

“Anti-Drug Rap” Activity

Topic: Alcohol, Other Drugs and Tobacco

Time: 1-2 class periods

Level: Middle-High School

Materials: Class Notebooks, Drug Graphic Organizer

Aim: This activity is a contemporary way to afford students an opportunity to write creatively.

National Health Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health (Alcohol, Tobacco & Other Drugs)

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks (Writing & Performing Rap)

Rap/Poem Activity Procedure:

1. Teach Oxycontin Content
2. Students will complete a graphic organizer to meet the criteria (see attached)
3. Students will write their rap/song/poem using the graphic organizer
4. Students will share their rap/song/poem to the class(Collaborative Pairs)
5. Students may upload video to teachertube.com (optional)

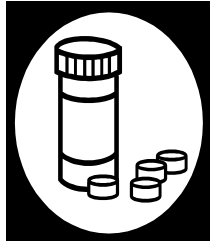
Teaching Tips:

1. Give students an example of anti-drug rap
2. Make sure the activity criteria is specific and reflective of lesson
3. Encourage students to be creative, all answers reflect healthy, safe and legal choices
4. The activity may be modified by giving each row in the class a specific drug

Rap Activity Graphic Organizer Criteria:

1. Drug Name
2. Drug Description
3. Drug Terms
4. Illegal/Legal?
5. Two Unhealthy Effects of Selected Drug Use
6. Two Unhealthy Results of Selected Drug Use
7. Anti-Drug Resource
8. I will not use (selected drug name) because statement

Anti-Oxycontin Rap Example:



**Oxycontin isn't that cool
If you take it you'll be a fool
Sooner or later you will become addicted
Right after that you will be evicted
All of your money will be gone
And you will feel very withdrawn
Vomiting and sweating is no fun
It is something that can never be undone.
Your head will be spinning and you might see stars
You'll do something unsafe and end up with scars
They call it blue and sometimes killer
You never want to get it from a drug dealer
When prescribed to you by a physician
You won't be put in a bad position
When you go to drugfree.org
You will find information so you don't end up in the MORGUE!**

Written by Aleecia King

Drug Name

Unhealthy Effects

Unhealthy Results

Drug Description

Slang Terms

Legal/Illegal?

Resource

I will not illegally use Oxycontin because _____

“Human Body Inc.” Activity

Final group presentation may include drawn visuals or Power-Point presentation

Topic: Body Systems

Level: Middle-High School

Time: 1-2 class periods

Materials: Computers, Class Notebooks

Aim: This activity allows the students to work cooperatively to create a plan supporting body system knowledge.

National Health Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.
(Personal Health Unit)

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health. (Discussing and Writing about their selected body system)

Human Body Inc. Final Project Procedure:

You work at the Human Body Inc. Company. Body system department layoffs are occurring in the company due to financial difficulties. You and your team must work together to make sure that your department is not eliminated.

Use learned body system knowledge in addition to independent research to write a persuasive letter giving specific reasons to prove to management your department should not be cut.
Give specific reasons your “body system” is the most valuable system.

Example: Discuss ways your system helps to keep the rest of the body running smoothly?

Human Body Inc. Activity Steps:

1. Teach body systems information
2. After students complete individual body system questions, assign them into groups of 3 give a specific body system to each group. (Collaborative teams)
3. Students must write and illustrate using a model the parts of their system and explain its functions. (Writing Prompt and Models)
Include information discussing if your system were to fail, how other systems will be negatively affected.
4. Recommend steps which Human Body, Inc. can take to ensure success. (Peer teaching and Model/Writing Prompt)
5. Present your argument to System Operations verbally and in writing. (Peer Teaching and use Models)
6. Include a reference list with at least 2 websites, and 2 library book entries.

Body Systems/ Human Body Inc. Departments:

1. **Nervous System**
2. **Circulatory**
3. **Respiratory**
4. **Digestive**
5. **Skeletal**
6. **Muscular**
7. **Endocrine**
8. **Urinary**

Teaching Tips: View Osmosis Jones video prior to completing the activity

Each group will decide which member will complete designated role/assignment segment.

Individual Roles: (Collaborative Teams/Peer Teaching and Models)

1. **Systems Operator**
How does your system work, what other systems work with your system, which organs or bones are important, how do you keep this system healthy?
2. **System Photographer**
Finds pictures of each system, tells systems apart from each other, explains and teaches team members how to differentiate between systems, gathers of materials for visual representation of system.
3. **System Designer**
Organizes information onto a PowerPoint or a visual presentation, includes information about other systems, and makes sure the task questions are answered.

