

# HOW TO USE THE WORKSHEETS

Each week, have students read and react to a chapter in the moment using the questions starting on page 123 of the graphic medicine. These questions are at the top of the worksheets to refresh the students memory of the conversation as they work independently. Give the students space to lead the conversation organically. Then, have students reflect on the material in the worksheets in their own time. (See timeline options on pages 6-8.)

Worksheets are designed to support independent thinking and reflection over the three main substance misuse prevention topics addressed. The worksheets are by chapter around social, choices, and risk & protective factors. (Pages 9-20).

Before beginning a new section, have students reflect over the material from the prior week, as they have had time to complete the worksheets and do independent thinking. Students are not required to turn in their worksheets, but facilitators may chose to review them.

After the book is complete, allow for a final conversation of the material. Resources for vaping cessation are available in the back of the Graphic Medicine, as well as in the resources section of this facilitator's guide. You may have some state, county, or local resources to provide as well.

There is an example page which may help students understand the questions and begin to formulate their own responses.

# WORKSHEET EXAMPLES



## CHAPTER 1: SOCIAL

What connections do the characters make to other characters?

How might the different characters care about reputation differently?

What can you infer about the students based on what they do/say?

Do you think any of these characters struggle more than others connecting, and why?

The people around us affect our lives in many ways. Think about what you read, the conversation you had around this chapter. Compare your experience with family, school, or friendships to at least one character you relate to in this chapter.

### EXAMPLE:

*Armina is angry with her parents about getting a divorce. She doesn't say anything to them about it, but she does try to keep up with school and her running. If it were me, I would have told my dad that I needed him to be more understanding that I couldn't do everything I used to do, because it is too much to do all the time. I think my dad would understand, and it would make it easier for me to maintain what I liked and not fight with my parents.*

### EXAMPLE:

*Zoe relied on her friends and teammates a lot. Her team mate told her that she needed to use more deodorant in a nice, private way, and Sean helped her find her way to a new class. I rely on my friends for a lot of things, too. I don't know what I would do if I didn't have my best friends in my life!*



## CHAPTER 1: CHOICES

Sean makes choices around vaping. What around him might influence those choices?

What things in Armina's world are her choices, and what things is she obligated to do?

How do these obligations affect her, and how does she deal with that?

Do any of the characters make choices that bring negative or unwanted consequences?

What choices about self-care and health care do the characters make?

Does the word "fixed" mean something different to Brenden at different times?

We make choices all day, every day. Think about what you read, and the conversation you had around this chapter. Think about a choice one the characters made in this chapter. What would you do differently, and what might the outcome of your choice look like?



## CHAPTER 1: RISKS & PROTECTIVE

What risk factors do the students face as they enter high school or start a new school?

Are there other tricky situations that students experience as they enter high school that none of these characters experienced?

What support did the students have in their lives at this time?

What types of family structures represented?

What about the environment of the school, or sports, were protective factors for the characters?

Making healthy choices can be easier or harder, depending on the circumstances in our lives. Think about what you read, and the conversation you had around this chapter. Write about how you connect to one of the characters in this chapter. What things were harder for them, and what things were easier for them that you can relate to?

### EXAMPLE:

*I connected with Caleb because he is new to the school, and he had to think about where he would fit in in a new school and all the other parts of being a freshman. When I moved schools, it was hard for me to find friends, too, and I had to think about being myself but also fitting in to a new place.*

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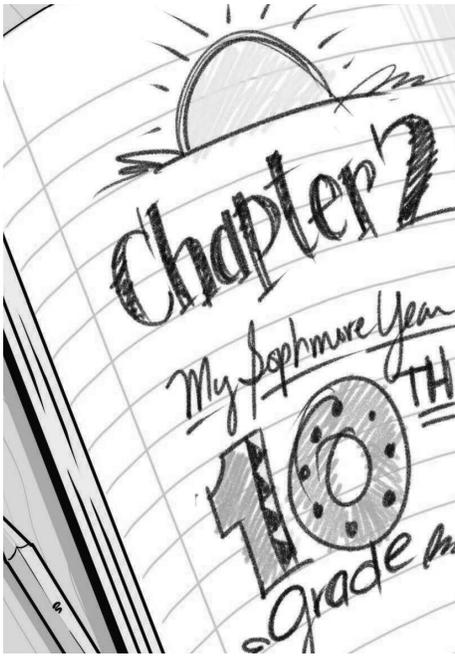
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## CHAPTER 2: SOCIAL

What different types of communication do you see?

Do you see characters navigating the best ways to communicate?

What communication didn't work, or was hurtful, and why?

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## CHAPTER 2: CHOICES

What are some goals of the characters, like Sean and Caleb?

What makes accomplishing their goals harder, and what do they do to overcome difficulty?

What choices do the characters, like Armina and Brenden's teammates, make around vaping? What influenced those choices?

What consequences do you notice for the characters around those choices, and what consequences, good or bad, can you think of in real life?

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## CHAPTER 2: RISKS & PROTECTIVE

In what ways do the relationship between the characters and adults in their lives change?

Several of the characters start exploring dating in this chapter. What were signs of healthy relationships, and what were signs of unhealthy relationships?

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## CHAPTER 3: SOCIAL

How does the loss of a student affect the characters differently?

How does resiliency show in the different students? Sean is directly impacted by the loss of the student and by the car crash. How does this affect him?

In what ways do people talk to him about the car crash? What expectations do people have on the characters, and how hard or easy is it to live up to them?

What expectations do the characters have for themselves? What expectations does Brenden have about his team and his friends in this chapter, and how do they live up to reality?

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## CHAPTER 3: CHOICES

What choices around substance use do the students make in this chapter?

For Caleb, do his choices around substance use make things easier or harder for him?

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## CHAPTER 3: RISKS & PROTECTIVE

This chapter deals with loss, grief, and tragedy. What supports do the students have?

Are there any students with less support than others, and how do you think this affects them?

How does the school support the students?

How do the adults in the lives of the characters support their physical, mental, and emotional health?

What other things are going on in the students' lives during this year that they have to balance with their grief?

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## CHAPTER 4: SOCIAL

How do the characters use what they have learned in high school? What traditions do you see in this chapter?

Do any characters break from tradition?

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## CHAPTER 4: CHOICES

How might the choices of the adults in the lives of these characters impact the choices of the characters, such as Caleb's mom?

What worries the students about substance use?

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## CHAPTER 4: RISKS & PROTECTIVE

What supports do the adults in this chapter offer the characters?

How are the characters encouraged or discouraged about the next chapter in their lives?

How do the students support or not support each other's aspirations?

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