



**Red Ribbon 365:  
Keeping Georgia's  
Scholars Healthy  
So They Can Thrive**



**High School Community & Family  
Activity Book**

# **Red Ribbon 365: Keeping Georgia's Scholars Healthy So They Can Thrive**



**Department of Behavioral Health  
& Developmental Disabilities**



Georgia Department  
of Behavioral Health &  
Developmental Disabilities

**High School Community & Family  
Activity Book**

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# A letter to our Families

**To our AMAZING Georgia Families,**

In response to the murder of DEA agent Enrique Camarena, angered parents and youth in communities across the country began wearing Red Ribbons as a symbol of their commitment to raise awareness of the killing and destruction caused by drugs in America. Enrique (Kiki) Camarena was a Drug Enforcement Administration agent who was tortured and killed in Mexico in 1985. In 1988, The National Family Partnership sponsored the first National Red Ribbon Celebration. Today, the Red Ribbon serves as a catalyst to mobilize communities to educate youth and encourage participation in drug prevention activities.

The Red Ribbon Campaign is a media and activity-driven strategy aimed at building general population (universal) awareness of the importance of a drug-free lifestyle. Each year during the month of October, schools and communities are encouraged to develop messages and activities to demonstrate their commitment to living drug-free lifestyles.

We are excited to present you with a great resource filled with activities to connect to your scholar! Red Ribbon 365 was birthed in response to startling statistics related to drug use and mental health concerns associated with our youth.

While we know that you want to be a part of the solution, we understand that you may not always know what to say and/or do to engage in tough conversations with your children or children you are connected to. We've taken the guesswork out of it for you! This book has lots of adult-guided activities to help deepen conversations around drug awareness and prevention, mental health awareness and building a healthy future. Additionally, we have also included self-guided activities for scholars to engage in. These are activities that scholars can choose to complete independently or with friends.

We hope you will find these activities to be fun and helpful! We'd love for you to share them on your social media pages with the hashtag #RedRibbon365 or #RR365.

**Respectfully,**

**The DBHDD Team**



# Guidance on Book Usage

This book includes activities that have been categorized into one of three strands. The strands - Building for a Healthy Future, Mental Health Awareness and Drug Awareness and Prevention – can be easily identified by the colors seen on the page borders and in the graphic used throughout the resource. Completion of activities will depend on your level of commitment to ensuring that enduring understandings are created for your scholars.

Because these are level specific (and not grade specific) resources, one suggestion is to begin with the Activity Chart, which can be found at the beginning of each month. You may find that a combination of activities is what would work for your family or group. You may also find that the Differentiation Station provides you with more than enough support to engage with children of all ages in one setting. It is completely up to you!

The Relaxation Station includes suggestions for self-guided activities that scholars can complete independently, with a friend or even a large group!

The contents of this activity book may contain sensitive topics for some communities and families. Please use your school district's or organization's guidance and discretion when engaging in these activities with scholars. When necessary, our suggestion is to send written and verbal notices prior to engaging scholars in the Red Ribbon 365 activities and/or discussions.

We hope you and your children will find these activities to be both relevant and worth your time!





# Month at a Glance: January

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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It's Just Alcohol	Alcohol negatively affects your body.	alcohol abuse, peer pressure, substance abuse, alcohol dependence, alcohol poisoning, coping strategies	45–60 minutes
Ace to the Rescue! Superpower Activated!	A drug-free lifestyle can be a heroic lift, but the fight to send the message of Drug Awareness to all will require superpower!	activate	30–45 minutes
Substance Abuse and Your Appearance	Substance use can influence your physical appearance, and that is what other people notice first.	substance abuse, physical appearance, drug free	45 minutes
What's the Alternative?	Living sober is a lot more fun than joining those who are drinking or using drugs.	alcohol abuse, drug overdose	45 minutes

# January



# Activity Plan

Title: It's Just Alcohol

Suggested Time: : 45–60 minutes

Suggested Grade Level(s): : 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will repurpose a bottle for a positive purpose.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>empty mason jar with lid</li> <li>empty two-liter bottle</li> <li>empty glass or plastic bottle</li> <li>ribbon</li> <li>markers</li> <li>sand</li> <li>small note cards</li> <li>corn syrup</li> <li>glitter</li> <li>and/or food coloring</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>alcohol abuse</li> <li>peer pressure</li> <li>substance abuse</li> <li>alcohol dependence</li> <li>alcohol poisoning</li> <li>copng strategies</li> </ul>	<p><b>Activity Overview:</b> During this activity, scholars will create sensory bottles or a message in the bottle as they learn and discuss the effects of alcohol.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator should have the message in a bottle and the sensory bottle station set up prior to the session. Seating should include long or round tables to ensure groups have enough space to create.</b></li> <li><b>Facilitator:</b> <i>Instead of hitting the bottle, we are going to create something to help us cope with stressful and overwhelming times. Alcohol is the most widely used substance among America's youth, so it is important that we develop other coping strategies. Every year, there are 4,000 alcohol-related deaths in individuals under the age of 21. Journaling, mindfulness, breathing, exercising, meditating, drawing or painting, listening to an uplifting playlist, creating a gratitude list, volunteering, and asking for help are strategies. Today, you will create a message in a bottle or a sensory bottle.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Show the video "Can Using Drugs Help Me Deal with Anxiety and Depression."</b></li> <li><b>Facilitator:</b> <i>We will create our message in a bottle or a sensory bottle. The message in the bottle will contain positive messages that describe your unique qualities as determined by you and your family. The sensory bottle has a calming effect and works like a lava lamp to help calm you when you are anxious. Whichever you choose, collect your materials and guide sheet from that area. As everyone is creating, have a discussion based on the brochure, Talking with Teens About Alcohol and Other Drugs. (samhsa.gov)</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Does anyone want to share what they created?</i></li> </ul>





# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator may choose to do the message in the bottle for the ninth and eleventh graders.

The facilitator may choose to do the sensory bottles for tenth and twelfth graders.

Give each group the visual of the alcohol associated organ damage handout.

Scholars can partner with someone.

Scholars can research additional ways to ease anxiety.

**Activity Reflection:** Pretend your best friend recently started drinking. What text message could you send to convince them to reconsider?

### Supplemental Resources:

Alcohol's effect on the body Alcohol's Effects on the Body | National Institute on Alcohol Abuse and Alcoholism (NIAAA) ([nih.gov](http://nih.gov)); possible images:



# Message in a Bottle DIY Instructions

## Materials Needed:

- Empty mason jar
- Empty two-liter bottle
- Small note cards



## Instructions:

1. **Write Your Message:** Take one of the small note cards and write your message on it. This could be a letter, a poem, a secret, or any other message you'd like to convey. Be sure to write clearly and legibly.
2. **Prepare the Bottles:** Ensure both the mason jar and the two-liter bottle are clean and dry. Remove any labels or residue from the bottles.
3. **Insert the Message:** Roll up the note card tightly and secure it with a small piece of tape if necessary to keep it rolled. Insert the rolled-up note card into the mason jar.
4. **Add Decorative Touches:** If desired, you can add decorative elements to the mason jar to enhance the appearance of your message in a bottle. Tie a ribbon around the neck of the jar or attach a small trinket to make it more visually appealing.
5. **Optional:** Place the Mason Jar Inside the Two-Liter Bottle: Carefully insert the mason jar containing the message into the empty two-liter bottle. Ensure that the jar fits snugly inside the bottle and that the message is visible through the glass.
6. **Seal the Bottle:** Secure the lid of the two-liter bottle tightly to prevent any water from entering. You may also choose to seal the lid with a waterproof adhesive for extra protection.
7. **Optional:** Add More Messages: If you have additional note cards and space inside the two-liter bottle, you can add more messages by repeating steps 1–3.
8. **Release Your Message or Keep your message for when you or a loved one needs it:** Once your bottle is complete, you can release it into a body of water such as a river, lake, or ocean.



# DIY Sensory Bottle Directions

## Materials Needed:

- Empty mason jar with lid
- Empty two-liter bottle
- Empty glass or plastic bottle
- Ribbon
- Markers



- Sand
- Small note cards
- Corn syrup
- Glitter
- Food coloring



## Instructions:

1. **Choose Your Bottle:** Select the bottle you want to use for your sensory bottle. Mason jars and glass bottles often create a nice visual effect, while plastic bottles are more durable.
2. **Prepare Your Bottle:** Ensure your chosen bottle is clean and dry before starting. Remove any labels or sticky residue.
3. **Fill Your Bottle:** Decide what sensory elements you want to include. You can combine different materials like sand, glitter, or small note cards. Use a funnel to add them into the bottle, layering them for a visually appealing effect.
4. **Add Liquid:** Pour in corn syrup or water to fill the bottle about two-thirds full. This will create the liquid base for your sensory bottle. You can add food coloring to the liquid to create different colors if desired.
5. **Seal the Lid:** Securely fasten the lid onto the bottle. Make sure it is tight to prevent any leakage.
6. **Decorate the Bottle:** Use markers or paint to decorate the outside of the bottle. You can draw designs, write messages, or add patterns to make it unique.
7. **Add Ribbon:** Tie a ribbon around the neck of the bottle for decoration. You can choose a color that complements the sensory elements inside.

Your DIY sensory bottle is now ready to be enjoyed! Keep it for yourself as a calming sensory tool, or give it as a thoughtful gift to friends or family members.

# National Drug & Alcohol IQ Challenge

## 1 - Quiz

**"Bath salts," or synthetic cathinones, are sometimes sold in small foil or plastic packages labeled as:**

- a. Plant food
- b. Glass cleaner
- c. Research chemicals
- d. All of the these Correct Answer

## 2 - Quiz

**Which component of the cannabis (marijuana) plant is psychotropic, or produces a high by altering consciousness?**

- a. CBD
- b. THC Correct Answer

## 3 - Slide

**THC vs. CBD**

## 4 - Quiz

**Which are examples of prescription stimulant misuse?**

- a. Taking stimulant medication that was not prescribed to you
- b. Taking more than your prescribed dose
- c. Taking a med in a way other than prescribed
- d. All of the these Correct Answer

## 5 - True or false

**Vaping nicotine can be addictive just like smoking cigarettes.**

- a. True Correct Answer
- b. False



# National Drug & Alcohol IQ Challenge

## 6 - Quiz

**What is a common reason people may use drugs, even if they know using drugs may be unhealthy for them?**

- a. To cope with trauma
- b. To feel pleasure/experience a "high"
- c. To enhance performance in sports or school
- d. All of the these Correct Answer

## 7 - Quiz

**These pathways in the brain are responsible for getting us to repeat pleasurable activities—also known as reinforcement.**

- a. Dopamine Correct Answer
- b. Steroid
- c. Hormone
- d. Sensory

## 8 - Quiz

**Which of the following is true regarding opioids?**

- a. They tell your brain to block pain & can also make you feel relaxed
- b. Opioids can be dangerous if misused
- c. They are used to treat severe pain
- d. All of the these Correct Answer

## 9 - True or false

**Driving after using marijuana isn't dangerous like driving after drinking alcohol.**

- a. True
- b. False Correct Answer



# National Drug & Alcohol IQ Challenge

## Quiz

**For drugs to affect the brain, chemical messengers called neurotransmitters must bind to**

- a. Prefrontal cortex
- b. Receptors Correct Answer
- c. Neurons
- d. None of the these

## Quiz

**Quiz MDMA (aka Ecstasy or Molly) produces its effects by increasing the activity of which neurotransmitters in the brain?**

- a. Serotonin
- b. Dopamine
- c. Norepinephrine
- d. All of the these Correct Answer



# Activity Plan

**Title: Ace to the Rescue! Superpower Activated!**

**Suggested Time: 30–45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will use their knowledge of superheroes to consider how they can fight drugs.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>white chart paper</li> <li>markers</li> <li>speakers</li> <li>projector</li> <li>laptop</li> <li>chart paper</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>activate</li> </ul>	<p><b>Activity Overview:</b> Scholars will discover they have the power to live a drugfree lifestyle.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>The facilitator should inform scholars that they will engage in an activity to discover how they can activate their superpowers to live a drug free lifestyle and send messages of drug awareness to all humankind.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>The facilitator will discuss how in <i>Avengers (2012)</i> Loki took possession of Hawkeye and became an enemy of the Avengers (Avengers Scene).</li> <li><b>Facilitator:</b> <i>In this scene, Hawkeye becomes an enemy as he was overtaken by Loki's sphere. This is how drugs can affect our lives. They can make us feel like we are someone else or make us behave in a way that is not kind to others.</i></li> <li><b>Divide scholars into groups of 4–5.</b></li> <li><b>Facilitator:</b> <i>Create a drug awareness superhero. What is the name of the superhero? (Name popular superheroes for any scholar who may be unfamiliar.) What is their superpower? What is their drug awareness "slogan" or catchy phrase used to increase drug awareness? As an example, the Riddler tells riddles. As a team, draw this superhero on the chart paper provided.</i></li> <li><b>After 20 minutes, have each group share their superhero awareness campaign. Next, have them vote anonymously for the better slogan. This slogan will be submitted for Red Ribbon Week next year! Tally the votes and announce the winner!</b></li> <li><b>Facilitator:</b> <i>Well done, scholars! It seems like you all understand what it means to activate your power to resist drugs and to help others resist as well.</i></li> </ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *Drugs can affect your thoughts and brain functioning. Similar to what happened to Hawkeye. If you know the storyline, you know he was not behaving as if he was an Avenger. If you do not activate your power to resist drugs, you may behave like Hawkeye. Your mental state may be altered.*
- **Facilitator:** *Let's review how drugs affect your brain. Can anyone name some of the ways we previously discussed? What part or parts of the brain are affected?*
- **Review the information from the article [The Effects of Drugs on Adolescent Brains \(uabmedicine.org\)](http://uabmedicine.org).**
- **Facilitator:** *Some serious long-term consequences of adolescent drug and alcohol include:*
  1. *Poor academic performance.*
  2. *Psychosocial problems (forming relationships with others, having a healthy self-concept).*
  3. *Neurocognitive deficits (trouble remembering, interacting with others.)*
  4. *Increased likelihood of developing a substance use disorder.*
- **The facilitator should close with the reflection question after allowing scholars to share their responses to the questions about the impact of drugs on the brain.**





# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can allow additional time to answer the questions as well as read the questions multiple times aloud.