Group Roles: (Collaborative Teams)

Each member of the group is responsible for the following roles:

1. **System Control**
Makes sure each group member is on task, keeps records of resources, keeps information gathered at end of work day, designs plans for future health of company.
2. **System Exploration**
Use websites and research books for supporting information of the selected body system.

“Persuasive Letter” Criteria:

1. Persuasive letter (Writing Prompt)
How will your “Body System” support growth and development of the Human Body Inc. Company?
Your letter must include; your plan for a healthy company based on how your system works, what other systems work with and need your system, which organs or bones are important to your system, ways to keep your system healthy?
2. Include supporting visuals and/or PowerPoint with at least 5 pictures of your system
3. Present your plan to save your Body System Department to the Systems Operations
4. Each team member must speak
5. Persuasive letter must be read during presentation

“Totem Pole” Activity

Topic: Family

Time: 1 homework assignment, 1 class period

Level: Middle-High School

Materials: Family Interview sheet completed, paper towel rolls, soda cans, or coffee tins

Aim: This activity is an interactive technique for students to identify and honor family characteristics.

National Health Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health (Family and Social Health Unit)

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors (Family Interviews are used to determine roles in family)

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks (Discussion, Interviewing Family).

Totem Pole Activity Procedure:

1. Teach about derivation and show examples of Totem Poles.
2. Provide students with an interview worksheet
3. Students select up to five family members including themselves to interview
4. Students will use interview sheet to record the interview
5. Students then write down what they learned about that family member
6. Students choose one interest from each family member to display on their totem pole
7. Students will also choose an image that represents their entire family that will be the top tier of the totem pole
8. Students find their image by using clipart, camera or web pictures, drawings, or other forms
9. Then they write down what image they chose to use
10. Students cut out their images
11. Students then put them on their totem pole by taping or gluing them on
12. Students can use household items for their totem pole such as an empty paper towel roll or empty soda cans which they can stack
13. Students may then present their totem poles to the class

Teaching Tips: Teach information about totem poles, show authentic examples. Provide your family example for the students to see.

Give students a range of sections to have on their totem pole, preferably 5-7

Students can use household items for their totem pole such as paper towel rolls, empty soda cans, or coffee tins. Display their totem poles around the classroom

An Extension Project could be a Class Totem Pole. Each student creates and adds a segment to represent them and the group agrees on an image for the top of the totem pole that represents their entire class



Family Totem Pole Interview Worksheet

Family Member 1: _____ Role in family _____

I learned _____

Image: _____

Family Member 2: _____ Role in family _____

I learned _____

Image: _____

Family Member 3: _____ Role in family _____

I learned _____

Image: _____

Family Member 4: _____ Role in family _____

I learned _____

Image: _____

Family Member #5: _____ Role in family _____

I learned _____

Image: _____

“I Am” Activity

Topic: Emotional Health

Level: Middle-High School

Time: 1-2 class periods

Materials: Class Notebook, “I Am Poem” criteria

Aim: This activity is a creative writing activity to help students to identify and express ideas and behaviors that make them unique.

National Health Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (Mental and Emotional Health)

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health. (Writing and Sharing Poem)

“I Am” Activity Procedure:

1. Teach Expressing Emotions in Healthy Ways lesson
2. Complete the graphic organizer to meet the criteria (see attached)
3. Write ‘I am’ poem using the graphic organizer (Graphic Organizer)
4. Have the option to share their poem with the class (Think-Pair-Share)
5. The “I am” poem can be organized in a Power-Point presentation

Teaching Tips:

1. Provide students an example so they know exactly how the poem is supposed to be completed
2. Poem must have healthy, safe, and legal choices/responses
3. Emphasize writing the poem as an honest personal reflection
4. Students can create a slideshow, video, or present in front of class for extra credit

Graphic Organizer Criteria Example used in “I Am” Poem:

1. Special Characteristics
2. Something you are curious about
3. An imaginary sound
4. An imaginary sight
5. Something you want
6. Repeat #1
7. Complete I learned statement

“I Am” Poem Criteria Example:

