

Speaking Up

Purpose:

- To inspire students to become a leader in their respective communities.
- To teach students about different and effective communication skills.
- To warn students about the dangers of ATOD.
- To foster conversation between different groups of students.

Comprehensive Health Standards:

Standard 3: Emotional and Social Wellness in Health

Advocate to improve or maintain positive mental and emotional health for self and others (CH09.HS.S3.GLE3)

Standard 4: Prevention and Risk Management

Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs (CH09.HS.S4.GLE1)

Guiding Questions:

- What are effective ways of communication when dealing with different groups in your life pertaining the topic of alcohol, tobacco, and other drugs?
- How is self advocacy an important aspect when trying to speak up for yourself?
- What are the consequences of your actions and how do they affect those around you?

Setting the Stage:

Explain to students that self advocacy comes in many different forms and must be communicated in different ways to different people. When we interact with different people we communicate in different ways. Topics pertaining drugs and alcohol are no different. This activity helps organize different ways to talk to the four distinct groups about ATOD. With the help of peers, this also helps facilitate a “gated” discussion that allows students to ask questions about ATOD with the help of an adult. Teens will talk about it anyway and come in contact with the issue, so having an adult there to openly discuss it will provide students the right information.

Time Guide:

Total predicted time: 60 minutes

- Reviewing fact sheet - 5 min
- Ask guiding questions and giving instructions - 10 min
- Perform activity - 20 min
- Regroup and discuss with class - 10 min
- Review closing statements - 15 min

Instructions for Speaking Up:

1. Start by passing out facts sheet about drugs and alcohol and the dangers to give context of discussion.
2. Open up by giving guiding question and leaving it open to discussion about the different groups

of people students encounter with their lives.

3. Introduce the four groups that we will be focusing on (Friends, Family, Community, and Self).
4. Divide class into groups of 4-6 (make sure that students are not with friends that they would usually work with. By pairing students up with different people, it allows them to take in different viewpoints).
5. Give each group a poster paper and markers.
6. The activity is to divide the paper into four sections (Friends, Family, Community, and Self). Tell students that the goal is to compile words, sentences, cartoons, activities that would effectively allow the student to communicate the dangers of ATOD to each group.
7. Allow class to work for roughly 20 minutes.
8. Bring class together and discuss, maybe have a person from each group present one section.
9. Closing statements and review guiding questions.

Discussion Questions/Conclusion:

At the end of the activity, students will walk away with the ability to communicate to different groups of people using various types of media and syntax. By doing this, they are advocating for themselves and warning others about the dangers of ATOD. It will create leaders in the community.

- What were some of the differences that are seen between the 4 groups?
- What were some of the similarities that are seen between the 4 groups?
- Which group was the hardest to find words for? Why?

Adaptations:

- Time allotments are not rigid. You may spend the necessary amount of time for each section.
- If you want to add or subtract the number of groups, you may do so.