The facilitator should monitor the room to ensure scholars understand the instructions.

Scholars can use Google Translate as needed.  
Scholars can use text-to-talk features on available apps.

Scholars can design comic scenes that include multiple superheroes.

**Activity Reflection: Facilitator:** Ace wants to know what superpower you will activate to spread messages of drug awareness and the benefits of a drug-free lifestyle.

**Supplemental Resources:**



# Superpower Chart

Superpower Descriptors	Responses
A. Describe a superpower you think would be great to have to help you fight the war on drugs.	
B. Name a villain you think you would become if you did drugs and why.	
C. Name your drug fighting superhero.	
D. How will you activate your superpower?	



# Activity Plan

**Title: Substance Abuse and Your Appearance**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will observe how drug addiction can affect a person’s physical appearance.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>blank canvas</li> <li>paint</li> <li>paint brushes</li> <li>magazines</li> <li>glue</li> <li>scissors</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>substance abuse</li> <li>physical appearance</li> <li>drug free</li> </ul>	<p><b>Activity Overview:</b> During this activity, scholars will compare before and after pictures of those affected by substance abuse. Scholars will create a self-portrait or an abstract piece of art that reflects them being drug free.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator should have before and after pictures of various people addicted to drugs.</b></li> <li><b>Facilitator:</b> <i>Did you know substance abuse can influence your physical appearance? What are your thoughts when you see these pictures? Do you think this person thought this would happen to them? Do you think anyone would choose to look this way?</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Have scholars take part in a roundtable discussion on how drugs can affect their skin, teeth, muscles, and bones.</b></li> <li><b>Facilitator:</b> <i>Drugs can cause acne, scars, and lesions on your skin because of the harmful toxins. It can also cause dark spots and make you appear older. Prolonged drug use can cause hair loss and dental issues. Dental erosion and gum health are significantly affected. Damage to your skeletal system is a serious concern. This damage can affect how you walk and move and how you appear to others.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>You can choose today. You can either create an image of yourself that reflects how you will look free from substances or you can create an abstract work of art that expresses what you feel when you think about the term drug-free.</i></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can present their artwork to a partner as if they were presenting it as a piece to be purchased.

Scholars can record themselves presenting their artwork in their native language to share with their families and school community.

Scholars can research additional facts on drug abuse and appearance not discussed during the circle discussion.

Scholars can create images of people on drugs to bring awareness to others.

Scholars can plan a drug awareness art exhibit.

**Activity Reflection: Facilitator:** After painting, write a brief description that describes your portrait. Give your portrait a name!

**Supplemental Resources:**

<https://drivingskillsforlife.com/training/games.>; If possible, locate a community member who is or was once addicted to drugs to come and share with scholars the importance of being drug free



# Activity Plan

**Title:** What's the Alternative

**Suggested Time:** 45 minutes

**Suggested Grade Level(s):** 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will propose healthy alternatives to drugs and alcohol.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>construction paper in a variety of colors</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>alcohol abuse</li> <li>drug overdose</li> </ul>	<p><b>Activity Overview:</b> Scholars will watch the "Stigma of Addiction" Ted Talk and complete a Just Say No option wheel.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Statistics show us alcohol is the most widely used substance among America's youth. Every year, there are 4,000 alcohol-related deaths in individuals under the age of 21. Additionally, 4,777 Americans aged 15–24 died of an overdose of illicit drugs in one year. These numbers are alarming. What do you think we can do to decrease these numbers? Give scholars a chance to respond.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We are going to watch a video clip of BMX Racer Tony Hoffman. Show the video.</i></li> <li><i>What are your thoughts on the video?</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, we are going to create a Just Say No option wheel. You will brainstorm creative ways to say no to drugs and add them to your Just Say No Wheel.</i></li> </ul>



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Scholars can work in groups to develop a Just Say No Wheel together.

The facilitator can provide scholars with a list of creative ways to just say no. They can choose from the list.

Scholars can create a Just Say No Wheel in their native language.

Scholars can create a Ted talk presentation on alternative ways to say no to drugs and alcohol.

**Activity Reflection: Facilitator:** Ace wants to know how you think parents can equip their kids to say no to drugs. What mistakes do parents often make when it comes to helping their children say no to drugs and alcohol?

### Supplemental Resources:

[https://www.ted.com/talks/tony\\_hoffman\\_the\\_stigma\\_of\\_addiction?utm\\_campaign=tedspread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/tony_hoffman_the_stigma_of_addiction?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)



# Just Say No Options

Walk away.

Avoidance.

Make an excuse.

Say no.

Ignore the person.

Come up with a better idea.

Give facts.

Reverse the peer pressure.

I'm not interested.

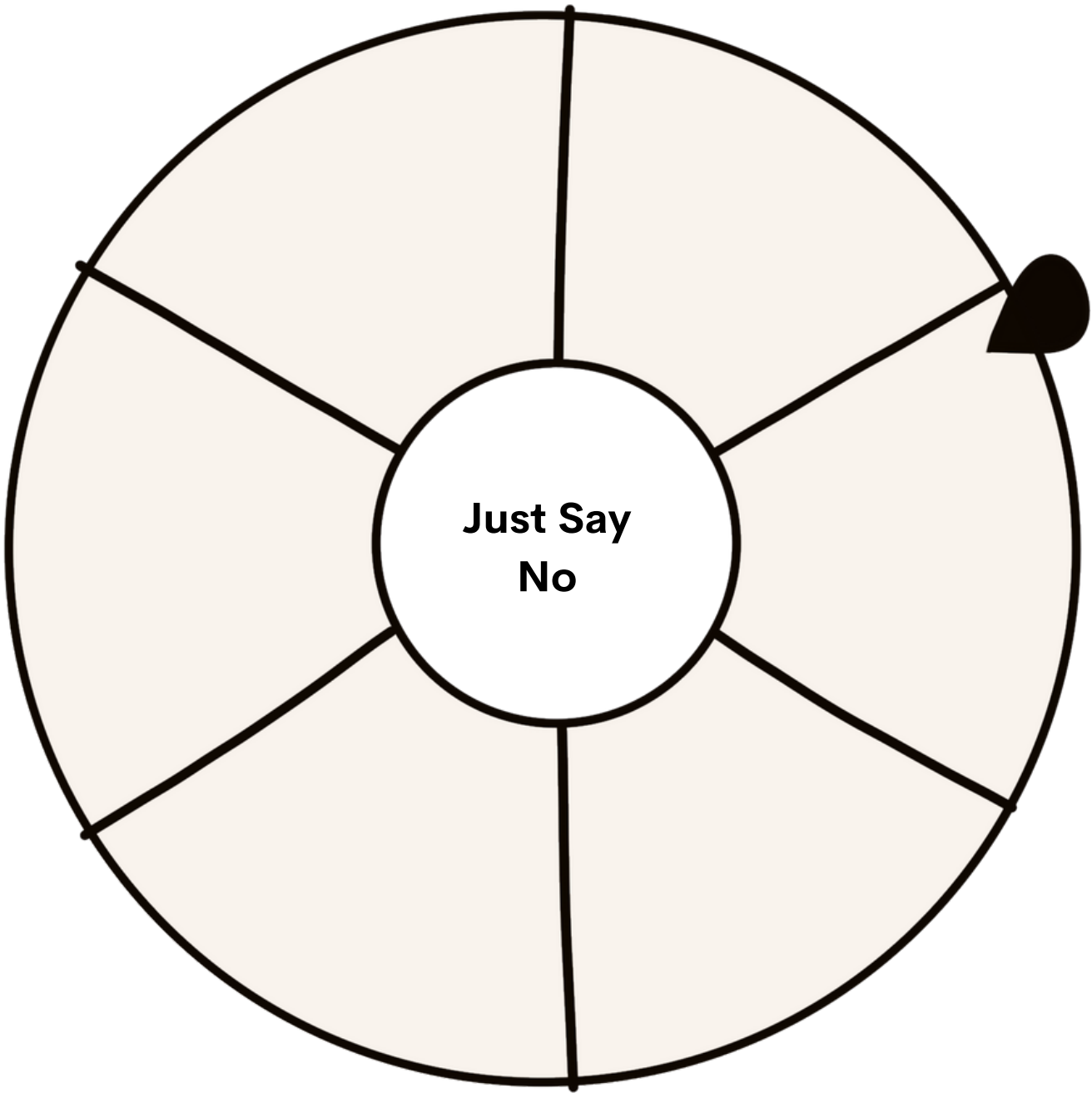
Unfortunately, I'm uncomfortable with that.

Sounds tempting, but I'll have to pass.

That's not my thing.



# Just Say No Wheel





## Month at a Glance: February

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
Money Matters: Break the Bank	A basic understanding of financial literacy empowers you to make smart financial decisions.	budgeting, money management, checking account, savings account, interest, credit cards, debt, spending plans, debt to income ratio, credit score, student loans, mortgage	45 minutes
Knowing Your Authentic Self: Transitions	To be yourself, you must know yourself.	transitions, self-awareness	45 minutes
Coping with Disappointment	Disappointment is a part of life. How we respond to it dictates the impact it has on us.	disappointment	30–45 minutes
What Are Your Plans?	If you fail to plan, you plan to fail.	transitions, postsecondary options	45 minutes

# February

# Activity Plan

**Title: Money Matters: Break the Bank**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will be empowered to make smart financial decisions through a basic understanding of financial literacy.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>loose leaf paper</li> <li>pens or pencils</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>budgeting</li> <li>money management</li> <li>checking account</li> <li>savings account</li> <li>interest</li> <li>credit cards</li> <li>debt</li> <li>spending plans</li> <li>debt to income ratio</li> <li>credit score</li> <li>scholar loans</li> <li>mortgage</li> </ul>	<p><b>Activity Overview:</b> Scholars will work with their family to prioritize spending habits by creating a plan to earn and save money.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>If I said Monopoly or Monopoly Go, what is the first thing that would come to mind? Allow scholars to respond. Monopoly Go is the digital version of Monopoly. Both games involve the players buying property to build wealth. Unlike the board game, in Monopoly Go, players can destroy property and steal money from the bank of another player. Monopoly was created in the early 1900s to teach money management through real estate. Property costs have gone up for several years. To gain property, there must be a plan in place to save for the purchase.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Begin a discussion and lead the scholars through an exercise.</b></li> <li><b>Facilitator:</b> <i>We will work through five discussion questions. Each person in your family must answer. Allow the youngest family members to answer first. You will have 5 minutes per question.</i> <ol style="list-style-type: none"> <li>Name 1–2 things you may need right now and explain why they are needed.</li> <li>Describe one or two things you would like to have but can't afford right now.</li> <li>Analyze why these things are worth saving for.</li> <li>Explain how having these things will enhance your life.</li> <li>Since you cannot afford it right now, how can you earn money or save money to afford these items?</li> </ol> </li> <li><b>Facilitator:</b> <i>Now that you have started this money matters conversation, let's actively plan for these items. On a sheet of paper, help one another prioritize needs vs. wants and make a budget for purchases.</i></li> </ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *The budget you created was probably not for things related to school. High school can be expensive. Make a family budget for some or all of these high school activities:*
  1. Athletic costs (fees, uniforms, practice gear, equipment)
  2. Field trips (fees, food, souvenirs)
  3. Homecoming (tickets, hair, clothes, food, transportation, nails, etc.)
  4. Prom (tickets, hair, clothes, food, transportation, nails, etc.)
  5. Senior year (fees, yearbook, senior pictures, senior ring, senior field trip, college tours, college applications, ACT, SAT, etc.)

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Ninth through tenth grade scholars can complete the activity as written.

Eleventh grade scholars can plan for senior year. This could include plans for paying for college or tech school as well as any money associated with joining the military.

Twelfth grade scholars could examine the family budget for a graduation party, college or life outside of high school. Scholars might choose to look into making additional money to contribute to these expenses.

The facilitator can include examples of budgets for families to review.

Families can create a family budget for ninth through twelfth grade year.

Families can create a budget for a graduation trip.

Families can create a family budget for college expenses. Begin looking for scholarships to apply for when the time comes.

**Activity Reflection: Facilitator:** How did you feel after making a family budget? How does this make you view wants and needs differently? What financial goals should you be looking to meet next?

### Supplemental Resources:





# Activity Plan

**Title: Knowing Your Authentic Self: Transitions**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will have an opportunity to self reflect as a way to understand themselves and set goals.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>poster board</li> <li>glue</li> <li>magazines</li> <li>photos printed from the internet</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>transitions</li> <li>self-awareness</li> <li>soft skills</li> </ul>	<p><b>Activity Overview:</b> Scholars will self-reflect on the past year and create an all about me collage.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Can you believe there are only three months left in the school year? It is time for us to prepare for next year. For some of you that may mean preparing to move on to the next grade level and for others that may mean moving on to postsecondary options. These are what we call transitions. You are about to transition into a new phase in life. Take some time to reflect on this year. Is there anything you have done well that you should continue to incorporate into your life? Give scholars time to reflect and share. Is there anything you would like to improve upon or that you regret being a part of? Give scholars time to reflect and share.</i></li> <li><b>Show "How To Know Yourself - 6 Ways To Know Who You Are."</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, you are going to create an All About Me Collage. What do you want to have accomplished by this time next year? Is there anything you want to stop doing? Improvements you want to make? Regrets? What are you most proud of? What gifts, talents or attributes do you possess that will benefit your future self?</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars will create an All About Me collage. It should have four sections. Allow scholars to design it however they choose, but with some guidance. In one section, they should address either their strengths or something they are proud of. Another section should include something they would like to improve upon or something they regret. Another section should include something they would like to accomplish within the next year. The last section should be any interests, talents, gifts or personal attributes they see benefiting their future selves. Allow scholars to present their collages to the group.</b></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Provide scholars with poster boards that are already labeled and sectioned off into the four sections.

Scholars can use Google Translate as needed.

For ninth- and tenth-grade scholars, have them add four positive words about themselves. The words cannot be a physical trait.

For eleventh- and twelfth-grade scholars, have them add four soft skills/non-cognitive that describe them.

**Activity Reflection: Facilitator:** Ace wants you to compare how you see yourself versus how you think others see you. Why do you think this is so?