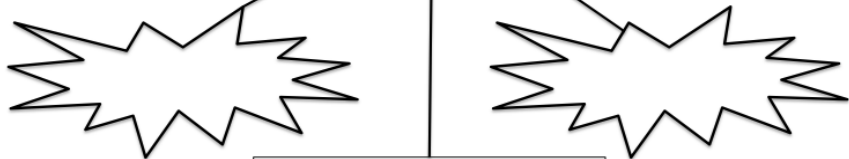
The “I Am” Poem

<u>I am</u>	(Two special characteristics the person or thing has)
<u>I wonder</u>	(something the person or thing could actually be curious about)
<u>I hear</u>	(an imaginary or actual sound)
<u>I see</u>	(an imaginary or actual sight)
<u>I want</u>	(a desire)
<u>I am</u>	(the first line of the poem is repeated)
<u>I pretend</u>	(something the person or thing could actually pretend to do)
<u>I feel</u>	(a feeling about the imaginary)
<u>I touch</u>	(an imaginary touch)
<u>I worry</u>	(something that could really bother the person or thing)
<u>I cry</u>	(something that could make the person or thing sad)
<u>I am</u>	(the first line of the poem is repeated)
<u>I understand</u>	(something the person or thing knows to be true)
<u>I say</u>	(something the person or thing believes in)
<u>I dream</u>	(something the person or thing could actually dream about)
<u>I try</u>	(something the person or thing could make an effort to do)
<u>I hope</u>	(something the person or thing could hope for)
<u>I am</u>	(the first line of the poem repeated)

I learned it is important to express my thoughts and feelings in healthy ways because

I Am Poem Activity

2 Special Characteristics



Something you are curious about

[Empty rectangular box for writing]

Write an imaginary sound

[Empty oval shape for writing]

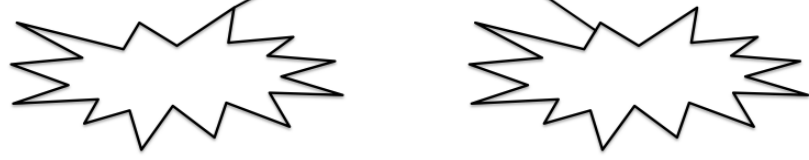
Write an imaginary sight

[Empty rectangular box for writing]

What is something you want?

[Empty oval shape for writing]

Repeat 2 Special Characteristics



Unwritten Activity

Topic: Alcohol, Other Drugs, and Tobacco

Level: Middle-High School

Time: 1-2 class periods

Materials: notebook, “Unwritten” work sheet completed

Aim: This activity is a goal setting activity to help students identify and express plans for their future.

National Health Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (Alcohol, Tobacco & Other Drugs)

Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health. (Writing Decade Goals in their Unwritten Book)

Teachings Tips:

- Listen and give students ‘Unwritten’ lyrics by Natasha Bedingfield
- Make sure each decade criteria is clearly defined.
- Encourage students to be creative. If possible provide art supplies.
- Show examples of completed “Unwritten” project to show class

“Unwritten” Activity Procedure:

1. While teaching drug content discuss risk behaviors and life events students would possibly miss due to drug use.
2. Lead students into thinking about their personal life goals.
3. Reflecting on each life decade students create a book focused on their life goals and important future events.
4. “Unwritten Book” Page 1-3:
 - Page 1: My current age today is ___ (your age).
 - Page 2: ____ (today’s date) is the date ____ (your name)’s book begins.
 - Page 3: Your name, Your birthday, Pictures of yourself
5. Label the following pages with Life Decades
 - Page 4: (your age)-19
 - Page 5: 20-29
 - Page 6: 30-39
 - Page 7: 40-49
 - Page 8: 50-59
 - Page 9: 60-69
 - Page 10: 70-79
 - Page 11: 80-89
6. Page 12-14: On each page, list 1 person important to you. List 3 reasons your relationship with this person helps you stay drug free. Include 3 drawings, pictures or graphics to depict your relationship.
7. Page 15: Today is when my book begins.

“Unwritten “criteria for students:

Your book needs to have the following 15 pages.

Page 1: My current age today is __ (your age).

Page 2: _____ (today’s date) is the date _____ (your name)’s book begins.

Page 3: Your name
 Your birthday
 Pictures of yourself

*For each decade list 1 life goal and include at least 3 pictures and/or, stickers, magazine cut outs, or you may draw in your book to make it personally unique and creative.

Page 4: (your age)-19

Page 5: 20-29

Page 6: 30-39

Page 7: 40-49

Page 8: 50-59

Page 9: 60-69

Page 10: 70-79

Page 11: 80-89

*For each page include a picture/drawing of the important person you list

Page 12: List 1 person important to you and why this person keeps you drug free

Page 13: List 1 person important to you and why this person keeps you drug free

Page 14: List 1 person important to you and why this person keeps you drug free

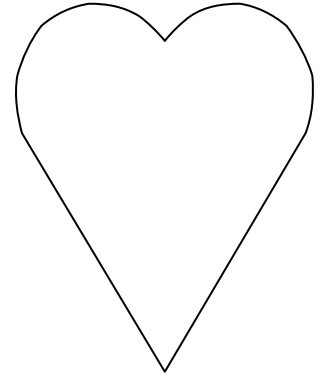
Page 15: Today is when my book begins

Unwritten Activity summary:

I want to live to/because _____.

