's activity	
I	Write one sentence about something you found INTERESTING in today's activity	
Q	Write one QUESTION you still may have about today's activity	



Page 1 Pictures



Page 2 Pictures