**Supplemental Resources:**

**"How To Know Yourself - 6 Ways To Know Who You Are"**

**<https://www.youtube.com/watch?v=0YUgYLa82RM>**



# Activity Plan

**Title: Coping with Disappointment**

**Suggested Time: 30-45 minutes**

**Suggested Grade Level(s): 9th-12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn that disappointment is a part of life. There are ways to take our minds off of it.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>balloons</li> <li>yarn</li> <li>paint</li> <li>push pins</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>disappointment</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss disappointment and practice coping strategies to take their minds off the disappointing situation.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Disappointment is not fun. In life, however, everyone is bound to experience it. What comes to your mind when I say the word disappointment? Give scholars time to respond. Can someone give me an example of a time they were disappointed? Allow scholars to share their examples. How did you overcome the disappointing situation? Give scholars time to respond.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, we will discuss some scenarios that include disappointing situations. Our goal is to practice coping strategies to help overcome the disappointment in the scenarios. It is unhealthy to keep our disappointment bottled up inside. It is likely to surface one way or the other. Science recommends we feel disappointment and let it out. One way to let your disappointment out is to get your mind off whatever disappointed you. Today, we are going to take our minds off of our disappointment with balloons.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We are going to separate into teams. Each team member will blow your balloon up and then line up. Each member will run to the chair one by one and pop your balloon by sitting on it. Once popped, they must run back and tag the next team member. The first team to pop all their balloons, wins.</i></li> <li><b>Have each scholar blow another balloon up for the next activity. Tie a piece of yarn around the balloon. Make sure the yarn is long enough to tie around the scholar's ankle as well. Keeping the same teams, the teams try to pop each other's balloons while protecting their own. It may be helpful if teams have the same color balloon for this activity. The team with the most balloons left at the end of the ten minutes wins.</b></li> <li><b>Facilitator:</b> <i>How did you feel after engaging in the balloon activities? Allow scholars to share with their team.</i></li> </ul>





# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Assist scholars with blowing up their balloons.

Scholars can partner with someone, particularly someone who speaks the same native language, to receive instructions.

Eleventh- and twelfth-grade scholars can blow up their balloons and tape them to the board or a wall in a 6x6 row. Divide scholars into teams. One by one, each member must pop a balloon while blindfolded. Another team member will help guide them to the wall. Balloon Art Masterpiece

Each scholar can receive a piece of poster board. They will blow up six balloons for their board and put a bit of paint inside each. Tape the balloons to the poster boards, making sure there is some space between them. Give the scholars pushpins and let them take turns popping all the balloons on the board, creating their own artistic masterpiece.

**Activity Reflection: Facilitator:** Ace wants to know what other activities you could do to take your mind off a disappointing situation?

**Supplemental Resources:**



# Strategies to Overcome Disappointment

Allow yourself to be disappointed.

Talk to someone about how you feel.

Journal about it.

Don't dwell on it.

Be kind to yourself.

Learn from your mistakes.

Cry about it.

Look on the bright side of things.

Make a plan for next time.

Watch a funny movie.



# Activity Plan

**Title: What Are Your Plans?**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Based on their interests, scholars will explore postsecondary options.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chromebooks</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>transitions</li> <li>postsecondary options</li> </ul>	<p><b>Activity Overview:</b> Scholars will complete an interest inventory and research colleges, careers and military options.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>With there being only three months left in the school year, it is time to explore postsecondary options. What does it mean to you when you hear postsecondary options? Give scholars time to respond. Yes! Post means after. Secondary is high school. So, you need to know what your plans are after high school. Raise your hand if you already know what you would like to do after high school. <b>Pause for scholars to raise their hands.</b> Now, raise your hand if you do not. <b>Pause for scholars to raise their hands.</b> There is no need to worry if you do not know. You have time to think about some things and put a plan in place. That brings us to our activity today.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, you're going to complete an interest inventory. You will answer some easy questions (honestly) and it will give you an idea of some great jobs you may enjoy doing. The key is to answer the questions honestly.</i></li> <li><b>Have scholars log into <a href="https://www.mynextmove.org/">https://www.mynextmove.org/</a></b></li> <li><b>Click on Discover Your Interest and complete the O'Net Interest Profiler.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Once you finish the survey, you will review your top areas of interest. Are you realistic, investigative, artistic, social, enterprising, or conventional? If you click on your top interest, it will tell you the type of jobs that work well for people with this interest. For example, I clicked on social. It tells me that people with social interests like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information.</i></li> </ul>

**Build (Rehearse  
& Build for  
Transfer/Close)**

- *They like teaching, giving advice, helping and being of service to people.*
- **Facilitator:** *Who would like to share their top two interests? **Allow scholars to share.***
- **Facilitator:** *Next, it gives you information about Job Zones. Job zones tell you the level of experience, education, or training you need for that job. If you are not interested in going to college, you will select job zones 1 and 2. Job zone 3 is requires a 2-year college/associate's degree or vocational training. Job zones 4 and 5 require 4-year degrees and beyond. Once you select the job zone that is right for you, it will show you the careers that fall within it.*

# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars to work with a partner when completing the Interest Profiler.

Scholars can have someone translate information on the Interest Profiler as needed.

Ninth and tenth grade scholars can research two careers that pique their interest to determine what knowledge, skills, and abilities they need to be successful in these careers?

Eleventh and twelfth grade scholars can research careers that pique their interest to determine what education or training they need to prepare for these careers?

Twelfth grade scholars can create an action plan for the next 3–6 months.

**Activity Reflection: Facilitator:** Ace wants to know your postsecondary plans. Based on this activity, have they changed?

**Supplemental Resources:**  
<https://www.mynextmove.org/>



# Month at a Glance: March

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Healthy Me, Healthy You!	You don't have to wait until you are an adult to become healthy.		30–45 minutes
Positive Self-Talk vs. Negative Self-Talk	By replacing negative thoughts with positive ones, one can gain confidence and develop a more optimistic outlook on life.	positive self-talk, negative self-talk	Two 30–45-minute sessions
More Than Just Physical	Your Physical Health Can Positively Affect Your Mental Health	serotonin, mental health, physical health	45 minutes

# March



# Activity Plan

Title: Healthy Me, Healthy You!

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify characteristics of a physically and mentally.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>mentally strong document</li> <li>pencils/pen</li> <li>projector</li> <li>laptop</li> <li>posterboard</li> <li>markers</li> <li>color pencils</li> <li>crayons</li> <li>chart paper</li> </ul> <p><b>Vocabulary:</b></p>	<p><b>Activity Overview:</b> Scholars will identify the characteristics of a physically and mentally healthy person post high school.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will inform scholars that a drug-free lifestyle has a positive impact on your physical and mental health.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> According to "Psychology Today," a mentally healthy person has the following characteristics:             <ol style="list-style-type: none"> <li>You can be happy for others, even when your own life is challenging.</li> <li>You're not envious of what others have.</li> <li>You have good boundaries in your relationships.</li> <li>You take care of yourself.</li> <li>You help others around you.</li> <li>You keep trying when the going gets tough.</li> <li>You enjoy the simple things in life.</li> <li>You let go of anger, and you don't hold grudges against others who have hurt you.</li> <li>You have something that you look forward to doing or experiencing.</li> <li>You wake up every day and feel grateful for something.</li> </ol> </li> <li><b>Distribute the Mentally Strong recording sheet.</b></li> <li><b>Facilitator:</b> Look at the first column on your Mentally Strong recording sheet. Write a description of what each characteristic should look like for you after high school or what that characteristic means to you once you become an adult. <b>Allow time for scholars to write their responses and share aloud.</b></li> <li>Now that you have identified and described your ideal state beyond high school as a mentally healthy person, let's discuss being physically healthy. On the back of your Mentally Strong recording sheet, list some things you can do to remain physically healthy, even beyond high school.</li> </ul>



<b>Boost (Teach)</b>	<ul style="list-style-type: none"> <li>• <b>Assign 4–5 groups of scholars and have each group work together to write five characteristics they feel they will need after high school for physical health and five characteristics they feel they will need to maintain positive mental health on the chart paper on the wall.</b></li> </ul>
<b>Build (Rehearse &amp; Build for Transfer/Close)</b>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now that we have identified and discussed how you can be mentally and physically healthy. Let's design a digital flyer to share on our social media pages. The flyer will need to show how a healthy teen can become or continue to be a healthy adult using those mental and physical characteristics and habits identified by your group.</i></li> <li>• <b>Post the flyer on your social media page and ask others to share. In one month, we will look to see how many times the flyers have been shared.</b></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can read the ten characteristics aloud as well as provide the document for scholars to follow along.

The facilitator can provide multiple examples of physically strong characteristics.

Allow scholars to design a poster using their top three mentally strong and three physically strong characteristics of an adult or their future selves. Have a poster contest in the class, have scholars vote, then display the winning poster in the school or display all posters in the school. Scholars can design using a posterboard or on the computer.

**Activity Reflection:** Ace wants to know if you are healthy. Based on the characteristics given, how healthy are you?

**Supplemental Resources:**



# Mentally Strong!

Mentally Strong Characteristics	Healthy Me (5 years after high school)
1. You can be happy for others, even when your own life is challenging.	
2. You're not envious of what others have.	
3. You have good boundaries in your relationships.	
4. You take care of yourself.	
5. You help others around you.	
6. You keep trying when the going gets tough.	
7. You enjoy the simple things in life.	
8. You let go of anger, and you don't hold grudges against others who have hurt you.	
9. You have something you look forward to doing or experiencing.	
10. You wake up every day and feel grateful for something.	

# Activity Plan

Title: Positive Self-Talk vs. Negative Self-Talk

Suggested Time: (1 of 2) 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will recognize benefits of positive self-talk and consequences of negative self-talk.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>balloons</li> <li>small slips of paper</li> <li>pen</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>positive self-talk</li> <li>negative self-talk</li> </ul>	<p><b>Activity Overview:</b> Positive self-talk is a powerful tool that can help scholars overcome challenges and build their self-esteem. By replacing negative thoughts with positive ones, scholars can gain confidence and develop a more optimistic outlook on life.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Self talk is the inner voice that goes on inside our heads. Positive self-talk happens when we talk to ourselves in a reassuring, kind, and optimistic way. As I read the following statements, please share how you can turn them into self-talk that would be kinder and help someone's wellbeing.</i> <ul style="list-style-type: none"> <li><i>I'm so stupid, I can't believe I failed my math test.</i></li> <li><i>My hair looks awful today.</i></li> <li><i>I'm too short, I'll never make the basketball team.</i></li> <li><i>No one likes me, they just tolerate me.</i></li> <li><i>I hate Mondays. Today is going to be awful.</i></li> </ul> </li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Think of a time when you've had a negative thought about yourself. Write that thought on a slip of paper. Place the paper in the balloon, blow it up, and tie the balloon closed. Once everyone in the room has blown up their balloon, exchange them a few times, ensuring that no one has their original balloon. On the count of three, we will pop the balloons. You will then read the negative thought and share how that person can change that thought to a positive one.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Have scholars line up across the room horizontally. Allow them to take turns saying a positive word/phrase about themselves. As they say the phrase/word, they can take one step forward. If they cannot think of a word or phrase, they must take a step back. This will continue until one person makes it to the other side of the room. This person will be the winner.</b></li> </ul>

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Scholars can create a collage that includes a picture of themselves in the middle. The picture should be surrounded by words and images focused on positive affirmations. Scholars can cut words from magazines or write them.

Scholars can create a book of positive affirmations. They should choose their top 5 positive affirmations, write each on a sheet of paper, and draw a picture to go with each. They should assemble the pages and refer to them when they are feeling overwhelmed or need a boost. This can also be done digitally.

**Activity Reflection:** Positive self-talk can have a big impact on how we think and feel. Over time, engaging in more positive self-talk can help reduce stress, improve self-esteem, increase motivation, inspire productivity, and improve overall mental and physical health.

### Supplemental Resources:



# Activity Plan

Title: Positive Self-Talk vs. Negative Self-Talk

Suggested Time: : (2 of 2) 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will recognize the benefits of positive self-talk and consequences of negative self-talk.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>positive self-talk, negative self-talk</li> </ul>	<p><b>Activity Overview:</b> Scholars will replace negative thoughts with positive ones as a way to gain confidence and develop a more optimistic outlook on life.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>Several popular songs include lyrics with positive affirmations. Some examples include "Roar" by Katy Perry, "Good Life" by One Republic, "Happy" by Pharrell Williams, and "Beautiful Life" by Ace of Base. Print the lyrics out and have scholars read them. They can read, highlight the positive words, and even sing them.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>The way we talk to ourselves matters because it affects the way we feel about ourselves. It even affects what we do. Imagine a scholar who wants to be on the basketball team. Even though he wants to be on the team, he says to himself, "I probably won't make the team. Why bother to try out?" How do you think he might feel when he says that to himself? Allow scholars to respond. What do you think he might do? Allow scholars to respond. If you were his friend, what would you say to him? Allow scholars to respond.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Scholars, work with a partner and take turns talking about a recent situation that caused you to feel stressed or overwhelmed. Discuss the negative thoughts you experienced during that situation.</i></li> <li>Encourage scholars to reframe those negative thoughts into positive self-talk statements using "I" statements like "I can handle this" or "I will learn from this experience."</li> <li>Have scholars share their positive self-talk statements with a partner, discussing the difference between how those statements make them feel compared to the ones they may have stated previously. Ask them how they can apply positive self-talk in future situations.</li> </ul>

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



**Baggage Claim:** The word baggage is used to describe things we hold on to. This can include things that people have said or done to us. Make a list of negative things people have said to you and toss it in a plastic bag. Instead of carrying that bag around with you, throw it away in a trash can.

Scholars can pass a mirror around and say five positive things about themselves in their native language.

Scholars can write a positive letter to someone who could use some encouragement.

**Activity Reflection:** The purpose of this activity is to get you into the habit of using positive self-talk instead of putting yourself down. Remember that conditioning yourself to not only identify yourself positively but also believing it takes time. Enlist close friends and family members to help you reframe your negative self-talk when you get stuck.