I will avoid risk situations and illegal drug behaviors
because_____.

“Love Should Not Hurt” Activity



Topic: Choosing Inspiring Relationships

Level: Middle-High School

Time: 1 class period

Materials: notebook, pink sheets of paper

Aim: This activity is a goal setting activity to help students identify and express plans for their future.

National Health Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (Family Life and Sexuality)

Standard 5: Students will demonstrate the ability to use decision making skills to enhance health (Selecting Inspiring and Dispiriting Traits to complete Heart activity)

“Love Does not Have to Hurt” Activity Procedure:

1. Teach Inspiring Relationships lesson
2. Ask students to remain silent as they complete this summary activity
3. Give students a pink piece of paper
4. Students will draw a large heart in the center of their paper
5. Students will write words that depict relationship characteristics they seek inside the heart.
6. Ask students to remove any words that are not characteristics of an inspiring relationship
7. Students will write words that depict dispiriting relationships they have experienced, want to avoid or dispiriting behaviors they have exhibited on the outside of the circle
8. Students will tear the dispiriting words from their paper
9. Students will crumple the dispiriting word and throw them into the trash can
10. Students complete the activity summary statement.
I will choose inspiring relationships throughout my life because_____

Teaching Tips:

1. Maintain quiet during the activity so the students can reflect on previous and current relationships
2. Ask students not to use names
3. Reassure students they will not be asked to share their heart
4. To modify the activity the students could come to the front of the class and dispose of the dispiriting traits.
5. Instead of a trash can a shredder could be used to simulate ridding oneself of dispiriting relationships and personal traits.

“Vision Board” Activity

A Vision Board is a creative way to display future goals and aspirations.

A Vision Board may have a specific time frame such as “this school year”, “by the time I’m 21” or a more general time such as “in the future”.

Topic: Goal Setting

Level: Middle School-High School

Time: 1-2 class periods

Materials: notebook, “Goal Setting” work sheet completed

Aim: This activity is a goal setting activity to help students identify and express plans for their future.

National Health Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (Mental and Emotional Health)

Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health (Selecting goals and pictures to illustrate them)

“Vision Board” Activity Procedure:

1. Teach Goal Setting lesson
2. Students complete Vision Board worksheet which can be any configuration of goals you choose
3. Students will select magazine pictures or create computer graphics to depict their goals.
3. Give students a poster
4. Students will place a happy picture of themselves in the center of the poster
5. Students will place school monthly goals visuals on poster
or
6. Students select 4 categories from above listed criteria and place visuals representing each criterion on the poster
7. If students cannot find visuals that support their goals they may use words cut from magazines
8. Students complete the activity summary statement.

I will choose to reach my goals and personal vision of the future by

_____because_____

Teaching Tips:

1. Ask the librarian, parents to keep and donate old magazines
2. Define the word and idea of “vision”.
3. Plan for passing out and collecting of materials
4. Completed Vision Boards could be shared and displayed in the classroom
5. Vision Boards should be placed where students can see them daily, ex. in the front of the binder, daily planner

My Goal Setting Plan for My 7th Grade Vision Board

My academic goal for September is _____

My personal goal for September is _____

My academic goal for October is _____

My personal goal for October is _____

My academic goal for November is _____

My personal goal for November is _____

My academic goal for December is _____

My personal goal for December is _____

My academic goal for January is _____

My personal goal for January is _____

My academic goal for February is _____

My personal goal for February is _____

My academic goal for March is _____

My personal goal for March is _____

My academic goal for April is _____

My personal goal for April is _____

My academic goal for May is _____

My personal goal for May is _____

My most important long term goal by end of middle school is _____

My most important long term goals by the end of high school is _____

My long term goal by age 21 is _____

Vision Board Example



I put “ make a Vision Board” in my websearch and came up with a variety of apps for both Android and I-Phone.

Pinterest also has a variety of eamples posted.

I-Phone examples include, Vision Board Pro (\$1.99), Bloom (free), Dream Vision Board (free) Vision Board Deluxe (\$.99) by Happytapper

Android Users can go to Google Play for a variety of Vision Board Apps. Examples include, My Vision Board (free), Dream Board (free), Jack Canfield.com offers a variety vision board information.