

ELEMENTARY  
AND MIDDLE  
SCHOOL

# TOPIC SERIES ACTIVITY

Inhalants



# ACTIVITY OVERVIEW



## Inhalants

### Overview

During this activity, students will watch the Operation Prevention Topic Series Inhalants video on the impact of inhalants on the brain and the body. After watching the video, students will take part in a creative writing exercise. Students will use the writing strategy RAFT (Role, Audience, Format, Topic) to take on a unique perspective and explain how inhalants impact the brain.

### Modifications

Please note that all activities can be adjusted to accommodate both a face to face and a virtual learning experience.

### Grade Level

Grades 3–8

### Activity Duration

30–45 minutes

### Objectives

Students will:

- Use creative writing to explain how inhalants impact the brain and the body.
- Synthesize information from sources

### Materials

- Operation Prevention Topic Series: Inhalants Video
- Agree and Disagree Signs
- 3-2-1 Handout (two per page)
- RAFT Handout

# HEALTH STANDARDS

## National Health Standards:

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 5.5.6 Describe the outcomes of a health-related decision.
- 8.5.1 Express opinions and give accurate information about health issues.

## ELA Common Core State Standards

- W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

# ENGAGE

- Begin the class by showing students an image of someone smelling old sneakers or socks, this may be humorous for some and that is okay. Explain to students that while it may be funny to consider someone smelling something gross, some people do this on purpose. Use this time to introduce the term Inhalants and what they are.
- Post around your room the Agree and Disagree signs. Explain to students that they are about to hear a few statements read aloud.
  - As you read each one, students should consider what they think they already know about inhalants. They should then walk quietly to the side of the classroom that best explains their position on your statement.
  - Acknowledge that students may not be certain about their opinion, and it's okay to make an educated guess.
- Share the following statement: *Household products can be dangerous. Inhalants are chemical vapors that produce mind-altering effects.* (True)
- Give students a moment to think about whether they agree or disagree with the statement before they move.
- Once each student has moved to a corner of the classroom, encourage them to share their reasoning with their like-minded peers. Then ask one or two students from each group to briefly summarize their group's rationale.
- Complete the same process with the second statement: *Inhalants only impact your brain and have little to no impact on other parts of your body* (False).
- Wrap up by asking students to show you with their fingers—on a scale of 0 (not at all sure) to 10 (very sure)—how confident they feel about these opinions.

# INVESTIGATE AND VIEW

- Explain to students that they are about to watch a short video to help uncover the impact of inhalants on the brain and body.
- Before viewing the video clip, distribute for students the 3-2-1 handout (two to a page) and instruct them that as they watch the video clip, they should note:
  - Three things that they learned
  - Two things they still had questions about
  - One thing that they felt was most important
- When the video ends, provide students with time to write on their notetaker. If necessary, play the video a second time.
- As students are winding up, invite them to share their 3-2-1 notes with the class. This can be an opportunity to gauge learning and clarify any misunderstandings.

# APPLY

- Next, explain that students are going to be applying what they have learned in a creative writing exercise called a RAFT.
- Explain to students that RAFT stands for:
  - Role: What perspective are you taking on?
  - Audience: Who are you speaking to?
  - Format: What type of writing are you using?
  - Topic: What is the topic you are writing about?
- Distribute copies of the RAFT handout and take a few moments to share with students an example RAFT. Invite students to be creative by selecting a unique role, audience, and format. The topic should be “impact of inhalants on the brain or body”.
- As students are finishing their RAFT assignment, leave time for student volunteers to share their examples to highlight what they have learned about the dangers of inhalants for the brain and the body.

# ACGREEM

# DISAUGREE

## 3-2-1 HANDOUT

3-things you learned

2-things you have questions about

1-thing that is most important



## 3-2-1 HANDOUT

3-things you learned

2-things you have questions about

1-thing that is most important



# RAFT HANDOUT

## RAFT WRITING TEMPLATE

Type name(s)

Role	Audience
Format	Topic
Writing Assignments	