### Supplemental Resources:



# Activity Plan

Title: More Than Just Physical

Suggested Time: 45 minutes

Suggested Grade Level(s) : 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will participate in physical activities that lift their mood, reduce stress, and improve sleep.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>an open mind</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>serotonin</li> <li>mental health</li> <li>physical health</li> </ul>	<p><b>Activity Overview:</b> Scholars will brainstorm and take part in a physical activity to demonstrate how movement affects their mental health!</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Did you know you can significantly improve your mood by physically moving your body? For those of you who play sports, have you ever not felt like going to practice but felt better afterwards? <b>Allow scholars to agree.</b> It's because exercise helps release serotonin, the "feel good" hormone that helps lift your mood. I also learned that physical activity helps reduce stress. Now, this one blew me away! Raise your hand if you suffer from insomnia? <b>Pause for scholars to raise their hands.</b> Physical activity is the best, safest, and cheapest treatment for insomnia.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, I am going to introduce you to some physical activities you can do at home to improve your mental health. Is there anyone who is feeling low or stressed out today? You don't have to share if you don't want to. However, if you are, please note how you feel after we finish our activities.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Examples of activities that can be done with scholars include walking (Indoors or outdoors), dancing (YouTube a line dance video), a five-minute dance party (select five songs and scholars have to change movements every time the song changes), or a freeze dance party (scholars freeze every time the song stops), jumping jacks or arm circles, yoga, red light/green light, freeze tag, hide and go seek, or musical chairs.</b></li> </ul>

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can provide scholars with a list of physical activities they can do at home.

Scholars can use Google Translate as needed. Scholars can use text-to-talk features on available apps. Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can log their moods for two weeks. Encourage them to engage in some form of physical activity when they are feeling low or stressed and document how they feel after the activity.

Allow scholars to create a 1–2-minute video of themselves demonstrating and explaining an activity of their choice.

**Activity Reflection:** Ace wants to know what physical activity you will incorporate into your weekly routine when you are feeling stressed out.

### Supplemental Resources:





# Month at a Glance: April

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Becoming a Positive Influencer: Helping a Friend Who May Struggle.	You can influence your peers and loved ones in positive ways by engaging in conversations and healthy habits.	influencer, addiction, prescription vs. illegal drugs, trigger, substance abuse, sobriety	45–60 minutes
The Power of Social Media: Good News	Social media is neutral. The way in which we use it determines its influence.	social media	30–45 minutes
The Opioid Epidemic	Awareness is the greatest agent for change.	opioids	45 minutes
Community Service: Positively Influencing the Community	Regardless of your age, you can positively influence your community.	positive influence, community service	45 minutes

# April



# Activity Plan

**Title:** Becoming a Positive Influencer: Helping a Friend Who May Struggle.

**Suggested Time:** 45–60 minutes

**Suggested Grade Level(s):** 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will engage in conversations and model healthy habits to influence their peers and loved ones.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencils</li> <li>markers</li> <li>anchor chart</li> <li>cut up slips of paper from positive influence sheet</li> <li>graduate sheet</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>influencer</li> <li>addiction</li> <li>prescription vs. illegal drugs</li> <li>trigger</li> <li>substance abuse</li> <li>sobriety</li> </ul>	<p><b>Activity Overview:</b> Scholars will identify ways to positively influence people who show signs of addiction.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator should distribute the Positive Influence sheet to all scholars.</b></li> <li><b>Facilitator:</b> <i>Our world is full of influencers, and this includes you! Look at the sheet provided. On the left side, you should see several signs of addiction listed. Work with the members of your group to come up with ways to positively influence those signs of addiction.</i></li> <li><b>After 15 minutes, have scholars share their responses aloud.</b></li> <li><b>Have the participants stand and count off 1–8. Every person who is a “one” will be the person who has an addiction. Have the “ones” come to the front or the middle of the room and explain what they represent.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will pass out the graduate sheet.</b></li> <li><b>Facilitator:</b> <i>High school matriculation should end with graduation. Every 26 seconds, someone drops out of school. Believe it or not, some drop out due to addiction.</i></li> <li><b>Facilitator:</b> <i>Use the graduate sheet to brainstorm ideas about how you can be an influencer for yourself and those around you. Scholars, you will write on the inside. Your supporters will write how they will be a positive influence for you and your friend group on the outside.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We all have a part to play in our community. Right now, your part is to be a positive influence among your peers. Later, you will need to be a positive role model as an adult in your community.</i></li> <li><b>Facilitator:</b> <i>1 out of 8 teens will fight an addiction. You have the power to influence your friends and family, and not to be the one. You will graduate and you will do great things. I believe it!</i></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can work with scholars to complete the graduate sheet as a whole group activity.

The facilitator can provide a word bank.

Scholars can use Google Translate as needed.

Scholars can research local areas for assistance with addiction for youth and adults. They can then create a website and pamphlet to share with members of the community.

**Activity Reflection: Facilitator:** Journal or write a letter to someone who may struggle with addiction. Share your concerns and how you can support them. If you do not know anyone who may struggle with addiction, write a letter to yourself to as a reminder as to why it is important not to go down the road leading to alcohol and drugs use.

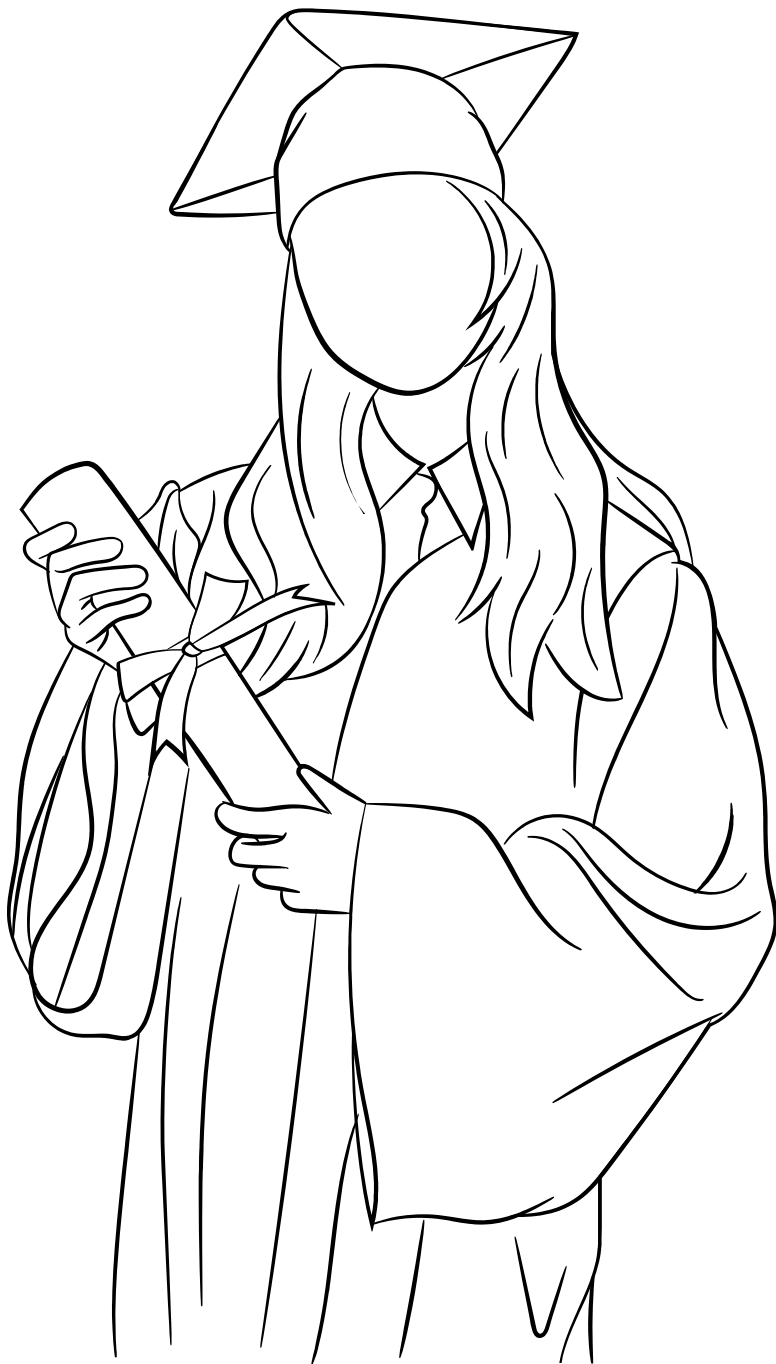
**Supplemental Resources:**  
Positive Influence Document; Graduate Sheet



Signs of Addiction	How can I be a POSITIVE influence?
1. Neglecting roles and responsibilities such as work, school or home obligations.	1.
2. Changing social patterns, withdrawing from family, friends and activities in order to use a substance.	2.
3. Facing risky situations to become intoxicated or maintain a supply of drugs.	3.
4. Using a substance despite knowing it causes physical or psychological harm to oneself.	4.
5. Being secretive about activities and relationships as well as private space, to conceal drug use.	5.
6. Sudden changes in activity patterns, refusing participation in activities once enjoyed.	6.
7. Lying about whereabouts, absences, consumption habits; making excuses for unusual behavior.	7.
8. Having a loss of energy or motivation.	8.
9. Neglects their appearance.	9.



# Positive Influence Sheet



# Activity Plan

**Title: The Power of Social Media: Good News**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn they have the power to positively influence their peers through social media.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>social media</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a social media presentation sharing good news about a family member or a friend.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Is there anyone who does not know what social media is? When I say "social media," what comes to mind? Give scholars an opportunity to respond. Yes, social media includes the platforms we use to connect with others, to share or create content on, or to entertain ourselves.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Is social media good or bad? Allow scholars to answer. Social media can be good or bad. It depends on how we use it. Who can give me an example of how we use social media negatively? Allow scholars to respond. Who can give me an example of how we use social media positively? Allow scholars to respond. Today, we are going to use our social media influence positively. We are going to create a good news segment. We want to flood social media with good news!</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>You will create a good news presentation. You may use any social media platform. You may interview a friend or a family member. Your presentation should be as creative as possible.</i> <ol style="list-style-type: none"> <li>Pick a person you would like to interview.</li> <li>Ask them to tell you about anything good that has ever happened to them. It can be big or small.</li> <li>Decide how you want to share this information if you do not have social media.</li> </ol> </li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can provide scholars with a list of interview questions.

Scholars can conduct their interviews in their native language.

Scholars can work together to add music and compile all presentations into one big production.

**Activity Reflection: Facilitator:** *Ace wants you to share your opinion on the benefits of social media. He also wants to know what you see as the disadvantages of social media.*

**Supplemental Resources:**



# Activity Plan

Title: The Opioid Epidemic

Suggested Time: 45 minute

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn about the dangers of becoming addicted to opioids.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>the opioid epidemic image</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>opiod</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss the opioid epidemic and brainstorm ways to achieve a natural high.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> Raise your hand if you have ever heard the term opioids. <b>Pause to see if scholars raise their hands.</b> What are opioids? <b>Allow scholars to respond.</b> Opioids are a class of powerful pain-relieving drugs such as oxycodone, hydrocodone, codeine, morphine, and methadone. They also include illegal drugs such as heroin and synthetic drugs such as fentanyl. Did you know that in 2021, 80,411 people died from an overdose involving an opioid?</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> Why have opioid overdoses increased? <b>Allow scholars to respond.</b> Patients like the feeling that opioids give them. They also like being pain free.</li> <li><b>Facilitator:</b> Additionally, there has been a rise in the use of illegal synthetic opioids such as fentanyl. Fentanyl is very powerful. Even a tiny amount can cause someone to stop breathing.</li> <li><b>Facilitator:</b> What precautions could a person take to keep from getting addicted to opioids prescribed by their doctor? <b>Allow scholars to respond.</b> Correct. Follow the doctor's orders and only take the medicine for pain. Doctors have stopped giving patients extra pills because they do not want to contribute to the addiction to opioids.</li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> Today, we will research opioids and start an opioid alternative campaign. You will brainstorm ways people can experience a natural high! A natural high is an activity that has the ability to increase feel-food chemicals in our brains.</li> </ul>





# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work in groups or with a partner to brainstorm examples of natural highs. Give scholars a list of natural high examples.

Scholars can use Google Translate as needed. Scholars can use text-to-talk features on available apps. Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can design a brochure on natural highs.

**Activity Reflection: Facilitator:** Ace wants to know why teens are especially vulnerable to opioid addiction.

**Supplemental Resources:**



# Activity Plan

**Title: Positively Influencing the Community: Community Service**

**Suggested Time: 45 minute**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand that no one is too young to serve the community.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>notebook paper</li> <li>gloves</li> <li>trash bags</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>positive influence</li> <li>community service</li> </ul>	<p><b>Activity Overview:</b> Scholars will brainstorm and choose a community service project to positively serve their community.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We are influenced every single day. What does the word influence mean? Allow scholars the opportunity to answer. Influence is the ability to have an effect on someone's behavior, character, or development. That sounds to me like influence is neutral. What does "influence is neutral" mean? <b>Allow scholars the opportunity to respond.</b> This means influence can be positive or negative.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Can someone give me an example of a positive influence? <b>Allow a few scholars to respond.</b> Can someone give me an example of a negative influence? <b>Allow a few scholars to respond.</b> When we model positive behavior, it inspires others to do the same. Naturally, positive behaviors can impact our entire community.</i></li> <li><b>Facilitator:</b> <i>We have a responsibility to empower others to be their best selves. One of the absolute best ways to do that is to give back through community service. What is community service? <b>Allow a few scholars to respond.</b> Community service is the act of doing something to better your community without expecting anything in return.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we are going to brainstorm and plan a community service project that can positively influence others to do the same. <b>Allow scholars to work in groups to brainstorm ideas. After 10 minutes, allow scholars to share some ideas.</b> Those are some wonderful ideas! For today, we are going to participate in a community clean-up project. We are going to go outside and make sure there is no trash on our grounds.</i></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars will use their phones to take pictures during the community service project.

Scholars will work together to plan the next Community Clean-up event. They will include any pictures taken by other scholars.

**Activity Reflection: Facilitator:** Ace wants to know why it is important to clean trash in your community. How does that positively impact your community?

