

# Activity Adaptations for Social Distancing

TGFD Grade 8

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## General Activity Adjustments

**Paired and Group Activities** - Workbook activities that instruct the students to work with a partner or in small groups can be done individually or as a class. Instead of collecting the student workbooks at the end of each lesson, ask the students to keep their workbooks in their backpack or locker.

**Role Plays** - Select student volunteers to read the scripts aloud from their desks.

**Move-around-the-room Activities** that require the students to stand by a display card to indicate their answer can be done with the students remaining at their desks. Display the cards on the board at the front of the room and assign a number to each card such as **One, Two, or Three**. Write the number above the corresponding card on the board. Read the scenarios aloud to the students and ask them to show their answers by holding up one, two, or three fingers.

## Adjustments by Lesson/Activity

### Lesson 1 **The Architect**: *Setting Reachable Goals*

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#### Activity 1: Goal-Setting Scramble

Conduct the **Goal-Setting Scramble** as a class. Display one set of the Goal-Setting Scramble puzzle using a projector. For the first round, invite one student to the front of the classroom to attempt assembling the puzzle. For the second round, invite a different student to attempt assembling the puzzle.

### Lesson 2 **iDecide**: *Making Responsible Decisions*

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#### Activity 4: Phone Home

Conduct **Spend or Save?** as a class. Display a Spend or Save? Game Board using a projector. Put the class into two teams to play from their seats. Designate a game pawn to each team. Place the game pawns on the Start space on the game board. Place the deck of Spend or Save? Game Cards face down in the Scenario Cards space on the game board. At each team's turn, draw a card, read it aloud, and follow the instructions. If a card with a number is drawn, that team must identify what influenced the decision in the scenario.

## Lesson 4 Press Send: *Effective Communication*

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### Activity 4: Putting It All Together

Play **Listen Up!** as a class. Invite four volunteers to come, one at a time, to the front of the classroom to take a turn being the speaker. The rest of the class will be the listeners. Each speaker will identify which Image (1, 2, 3, or 4) the speaker is describing so the listeners know which image number to shade in their workbooks.

## Lesson 5 Friend Request: *Bonding and Relationships*

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### Activity 5: The Buddy System

Play **The Buddy System** as a class. Select one student volunteer to be the Friend in Need. Ask this student to leave the room or to cover their ears and put their head down so they cannot hear or see which classmates provide an answer. Read a Buddy System Scenario Card to the class. Select five students to share one friendship quality they would offer to the Friend in Need. Each student needs to provide a different quality. Quickly write these answers on the board. Then, ask the Friend in Need to come back into the classroom or uncover their ears and lift their head. Ask the Friend in Need which quality from the board they would choose for their situation. Once the Friend in Need chooses an answer, the classmate who gave this answer now becomes the Friend in Need. Keep a list on the board of the qualities that are chosen. Once a quality is chosen, it may not be used again. Continue the game as time allows.

## Lesson 6 Server Not Responding: *Effects of Alcohol Use*

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### Activity 3: The Uninvited Guest

Play **Party Smart** as a class. Display a Party Smart Game Board using a projector. Put the class into two teams to play from their seats. Designate a game pawn to each team. Place the game pawns in the Start space on the game board. Place the deck of Positive Play Cards face down in the appropriate space on the game board. Blindly place a Scenario Card face down in each room. Deal five Consequence Cards to each team, one card for the five teammates. At each team's turn, roll the die, ask the team to specify the direction they want to move, and move the team's pawn the designated number of spaces on the board. Once a team enters a room, pick up the card, read it aloud, and ask the team if they have the matching Consequence Card. The first team to match all of their Consequence Cards with the correct Scenario Cards wins the game. If a team lands on a square with a light bulb, draw a Positive Play card, read it aloud, and advance that team's game pawn forward.

## Lesson 8 The Blunt Truth: *Effects of THC and Marijuana Use*

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### Activity 1: The Blunt Truth

The adaptation for the **Blunt Truth** game is best done in student groups rather than as a class as the intent of the game is for the students to debate information about marijuana among their peers and at their own pace. Set up one Blunt Truth game by spreading a deck of Blunt Truth Cards face down in four separate areas of the room. Put the class in four teams. Instruct each team to maintain social distancing as they gather near their game. Each team will elect one person to be the card reader. Only this person will touch and read the cards until all of the cards have been played.

## Lesson 9 Not What the Doctor Ordered: *Street, Prescription, and OTC Drugs*

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### Activity 3: Selective Detective

Play **That's Life** as a class. Read each card number and the scenario on the card to the class. Allow 5 seconds for the students to write down the card number in a category in their workbooks. When the students think they have four numbers of the same category, they should raise their hands. Call on the first student who raises their hand to read the numbers from a category they recorded. If the numbers are correct for that category, declare that student the winner of Round 1. To keep the game fun and the students involved, only allow 5 seconds for the students to record their answers, and do not reread the scenarios on the cards. Continue play until all of the categories have been solved or as time allows.

## Lesson 10 The Operating System: *Understanding Risk and Course Review*

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### Activity 1: Calculating Risk

Play **At Your Own Risk** as the teacher's script indicates with the exception that the students do not draw a card from the deck. Instead, draw a card for the student volunteers before they come to the board to illustrate the risk. To keep social distancing in effect between you and the student volunteer, place the card face up near the board where the student volunteer can see it but the class cannot.

### Activity 2: The Operating System

Have the students play **The Operating System** individually rather than in teams. For each round, distribute one matrix to each student. Encourage the students to practice social distancing when they come to the front of the room to collect and return cards. To win the game, a student needs five X's in a row either horizontally, vertically, or diagonally.