**Supplemental Resources:**



## Month at a Glance: May

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Mindfulness	Practicing health-enhancing behaviors can support better management of stress and reduce the chances of exploring substance use as an alternative.	mindfulness	30 minutes
Stress? I Ain't Got Time for That	You cannot always control the things in your life that may cause stress, but you can control how you respond to stressful events.	stress	45 minutes
Zen Me Please	Having a bedtime routine each night can help your body recognize it is time to go to sleep.	stress, zen garden	30 minutes
How Do You Feel?	Music can be a creative outlet to improve your feelings and emotions.	genre	45 minutes

# May



# Activity Plan

Title: Mindfulness

Suggested Time: 30 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will learn the importance of engaging in activities that are mentally and emotionally healthy.</li></ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>mindfulness</li></ul>	<p><b>Activity Overview:</b> This activity helps promote mindfulness and teaches scholars how to practice health-enhancing behaviors that support better management of stress. These activities also reduce the chances scholars will explore substance use as an alternative.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Your mind and emotions affect your overall health. Unmanaged stress can increase the risk that you may attempt to deal with stressors—including mental health issues and trauma—by using drugs and other substances. Today, we are going to participate in an activity that can help you nurture your own mental health. Since every person is unique, the activities that help you relax or feel better may be different from the ones that may help your friends or family members.</i></li><li><b>Facilitator:</b> <i>With a show of fingers, how stressed are you now? One finger (not the middle, please) indicates barely any stress, and ten fingers mean super stressed.</i></li><li><b>Facilitator:</b> <i>It's OK to feel "not OK." It can be hard to handle difficult circumstances. That is why it is important to take care of your emotional and mental health by practicing healthy ways to cope. Hopefully, by the end of this activity, some of your stress levels will decrease by at least one number.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Today we will practice mindful movement to strengthen your mind and body. Please stand and follow these directions.</i><ol style="list-style-type: none"><li>Separate your feet hip-width and bring your hands together in front of your chest, interlocking your fingers.</li><li>Take a deep breath in. As you exhale, press your palms forward, opening your back.</li><li>Inhale and reach your arms up, straight above your head, stretching your palms to the sky.</li><li>Exhale, release your interlocked fingers and fan your arms down and behind your back.</li><li>Interlock your fingers behind your back.</li><li>Inhale, look up and lift your heart toward the sky, bending your back slightly.</li></ol></li></ul>



<p><b>Boost (Teach)</b></p>	<p>7. Exhale, bend your knees and bend forward, pointing your hands toward the sky and your face toward the ground.</p> <p>8. Inhale and come up to stand, releasing your fingers and fanning your arms up toward the sky, pressing your palms together.</p> <p>9. Exhale and bring your hands together, palms touching at your heart.</p> <p>10. Repeat steps 1 through 9. At step 9, bring your hands behind your head instead of to your heart.</p> <p>11. Open your elbows wide, and breathe in.</p> <p>12. Exhale, lean to the right, bending at the torso, and reaching your left arm overhead and right arm toward the ground.</p> <p>13. Inhale and come back to center with your hands behind your head.</p> <p>14. Exhale, lean to the left, bending at the torso, and reaching your right arm overhead and left arm toward the ground.</p> <p>15. Inhale, bring your arms back to center and reach to the sky above your head, pressing your palms together.</p> <p>16. Exhale, twist your torso to the right, lowering your arms to your sides.</p> <p>17. Inhale, face center and reach your arms up to the sky over your head, pressing your palms together.</p> <p>18. Exhale, twist your torso to the left, lowering your arms to your sides.</p> <p>19. Inhale, face center and reach your arms up to the sky over your head, pressing your palms together.</p> <p>20. Release your arms by your sides</p>
<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> Our final activity will be "One Minute of Good." Reflect for one minute about something that has gone well for you or something that you are grateful for. When the minute is up, please share with the person next to you.</li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can play the sound game: Listen to the world around you. Identify eight sounds you hear, either from inside your body, in the room, or somewhere in the distance.

Scholars can meditate on ten things that they feel grateful for while taking a walk.

Practice introspection: Take a minute to sit still and evaluate each of your emotions in silence. Note which emotions are stronger. Ask yourself, "What do I feel?" rather than, "Why do I feel this way?" Be curious about your thoughts and emotions.

**Activity Reflection: Facilitator:** On a scale from one to ten, how stressed are you now? What is one mindfulness technique will you try this week?

**Supplemental Resources:**



# Activity Plan

**Title: Stress? I Ain't Got Time for That!**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn how to respond to stressful situations creatively.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>balloons</li> <li>flour</li> <li>empty water bottles</li> <li>funnel</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>stress</li> </ul>	<b>Activity Overview:</b> Scholars will make their own stress balls.	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Stress is a natural response to challenges or difficult situations in our lives. People normally express stress through worry or mental discomfort. We cannot always control the things in our lives that may cause stress, but we can control how we respond to stressful events.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Who can share an example of a stressful situation that you have had to deal with? Allow scholars an opportunity to respond. How did you handle it? <b>Allow scholars an opportunity to respond.</b> Would you handle it differently if faced with a similar challenge again? <b>Allow scholars to share healthy coping strategies for stressful events.</b></i></li> <li><b>Facilitator:</b> <i>Thank you for sharing your experiences with us. I appreciate you mentioning those helpful coping strategies. That leads us into our activity for the day. We are going to make stress balls.</i></li> <li><b>Allow scholars to work in groups or with partners.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Follow these steps:</i> <ol style="list-style-type: none"> <li>Put the skinny end of the funnel inside the water bottle.</li> <li>Pour flour inside the water bottle through the funnel.</li> <li>Attach the balloon to the top of the water bottle and turn the water bottle upside down.</li> <li>Pour the flour into the balloon until you have the desired amount of flour inside of your balloon.</li> <li>Pinch the balloon as you remove it from the water bottle. Tie your balloon in a knot to seal it.</li> </ol> </li> </ul>



# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



**Scholars can have a printed copy of the directions written in their native language.**

**Scholars can work with a partner.**

**Scholars can research and share 3–5 benefits of a stress ball. They can use this information to create a short commercial for stress balls.**

**Activity Reflection:** Ace wants to know why you believe stress balls are helpful for managing stress.

**Supplemental Resources:**



# Directions for Making a Stress Ball

1. Put the skinny end of the funnel inside the water bottle.
2. Pour flour inside the water bottle through the funnel.
3. Attach the balloon to the top of the water bottle and turn the water bottle upside down.
4. Pour the flour into the balloon until you have the desired amount of flour inside of your balloon.
5. Pinch the balloon as you remove it from the water bottle. Tie your balloon in a knot to seal it.



# Activity Plan

Title: Zen Me Please

Suggested Time: 30 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn how to calm themselves and rid their minds of stress before going to bed.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>shallow tray</li> <li>fine sand</li> <li>small rocks</li> <li>miniature rakes</li> <li>small artificial plants</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>stress</li> <li>zen garden</li> </ul>	<b>Activity Overview:</b> Scholars will make their own zen garden!	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>As a reminder, stress is a natural response to challenges or difficult situations in our lives. None of us are exempt from it. People normally express stress through worry or mental discomfort. We cannot always control the things in our lives that may cause stress, but we can control how we respond to stressful events.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Some of you have shared examples of stressful experiences previously. Allow me to share a recent experience. <b>Share a personal experience and tell how you responded.</b></i></li> <li><b>Facilitator:</b> <i>We all need coping strategies to deal with stress. Today we are going to make our very own zen gardens. A zen garden is a small representation of nature and it can help you relax before going to bed. <b>Allow scholars to work in groups or with partners.</b></i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will pour a thin layer of sand into a shallow tray for each scholar. Allow scholars to add a couple of rocks and small artificial plants to their garden.</b></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work with a partner to make their zen garden.

Scholars can research and share 3–5 benefits of zen gardens.

**Activity Reflection:** Ace wants to know why you believe zen gardens are helpful with managing stress.

**Supplemental Resources:**



# Activity Plan

**Title: How do I feel?**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>This activity will provide scholars with a creative outlet to express/improve their feelings and emotions through music.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chromebooks</li> <li>phones</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>genre</li> </ul>	<p><b>Activity Overview:</b> Scholars will participate in a roundtable discussion with their peers and create a playlist of calming songs to reflect their mood, calm them down, or uplift their mood. They will be able to add songs as needed.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will play the following YouTube videos:</b> <a href="https://youtu.be/B6Dhz9GUTwY?si=5Mgzl2CQw4lk mAkP">https://youtu.be/B6Dhz9GUTwY?si=5Mgzl2CQw4lk mAkP</a>, <a href="https://youtu.be/SnUBbFAICY?si=T0EnismKNW9r2vDs">https://youtu.be/SnUBbFAICY?si=T0EnismKNW9r2vDs</a> or other relaxing or soothing videos.</li> <li><b>Facilitator:</b> When you hear these sounds, what do you feel or think about? Do they make you feel relaxed? Nervous? Why or why not?</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> Music has the ability to make us feel better. It can calm us down or even help us celebrate memorable moments in our lives. There are songs that uplift us and songs that make us feel sad. If you are feeling sad or low, listen to music that is not sad. Today, we want to focus on music that will uplift our spirits. We will discuss music to listen to when we are feeling stressed out, when we are sad, and even when we are happy.</li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> Today, you will create a playlist. You may use your phone or computer. Your playlist will consist of three or more songs from each of the three categories. The categories are your favorite genre of music, a genre you don't typically listen to, and something from the 90s. Your playlist must also represent music to listen to when you are feeling stressed or overwhelmed, music to listen to when you are happy or already in a great mood, and music you should listen to when you are feeling sad.</li> <li><b>After generating the list and thinking about themselves, scholars will share their ideas with their peers. Scholars will add songs as needed.</b></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can use the music choice board to organize their thoughts.

Scholars can choose songs sang in their native language.

Scholars can share what they think the writers was feeling when they wrote the songs chosen. Who were they trying to appeal to?

**Activity Reflection:** Ace wants to know what you think some of the benefits of listening to music are.

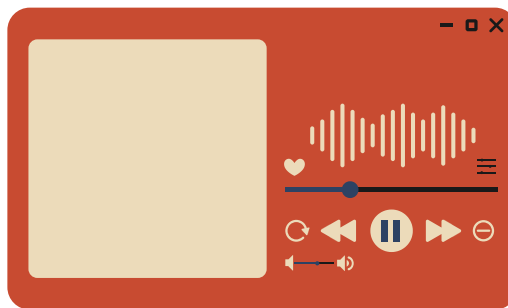
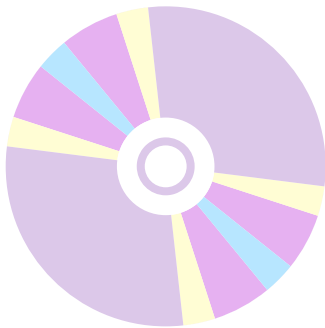
**Supplemental Resources:**

<https://www.youtube.com/watch?si=T0EnismKNW9r2vDs&v=SnUBb-FAICY&feature=youtu.be>



# Feelings Playlist

	Overwhelmed or Stressed Out	Happy, Great Mood, Celebrating	Sad or Depressed
Favorite Genre			
Unfamiliar Genre			
I love the 90s			



## Month at a Glance: June

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Decision Making	The decision-making process is vital to a healthy lifestyle.	decision making	45 minutes
The Power of Our Words	How you say something is as important as what you say.	positive, negative, empathy, resilience, prevention	45 minutes
Drug Free Olympics	Deciding to be drug free can positively impact your life.	drug free	45 minutes
The Power of Positive Affirmations	You can build self-confidence and create a positive mindset by reframing negative self-talk with positive affirmations.	positive affirmations	45 minutes

# June





# Activity Plan

Title: Decision Making

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the decision-making process.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>decision making steps sign/pages not included</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>decision making</li> </ul>	<p><b>Activity Overview:</b> Scholars will learn the essential skills for effective decision making.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Decision making is the process of thinking about choices and selecting from different options. Sometimes you may feel as though adults are constantly telling you what to do, but there are many decisions you make on your own each day. What are some decisions you have made today?</i></li> <li><b>Ask each scholar a decision question.</b> <ul style="list-style-type: none"> <li><i>Did you sleep in or did you wake up on time?</i></li> <li><i>What was the first thing you did when you woke up? What did you eat for breakfast?</i></li> <li><i>Why did you choose to wear the outfit you are wearing?</i></li> <li><i>What did you listen to or watch today?</i></li> <li><i>Did you speak to anyone outside of your home today?</i></li> <li><i>How did you decide on your hairstyle today?</i></li> </ul> </li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>These are key components of decision making. Prepare a sign/page for each letter.</i> <ul style="list-style-type: none"> <li><i>D—Define/identify the goal.</i></li> <li><i>E—Establish your choices.</i></li> <li><i>C—Consider your options.</i></li> <li><i>I—Identify the pros and cons.</i></li> <li><i>D—Develop your plan of action/make your decision.</i></li> <li><i>E—Evaluate your decision.</i></li> </ul> </li> <li><b>The facilitator should lead scholars in a discussion that allows them to understand how consequences impact decision making. Often, the more significant the consequences, the more difficult the decision.</b></li> <li><b>Ask scholars to suggest some factors that can influence the decisions they make. Possible responses include peer pressure, personal beliefs, the opinions of someone they respect, values, laws, parents, future goals.</b></li> </ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- The facilitator should have scholars work in pairs or small groups to apply the decision-making process to the following scenarios:
  1. Your facilitator tells you to take your hood off in class, but you are cold. What would you do?
  2. You walk in the bathroom and see scholars vaping. What would you do?
  3. You find a \$100 dollar bill on the school bus. What would you do?
  4. You receive offers for two summer job opportunities. One pays more, but the other relates to your future career goals. How do you decide which job to take?
  5. You're a part of a team working on a project. One team member isn't contributing much. How do you address the situation and encourage everyone to contribute equally?

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



**Play D.E.C.I.D.E.** The facilitator will provide flash cards with decision-making steps on them and will ask scholars to put the cards in the correct order. The answer should spell out the word "decide."

Scholars can play decision-making Jenga. Scholars will list a decision that they made for themselves today as they pull out a Jenga piece.

Scholars can make a decision-making diary. To do this, they should maintain a decision diary for a week to document various decisions they have made, the process followed, and the outcomes. At the end of the week, they should complete a diary entry about what they learned about themselves.

**Activity Reflection:** List one of the key steps in the decision-making process. On a scale ranging from 1 to 5, with 1 being least confident and 5 being most confident, rate how confident you feel about your decision-making skills after this activity.

### Supplemental Resources:



# Activity Plan

**Title:** Choosing Positive Talk—The Power of Our Words

**Suggested Time:** 45–60 minutes

**Suggested Grade Level(s):** 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the importance of positive communication and learn to express themselves constructively.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>whiteboard</li> <li>dry-erase markers</li> <li>chart paper</li> <li>markers</li> <li>index cards or slips of paper</li> <li>review negative self-talk handout</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>positive</li> <li>negative</li> <li>empathy</li> <li>resilience</li> <li>prevention</li> </ul>	<p><b>Activity Overview:</b> Scholars will participate in discussions and activities to promote the importance of choosing their words carefully to inspire and support one another in making healthy choices and creating a positive environment.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Before class begins, the facilitator should scatter positive and negative words randomly throughout the designated space. Ensure the words are large and legible for a word impact walk.</b></li> <li><b>When the scholars arrive, explain that you have scattered words throughout the space so they can participate in a “Word Impact Walk.” Instruct scholars to walk with a confident stride when they encounter a positive word and walk with a more downcast stride when they encounter a negative word.</b> <ul style="list-style-type: none"> <li>Ask scholars to spread out in the designated space.</li> <li>Play background music to create a lively atmosphere.</li> <li>Instruct scholars to walk freely around the area, paying attention to the words on the ground.</li> <li>As they encounter each word, have them adjust their walking style accordingly.</li> </ul> </li> <li><b>After the word impact walk, gather the scholars for a discussion. Ask scholars how it felt to walk over positive and negative words. Discuss whether the words influenced their mood or confidence.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Negative self-talk affects individuals emotionally, mentally, and even physically. Encourage scholars to reflect on if they notice patterns or themes in their own experiences.</i></li> <li><b>Review the Negative Self-Talk handout and lead scholars through a short mindfulness exercise to help them stay present and focused. This could involve a guided breathing exercise or a visualization activity.</b></li> </ul>

**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *Start tracking your thoughts in school, at work, during sports, etc. How often do you talk to yourself negatively? Positively?*

# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can create an Affirmations Collage either on construction paper or digitally.

Scholars can include words written in their native language when completing their Affirmations Collage.

Scholars can select and research affirmations from literature, philosophy, or psychology that resonate with them. They can create collages that represent specific aspects of their life, such as academic success, personal growth, or future aspirations.

**Activity Reflection:** Scholars can write daily affirmations they can tell themselves. They can also create a positive playlist of songs to help them or others when negative talk is trying to invade their peace.

**Supplemental Resources:**



# Negative Self-Talk Handout

Overcoming negative self-talk is a crucial aspect of maintaining a healthy mindset and promoting overall well-being. Here are some strategies to help overcome negative talk:

## Awareness:

- **Recognize negative thoughts.** Pay attention to your thoughts and identify when they turn negative. Awareness is the first step in making positive changes.

## Challenge Negative Thoughts:

- **Question accuracy.** Challenge the accuracy of your negative thoughts. Ask yourself if there is evidence supporting those thoughts or if they are based on assumptions.
- **Consider alternatives.** Look for alternative, more positive perspectives in a situation. Consider what a friend might say in a similar situation.

## Practice Self-Compassion:

- **Be kind to yourself.** Treat yourself with the same kindness and understanding you would offer a friend. Remember that everyone makes mistakes, and setbacks are a natural part of life.

## Positive Affirmations:

- **Use positive statements.** Replace negative thoughts with positive affirmations. Affirmations are positive statements that can help you challenge and overcome self-sabotaging and negative thoughts.

## Surround Yourself with Positivity:

- **Choose positive influences.** Surround yourself with positive people who uplift and support you. Limit exposure to negative influences, both in person and online.

## Mindfulness and Meditation:

- **Practice mindfulness.** Engage in mindfulness exercises or meditation to bring your attention to the present moment. Mindfulness can help you observe thoughts without judgment and create a mental distance from negativity.

## Celebrate Achievements:

- **Acknowledge successes.** Celebrate your achievements, no matter how small. Focus on what you've accomplished rather than dwelling on perceived failures.

## Cognitive-Behavioral Therapy (CBT):

- **Professional help.** Consider seeking the guidance of a mental health professional, especially if negative self-talk is significantly impacting your daily life. Cognitive-behavioral therapy (CBT) is a therapeutic approach that can be particularly effective in addressing negative thought patterns.

# Activity Plan

Title: Drug Free Olympics

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand how deciding to be drug free can impact their lives.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>tape for hopscotch</li> <li>32 circle rings or taped circles</li> <li>4 small balls and 4 baskets</li> <li>4 jump ropes, drug trophies or certificates or cards</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>drug free</li> </ul>	<p><b>Activity Overview:</b> Scholars will compete in a drug free Olympic games activity, something they might not be able to successfully complete if drugs are a part of their lives.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>There are so many benefits to deciding to be drug free. Today, we will challenge ourselves to overcome the pitfalls of doing drugs and celebrate being drug free, much like Olympic athletes!</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will create four obstacle courses with the same obstacles: hopscotch, four circle rings, a small ball with a basket (scholars only have to make a basket one time) and jump rope five consecutive jumps. Tape the following explanations to the floor next to each point on each course:</b> <ol style="list-style-type: none"> <li><b>Hopscotch: Graduate high school.</b></li> <li><b>Four circle rings: Graduate college or begin dream career.</b></li> <li><b>Basketball: Promotion on dream job or increase in profits for dream job.</b></li> <li><b>Jump rope: Millionaire status.</b></li> </ol> </li> <li><b>Facilitator:</b> <i>Each team will go through the obstacle course at the same time. All team members must complete each obstacle. Before engaging with a part of the obstacle course, they must recite the Red Ribbon Week theme. The Olympic games will end when all teams finish the obstacle course.</i></li> <li><b>Provide trophies to the winning team.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Who can discuss how you felt going through each obstacle? How many times did it take before you felt at ease to recite the Red Ribbon Week theme? Can someone tell us the impact of making it through every obstacle and the reward or impact on their lives (i.e. millionaire status)? <b>Allow for any organic discussions as well.</b></i></li> </ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *In life, you may experience challenges when trying to make good decisions, especially those decisions related to being drug free. Always remember, however, the many benefits of choosing to live a drug free life! We are all Drug Free Olympic Champions!*
- **Present the certificates or cards to everyone.**

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can provide scholars with a printed copy of the instructions and the Red Ribbon Week theme and repeat them as needed.

The facilitator can ensure scholars are all participating and providing insight to their teams.

The facilitator can use videos to show scholars how to maneuver through the obstacle course.

Using drugs could cause you not to be able to compete in fun activities such as the Drug free Olympics. Make a list of other things you might not be able to do if you abuse drugs and alcohol.

**Activity Reflection:** Ace knows how to make good decisions and overcome any obstacle to him being drug free! How will you overcome obstacles to remain drug free?

### Supplemental Resources:



# Activity Plan

Title: The Power of Positive Affirmations

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will build self-confidence and create a positive mindset by reframing negative self-talk with positive affirmations.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>construction paper</li> <li>markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>positive affirmations</li> </ul>	<p><b>Activity Overview:</b> Scholars will create greeting cards that provide a positive affirmation for each day of the week. They will design a cover to match the topic. They will also include an affirmation inside the card.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Scholars, I know you have heard of them before. What are positive affirmations? Allow scholars to respond. Can anyone give me an example of a positive affirmation? Allow scholars to share examples. Yes, those were awesome examples of positive affirmations.</i></li> <li><i>Additional examples of positive affirmations include:</i> <ul style="list-style-type: none"> <li><i>I make good decisions.</i></li> <li><i>My body is healthy.</i></li> <li><i>I am talented.</i></li> <li><i>I deserve to be happy.</i></li> <li><i>I am at peace.</i></li> <li><i>I am so grateful for life</i></li> </ul> </li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Can anyone think of any benefits of saying positive affirmations? Allow scholars to brainstorm and share benefits. Below is a list of benefits scholars may or may not mention.</i> <ol style="list-style-type: none"> <li><i>Builds self-confidence.</i></li> <li><i>Creates a positive mindset.</i></li> <li><i>Reduces anxiety.</i></li> <li><i>Decreases stress.</i></li> <li><i>Destroys self-sabotaging thoughts.</i></li> <li><i>Improves your mood.</i></li> <li><i>Improves problem-solving skills.</i></li> </ol> </li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, we are going to create positive affirmation greeting cards for each day of the week. You will design a cover to match the topic and write an affirmation inside the card.</i></li> <li><b>Sunday's Topic: Be Confident!</b></li> <li><b>Monday's Topic: You are a light. Be joyful!</b></li> <li><b>Tuesday's Topic: You are terrific!</b></li> <li><b>Wednesday's Topic: Walk in Boldness!</b></li> <li><b>Thursday's Topic: You are Worthy!</b></li> <li><b>Friday's Topic: You can Move Forward!</b></li> <li><b>Saturday's Topic: Love who you are!</b></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can watch/listen to positive affirmations for teens.

<https://youtu.be/3WS4iynPYro?si=VvCG44YHqogHIAYM>.

Scholars can use text-to-talk features on available apps.

Scholars can choose a family member or friend that they would like to share their affirmations with each day.

Scholars can create digital greeting cards.

**Activity Reflection:** Ace wants to know what you think will happen if you commit to saying positive affirmations every day.

**Supplemental Resources:**



# Month at a Glance: July

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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The Culmination Part I	Strive to live a healthy lifestyle 365 days a year.	healthy lifestyle	45 minutes
The Culmination Part II	Strive to live a healthy lifestyle 365 days a year.	healthy lifestyle	45 minutes

# July



# Activity Plan

**Title: The Culmination Part I**

**Suggested Time: 45 minute**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will demonstrate their knowledge of living a healthy lifestyle 365 days a year.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>healthy lifestyle</li> </ul>	<p><b>Activity Overview:</b> Scholars will present a culminating project. They will select a topic from the activities presented throughout the year to demonstrate their understanding of living a healthy lifestyle 365 days a year.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Who can recall some of the topics we have discussed this year? Give scholars time to respond. Who can remember an important fact that we have learned this year? Give scholars time to respond. The best way to demonstrate knowledge is to share it.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, you will select one of the topics we discussed this year. Choose the one that resonated with you the most. You will explore the topic and find interesting facts to share about it. Here are some things that you can include: pictures, videos, a demonstration, or a guest speaker. Be as creative as you can possibly be.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>You will brainstorm and start working on your culminating project. You may work in a small group or with a partner. Questions you can ask yourself include:</i> <ol style="list-style-type: none"> <li><i>Which activity did I enjoy the most?</i></li> <li><i>Which topic made me self-reflect?</i></li> <li><i>Which topic made me want to change for the better?</i></li> <li><i>Which topic made me want to better my community?</i></li> </ol> </li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can provide scholars with a choice board to select a topic. Scholars can use a template and graphic organizer to organize their presentation.

Scholars can use Google Translate or text-to-talk features on available apps as needed.

Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can create an activity to do with classmates to highlight the importance of their selected topic.

Scholars can create a game that can be used to teach others about their selected topic.

**Activity Reflection: Facilitator:** Ace wants to know how your life has been impacted by the activities presented this year?

**Supplemental Resources:**



# Activity Plan

**Title: The Culmination Part II**

**Suggested Time: 45 minute**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will demonstrate their knowledge of living a healthy lifestyle 365 days a year.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>healthy lifestyle</li> </ul>	<p><b>Activity Overview:</b> Scholars will present a culminating project. They will select a topic from the activities presented throughout the year to demonstrate their understanding of living a healthy lifestyle 365 days a year.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Go back through the script for those scholars who may not have been at the previous session.</b></li> <li><b>Facilitator:</b> <i>Who can tell me some of the topics that we've discussed this year? Give scholars time to respond. Who can remember an important fact that we have learned this year? Give scholars time to respond. The best way to demonstrate knowledge is to share it.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, you will select one of the topics that we discussed this year. Choose the one that resonated with you the most. You will explore the topic and find interesting facts to share about it. Here are some things that you can include: pictures, videos, a demonstration, or a guest speaker. Be as creative as you can possibly be.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>You will brainstorm and start working on your culminating project. You may work in a small group or with a partner. Questions you can ask yourself include:</i> <ol style="list-style-type: none"> <li><i>Which activity did I enjoy the most?</i></li> <li><i>Which topic made me self-reflect?</i></li> <li><i>Which topic made me want to change for the better?</i></li> <li><i>Which topic made me want to better my community?</i></li> </ol> </li> <li><b>Allow scholars who have completed their projects to begin presenting. Allow any scholar still needing to present to share at the next session.</b></li> </ul>





# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Provide scholars with a choice board to select a topic. Give scholars a template and graphic organizer to use to organize their presentation.

Scholars can use Google Translate as needed. Scholars can use text-to-talk features on available apps. Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can create an activity to do with classmates to highlight the importance of their selected topic.

**Activity Reflection: Facilitator:** Ace wants to know how your life has been impacted by the activities presented this year?

**Supplemental Resources:**



# Month at a Glance: August

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Let's Have Some Fun: Old School vs. New School	You're never too young or too old to learn something new. Nothing grows in your comfort zone.	intergenerational, relationships, mentorship, baby boomer, millennials	45 minutes
Digging for Goals	When you set a goal and achieve it, you feel proud and accomplished. It's a domino effect. The more goals you achieve, the more goals you aim to set.	SMART, vision board, Joshua's Law, goals, collage, affirmations	45 minutes
Let's Have Some Fun: Family Karaoke Night	Whether it's bonding over a card game or singing karaoke, spending quality time doing fun family activities can be one of life's greatest joys.	intergenerational, relationships, mentorship, baby boomer, millennials, karaoke, tradition	45 minutes
Teamwork Makes the Dream Work	Great teamwork is one of the most important soft skills that employers look for in team members	teamwork, collaboration, effective communication, respectful, soft skills	45 minutes
What Would Ace Do?	Reflective opportunities		5 - 15 minutes

# August



# Activity Plan

**Title: Let's Have Some Fun: Old School vs. New School**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will work to remove communication barriers to create bonds and foster relationships between generations.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>game of your choice</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>intergenerational</li> <li>relationships</li> <li>mentorship</li> <li>baby boomer</li> <li>millennials</li> </ul>	<p><b>Activity Overview:</b> The facilitator will introduce or reintroduce scholars to a childhood game. Examples might include Checkers, Chess, Red Light/Green Light, Uno, Spades, or Monopoly. Scholars will teach a TikTok dance to family and friends who they enjoy spending time with.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Regardless of your age, stepping outside of your comfort zone and learning something new can be fun. Today, we are going to enhance our intergenerational relationship. Do you know what an intergenerational relationship is? Intergenerational relationships are any relationships between individuals or groups of different age groups. For example: Gen Z and Baby Boomers. Today, you are going to teach me a TikTok dance, and I am going to teach you how to play _____</i></li> <li><b>(game of your choice.)</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Separate scholars into groups and teach them how to play the game that was selected for this session ahead of time. Have the scholars play the game for twenty-five minutes. After playing your game, allow scholars to share what they enjoyed most about the game? What did they enjoy least about the game? Would they change anything about the game? After discussing your game, have the scholars select a TikTok dance they'd like to teach you. Practice the TikTok dance for ten minutes. Perform the dance with the scholars but please do not post this video.</b></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/ Close)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator should answer the same questions about the TikTok dance that scholars answered about the game shared with them. What did you enjoy most? What did you enjoy least? Would you change anything?</b></li> </ul>

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Scholars can receive conversation starters to help them engage in a conversation with a family member who is significantly older. The goal would be to learn more about the family's history.

Scholars can use Google Translate as needed.

Scholars can use text-to-talk features on available apps.

Scholars can partner with someone, particularly someone who speaks the same native language

Scholars can choose a significantly older family member to learn family history from.

Scholars can work with a member of their family to create a family scrapbook.

### Activity Reflection:

Ace would like to know why you think it is important to have a relationship with people from different generations?

### Supplemental Resources:

Directions to various games via YouTube links



# Activity Plan

**Title: Reaching for Goals**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will use the SMART criteria to plan out how to reach their 1, 3 and 5-year goals.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>magazines</li> <li>scissors</li> <li>poster board</li> <li>glue</li> <li>markers</li> <li>crayons</li> <li>SMART acronym graphic</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>SMART</li> <li>vision board</li> <li>joshua’s lawgoals collage</li> <li>affirmations</li> </ul>	<p><b>Activity Overview:</b> Scholars will create vision boards of their goals and write specific action steps for reaching them.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Close your eyes. Think about where you are right now. Think about how old you are right now. How old will you be in 1 year? What do you see for yourself that is different from now? How old will you be in 3 years? Where do you see yourself? What goal do you want to reach within the next 3 years? Now, think about how old you will be in 5 years? What milestone(s) do you hope to have reached? You may open your eyes.</i></li> <li><b>Facilitator:</b> <i>Today you are going to create vision boards of your goals. A goal is simply a dream with a deadline. Speaking of deadlines, that brings us to the SMART acronym. SMART stands for Specific, Measurable, Attainable, Realistic, and Time Bound. Your goals need to be SMART.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Each scholar will receive the Reaching for Goals activity sheet. The activity sheet is designed for scholars to brainstorm their dreams and goals. On the back they will list their goals and action steps to answer What do you want to accomplish in 1 year? What do you want to accomplish in 3 years? What do you want to accomplish in 5 years? As students finish up putting their goals on their activity sheet, they can begin working on their poster boards.</b></li> <li><b>Facilitator:</b> <i>As you are thinking of your goals, please remember some goals may be met sooner than others or vice versa and that is okay. The most important thing is to have them written out so you can effectively work to meet them. As you write out your goals, think of 3-4 action steps (or more if needed) you will need to take to reach that specific goal.</i></li> </ul>

	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Your goals and action steps need to be things that you can realistically do within the given time frame. For example, if you are 15 years old and you want to get your license next year when you turn 16 years old, what are the action steps that you need to do to achieve this?</i>  <b>Discuss action steps with scholars.</b> #1. You must get your learner's permit. #2. You will need to pass Joshua's Law. Who knows what Joshua's Law is? <b>Give scholars an opportunity to respond.</b> "Joshua's Law" requires all 16 year-olds applying for a driver's license to complete an approved driver education course AND complete a total of 40 hours of supervised driving, 6 hours of which must be at night. Most of you will take this course at school in Health and PE. #3. You need to study and practice driving with your parents/guardians. #4. Take the test and pass!</li> <li>• <b>Facilitator:</b> <i>Once you have listed your action steps, it is time to go back and put a time frame on each one of them. Who can tell me what you should do if you don't pass the test or achieve your goal on the first try? <b>Give scholars an opportunity to respond.</b> Should you give up on that goal? Absolutely not. You list your actions steps again. Put a new time frame on each one and achieve your goal! You have 10 minutes to plan out your goals using the back of your Reaching for Goals activity sheet. What do you want to accomplish in 1 year? What do you want to accomplish in 3 years? What do you want to accomplish in 5 years?</i></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/ Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now that you have brainstormed your goals, it is time to create a visual. A vision board is a collage of images, pictures, and affirmations of your dreams and desires. It serves as motivation and a constant reminder of your goals. You want to put it somewhere that you will see it every day.</i></li> <li>• <b>Facilitator:</b> <i>Go back to your activity sheet and circle the top three words you deem most important. When you make the words on your board, you are making your top three words bigger than the rest of your words. You can place as many on your board as you'd like, but the biggest words are the most important to you.</i></li> </ul>

**Build (Rehearse,  
& Build for  
Transfer/ Close)**

- **Show the example of the vision board.** Scholars will create their vision boards and share it with a partner. Allow those who would like, to share with the whole group.
- **Facilitator:** *Share your vision board with an adult in your life and then hang it somewhere where you will see it every day. You can also save a picture on your phone and that way you will have your goals and purpose everywhere you go!*



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Ninth and tenth grade scholars can create a 1-month, 6-month and 12-month plan that includes specific action steps for reaching each goal.

Scholars can create vision boards with pictures/words of their goals.

Eleventh and twelfth grade scholars may want to create a digital vision board. Have them put a reminder in their phone to look at it every day. They can also add ten years from now to the vision board. Scholars can also list the action steps they plan to take within the next 2 weeks to work on their first goal.

## Activity Reflection:

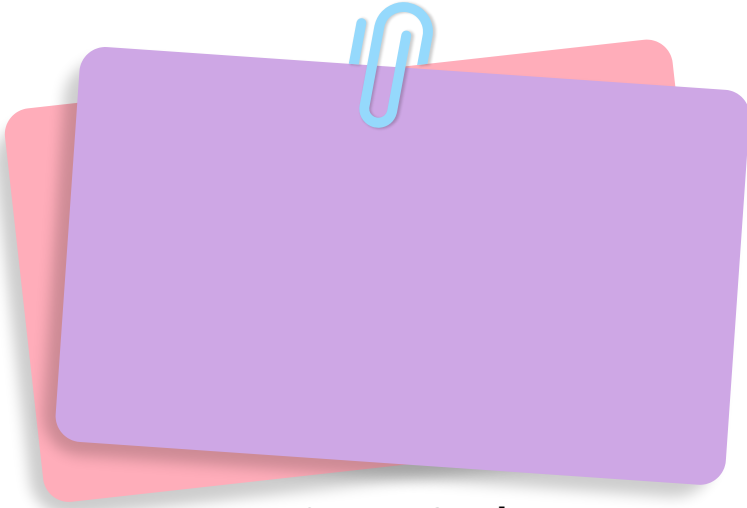
Have students turn their vision board over and write their answer to the reflection question. Why do you think it is important to write your goals down and have a visual of them?

## Supplemental Resources:

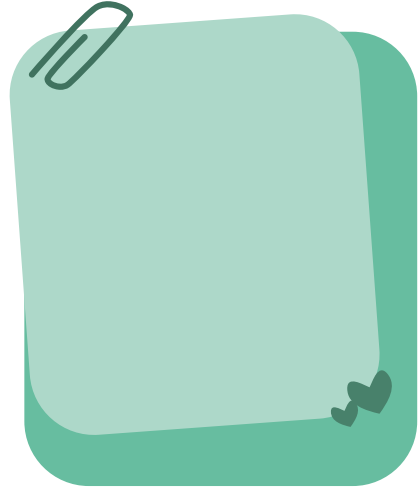
[https://docs.google.com/document/d/1V6Urdo\\_qJsotnT2sxxRzWC6ZtgmHf7k7q2MdxkZ3klg/edit](https://docs.google.com/document/d/1V6Urdo_qJsotnT2sxxRzWC6ZtgmHf7k7q2MdxkZ3klg/edit)



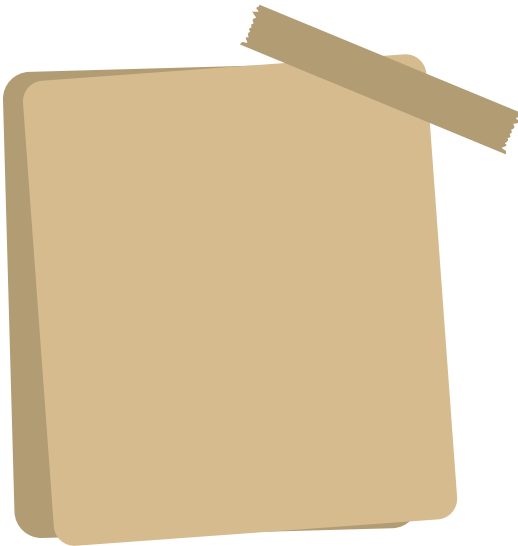
**1 Year Goal**



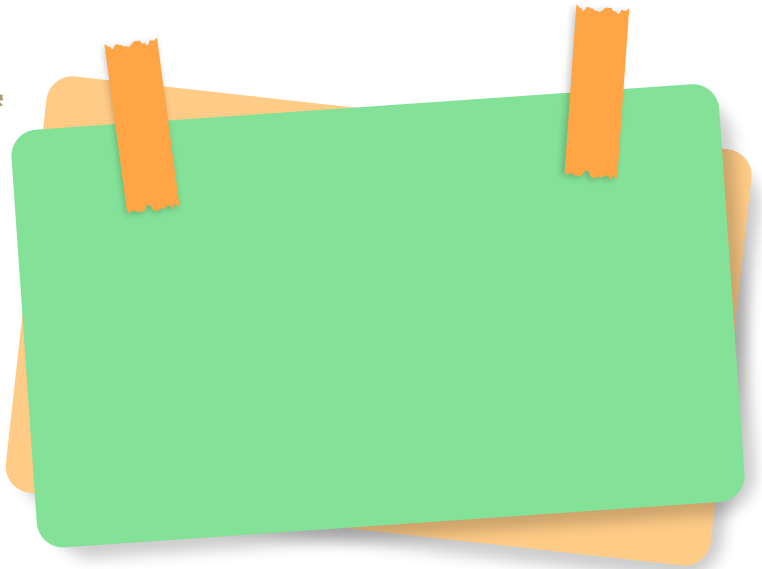
**Action**



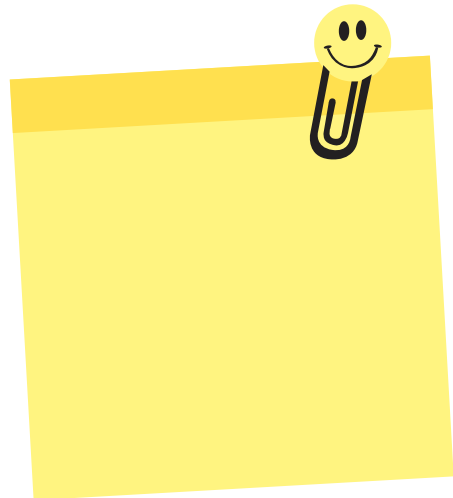
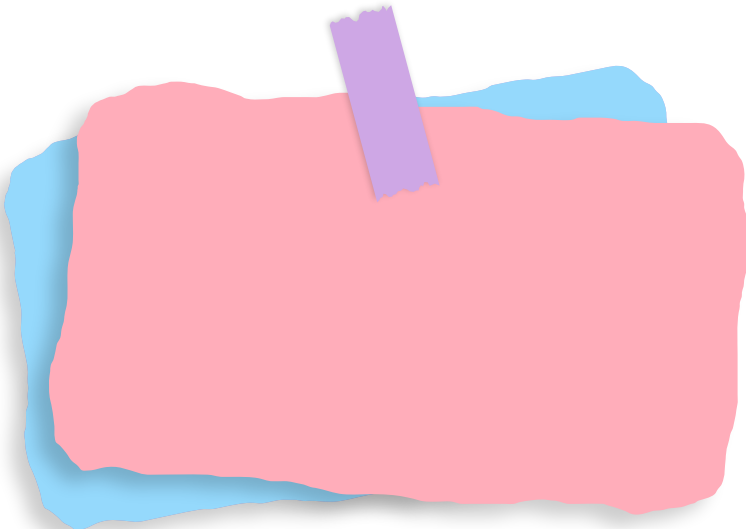
**3 Year Goal**



**Action**



**5 Year Goal**



5 Years or 12 months

10 Years

1 Year or 1 month

3 Years or 6 months



# Activity Plan

**Title: Let's Have Some Fun: Family Karaoke Night**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will engage in activities that remove communication barriers with trusted adults in their lives.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>phone</li> <li>chromebook</li> <li>HDMI cord</li> <li>microphone</li> <li>calendar template</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>intergenerational</li> <li>relationships</li> <li>mentorship</li> <li>baby boomer</li> <li>millennials</li> <li>tradition</li> </ul>	<p><b>Activity Overview:</b> Scholars will enjoy singing/performing their favorite songs with family and friends.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Regardless of your age, stepping outside of your comfort zone and learning something new can be fun. Today, we are going to work on strengthening our family bonds by engaging in some karaoke! Raise your hand if you know what karaoke is. Raise your hand if you have done it before? Now raise your hand if you do not know what karaoke is.</i></li> <li><b>Facilitator:</b> <i>Karaoke is a form of entertainment where people take turns singing their favorite songs with the instrumental version. There is no need to stress as the words are provided for you!</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>It is a lot of fun, and it doesn't take much to set it up. You can use your phone or Chromebook. YouTube has several genres of music available for karaoke. If you use your Chromebook, you can connect an HDMI cord to the tv and share your screen that way. The best part about it for me is that you don't actually have to know how to sing! You just have to want to have fun!</i></li> <li><b>Allow scholars to pick a buddy or a group. Some may even want to perform solo. Encourage scholars to select a partner from another generation or culture. Have them name their group. Draw names to see who goes first. Once the group finishes, have them select the next group.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>How did you feel about doing karaoke before we started? Allow scholars to respond. How do you feel about karaoke now? Is this something you could see yourself doing with your family? Could you do it once a month? Can you see your family or friends doing this as a new tradition? What other fun activities would you like your family to do together? Allow scholars to write the ideas they'd like to do as a family.</i></li> </ul>



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can explain to scholars that a tradition is a belief or behavior passed down within a family or societal group.

The facilitator can provide scholars with a list of family fun activities to choose from.

Scholars can use Google Translate as needed. Scholars can use text-to-talk features on available apps as well.

When possible, scholars can partner with someone, particularly someone who speaks the same native language.

The facilitator can provide scholars with calendar templates for the next two months and have them tentatively schedule the next 2 family fun nights.

Scholars can create an invitation to send to their family and friends to join the next family fun night.

### Activity Reflection:

Ace wants to know how you feel about family fun nights. Is it something you'd like to make a tradition?

### Supplemental Resources: FAMILY FUN ACTIVITIES



# Family Fun Night Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



Notes:

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Important:

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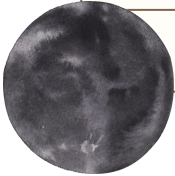
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# Family Fun Night Calendar

Date

Destination

Reminder

Place to Eat

Address

Place to Shop

Budget



# Activity Plan

**Title: Teamwork Makes the Dream work!**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify the characteristics of a good friend.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chromebooks</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>teamwork</li> <li>collaboration</li> <li>effective communication</li> <li>respectful</li> <li>soft skills</li> </ul>	<p><b>Activity Overview:</b> Scholars will experience firsthand the importance of working as a team as they collaborate to escape a virtual escape room.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Stand up if you are a part of some type of team. Remain standing if your team is pretty good. By good, I mean the team members are all successful and win a lot of games/competitions. Remain standing if you do not need the other members of your team working together to be successful. <b>Hopefully everyone is seated. If not, find out what team the standing scholars are a member of and see if you can convince them to understand winning is usually a result of a team effort. If any scholar is not convinced, move on. There are always exceptions to a rule.</b></i></li> <li><b>Facilitator:</b> <i>As you get older, you may get part-time jobs, enroll in college, join the military, or jump straight into a career. Teamwork is essential to workplace success. It may be very cliché, but together, everyone achieves more. Great teamwork is one of the most important soft skills employers look for in team members.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today I will separate you into groups. You will have to work as a team to escape the room. You will have to be respectful and communicate effectively with each other. That includes willingly listening to what others have to say. Everyone has different strengths and abilities, and you must work together to get Cinderella to the ball and back.</i></li> <li><b>Separate scholars into groups and have them log into a free online escape room for kids. Use the link below to help Cinderella get to the ball and back.</b></li> <li><a href="https://kidsactivitiesblog.com/137828/digital-escape-rooms/">https://kidsactivitiesblog.com/137828/digital-escape-rooms/</a></li> </ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Allow scholars to continue working in the escape room for 30 minutes. If a team is successful, have them share what worked well. Ask them how they collaborated? Did someone emerge as the leader of the team? What were the benefits of working as a team?**

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Scholars can interview family members, church members, or local business owners about their thoughts on teamwork in the workplace.

Scholars can use Google Translate as needed. Scholars can use text-to-talk features on available apps.

Scholars can partner with someone, particularly someone who speaks the same native language

Provide scholars with the opportunity to create their own quotes about teamwork.

### Activity Reflection:

Ace wants you to recall two other times when you had to work in a group. Think about a time that worked well and a time that did not. What were the differences between the two experiences?

### Supplemental Resources:

<https://kidsactivitiesblog.com/137828/digital-escape-rooms/>



# August—What Would Ace Do?



These reflective, open-ended questions can serve as activity openers, closers, or check-ins throughout the month.

## Goal Setting

## Healthy Relationships



Why is it important to set goals?

Think of a goal you successfully met. How did it make you feel to meet it?

What advice would you give someone trying to reach a goal?

Do you enjoy working on one goal at a time or multiple goals? Why?

What should you do if you don't reach your SMART goal?

What are your biggest fears about meeting new people?

Why do you think it's important to have friends?

Do you consider yourself a good friend? Why?

What do you think a healthy relationship should provide for the people in it?

What's the one relationship rule you have for yourself that you will never break?

When do you feel most vulnerable in a relationship?

How do you like people to show they like or love you?



# Month at a Glance: September

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Trashing Negative Self Talk	Our words are powerful. Changing your words can change your life.	self-talk, positive affirmations, triggers, personalizing filtering	45 minutes
Suicide Awareness and Prevention	Suicide is preventable. We all play a role in preventing it.	suicidal ideation, warning signs, depression, trusted adult, coping skills	30 minutes
Finding Your Joy	Joy comes from within. It's possible to have joy regardless of our external circumstances.	joy, contentment, gratitude, joy boards	45 minutes
Self-Care Is Not Selfish	Self-care is essential to your overall well-being.	self-care, empty cup, relax, recharge	45 minutes

# September



# Activity Plan

Title: Trashing Negative Self Talk

Suggested Time: 30 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will improve their self-esteem, body image, and their overall wellbeing by reducing negative self-talk and replacing it with positive affirmations.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper plates</li> <li>markers</li> <li>scissors</li> <li>yellow poster board cut in the shape of a sunflower.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>self-talk</li> <li>positive affirmations</li> <li>triggers</li> <li>personalizing</li> <li>filtering</li> </ul>	<p><b>Activity Overview:</b> Scholars will trash (throw away) negative self-talk and replace it with positive affirmations.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Negative self-talk is often an involuntary form of self-criticism. It's toxic and damaging to your self-esteem. Here are some examples of negative self-talk:</i> <ul style="list-style-type: none"> <li><i>I'm a loser.</i></li> <li><i>I never do anything right.</i></li> <li><i>It doesn't make sense to try.</i></li> <li><i>It won't work out.</i></li> <li><i>I hate my life.</i></li> <li><i>I always fail.</i></li> <li><i>Other people my age already have a job, good grades, a scholarship, a boyfriend or girlfriend.</i></li> <li><i>Nothing good ever happens to me.</i></li> </ul> </li> <li><b>Facilitator:</b> <i>Today we are going to watch a video on positive self-talk and discover what it means to trash those negative thoughts!</i></li> <li><b>The facilitator should play the YouTube video "Positive Self Talk." After the video, scholars will use paper plates to list some of the negative things they say to themselves or other people say to them.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>As scholars brain dump all the negative thoughts, the facilitator should play the song "Doubt" by Mary J Blige. Once most scholars are done, have them stand up and repeat after you:</b> <ol style="list-style-type: none"> <li><i>I am successful.</i></li> <li><i>I am confident.</i></li> <li><i>I am powerful.</i></li> <li><i>I am strong.</i></li> <li><i>I can be whatever I want to be.</i></li> </ol> </li> <li><b>Facilitator:</b> <i>Now take your scissors or use your hands and cut or tear up those negative thoughts. Encourage scholars to keep saying the positive affirmations as they destroy the negative thoughts. It may be helpful to write the affirmations on the board so scholars can see them.</i></li> </ul>

**Build (Rehearse  
& Build for  
Transfer/Close)**

- Provide scholars with a list of positive affirmations. They may also come up with affirmations of their own based on what negative self-talk they are trying to correct.
- **Facilitator:** *Each time you say something negative about yourself, you must erase it with two positive affirmations. Scholars will write positive affirmations on the sunflower. Scholars may also record positive affirmations on their phones for easy access.*

# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



The facilitator can provide scholars with a list of positive affirmations to choose from.

Scholars can use Google Translate or text-to-talk features on available apps.

Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can create a positive affirmations word wall.

## **Activity Reflection:**

Ace wants to know what you should do with what you learned today.

**Supplemental Resources:** Positive Self Talk [https://youtu.be/71\\_NkXgAK1g](https://youtu.be/71_NkXgAK1g); Mary J Blige "Doubt" <https://youtu.be/NUE5r4Mzf80>



# Positive Affirmations for Scholars

- I have a sharp mind which makes me an excellent scholar.
- I have a winner's mindset, and I love accomplishing my goals.
- I am advancing to new levels by learning more each day.
- I feel thankful to be a scholar and it shows.
- I radiate positive energy.
- I am a gifted scholar, and I can achieve anything.
- I am a talented and prominent scholar.
- I have self-respect and dignity.
- I make a positive impact on other scholars' lives.
- I am kind to all people.
- I love my scholar life!
- I strive to do my best every day.
- I embrace life as a scholar.
- I am on the journey of becoming a very successful scholar.
- It's possible for me to achieve all my goals because my true potential is limitless.
- My mind absorbs and processes new information with greater speed.

YOU CAN  
DO IT!

YOU  
GOT  
THIS



# Positive Affirmations for Scholars

- I love gaining knowledge, which helps me grow to my full potential.
- I am a very quick learner.
- I am very good at gaining knowledge and properly using it.
- My mind's ability to learn and remember is increasing every day.
- It's okay not to know everything.
- I can always learn.
- I start with a positive mindset.
- I am capable.
- I am in control of my progress.
- I create a healthy balance in my life.
- I can get through everything.
- I am building my future.
- I can change the world.
- I will win at what I put my mind to.
- I am excited to step into a new world.
- Anything is possible.
- I will continue to expand my mind.



I can do this

**BEING  
YOU  
IS YOUR  
power**

# Positive Affirmations for Scholars

- I am worthy to receive love.
- Nothing can stop me from living the life of my dreams.
- I am a beautiful person.
- I matter. I am strong.
- I am genuine.
- I can do anything I put my mind to.
- I've got this.
- I choose healthy ways to deal with stress.
- There's no reason for me to compare myself to others.
- I'm only human and we all make mistakes.
- Success isn't final, and failure isn't fatal. It's the courage to persevere that counts in the end.
- I am blessed to live this life that I've created.
- Every day, I improve myself in some way.
- I am worthy of deep connections.
- I love and approve of myself.

Positive  
Vibes  
Only

YOU DESERVE  
ALL THE  
GOOD  
THINGS

i am  
OWH SO  
awESome

# Activity Plan

Title: Suicide Awareness and Prevention

Suggested Time: 20–30 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the key characteristics of suicide awareness and explore ways to promote mental health care.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>sticky notes</li> <li>markers</li> <li>suicide prevention lifeline #</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>coping skills</li> <li>suicidal ideation</li> <li>warning signs</li> <li>depression</li> <li>suicide prevention</li> <li>protective factor</li> </ul>	<p><b>Activity Overview:</b> Scholars will have an opportunity to recognize the differences between sadness and depression, understand warning signs of suicide, explore what to do when a scholar or their friend is in trouble, and identify trusted adults. As a part of this session, scholars will participate in a kindness activity.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Sometimes life is fun and things are great, but there are other times when life can be tough. Whether we are experiencing good or tough times, we could all use a little reminder to take care of ourselves and the people we interact with. Giving ourselves and others a boost is important.</i></li> <li><b>Facilitator:</b> <i>Feeling sad from time to time is a normal part of life. Think about a time when you felt down. What are some healthy things you did to cheer yourself up? <b>Give scholars an opportunity to respond.</b> These are called coping skills. Coping skills help you deal with your emotions healthily. <b>Share the list of 99 Coping Skills Sheets.</b></i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>A suicidal ideation is when someone has thoughts of wanting to die. Warning signs of suicide are indicators that a person may be in danger of harming themselves and may need help. A warning sign is a red flag that can be a sign of suicidal thoughts or a symptom of depression. Sadness is a normal human emotion that is typically temporary and does not cause significant changes in our day-to-day lives. Depression causes significant distress in our day-to-day lives and can be constant, lasting at least two weeks. When a person is depressed, they are not thinking, feeling, or acting the way they normally would.</i></li> </ul>

<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Everyone has a role to play in suicide prevention. The most important way to help a person who is exhibiting warning signs is to connect them with a trusted adult immediately. Why do you think it's important to get an adult involved? <b>Give scholars an opportunity to respond.</b> Name some examples of adults you could reach out to for help if you or a friend is exhibiting warning signs related to suicide. <b>Give scholars an opportunity to respond.</b></i></li> </ul>
<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Kindness is a protective factor. A protective factor is an act or person who helps reduce the risk of someone hurting themselves. Kindness can have a lasting impact on others. Today, we will create a visual representation of support for suicide prevention by creating a heart-shaped sticky note graphic. After we have written our messages, we can assemble the sticky notes to create a heart.</i></li> <li>• <b>Choose an appropriate space to place the notes. The chosen place should be a place where many scholars will be able to read the notes.</b></li> <li>• <b>Facilitator:</b> <i>Answer the following prompts on a sticky note:</i> <ol style="list-style-type: none"> <li>1. <i>Leave a positive message to brighten someone's day.</i></li> <li>2. <i>What is the best thing someone could say to you when you need support?</i></li> <li>3. <i>Name one person or thing worth living for?</i></li> </ol> </li> </ul>

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



**Coping Skills Activity**—Scholars can divide a sheet of paper into four sections. They can then draw four things that bring them happiness when they are feeling sad.

**Protective Factor Activity**—Scholars can create a visual of examples of how their families or loved ones show they care for them.

Scholars can use Google Translate as needed. Scholars can use text-to-talk features on available apps. Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can write a letter to a trusted adult, sharing their appreciation and letting them know the role they play in your life.

### Activity Reflection:

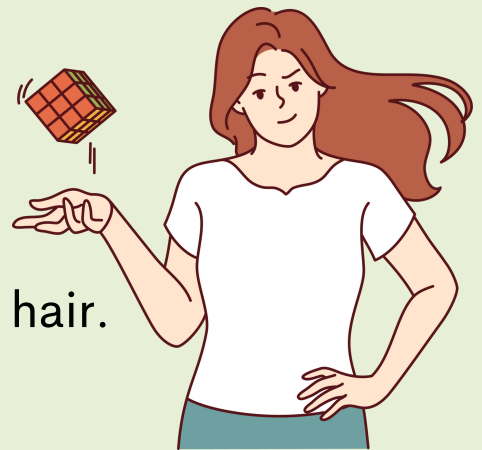
Ace wants to know what you thought about suicide prevention before this activity compared to what you think about it now.

### Supplemental Resources:



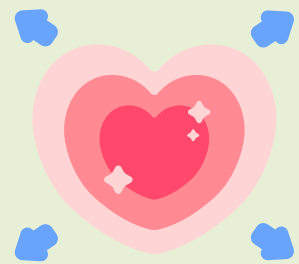
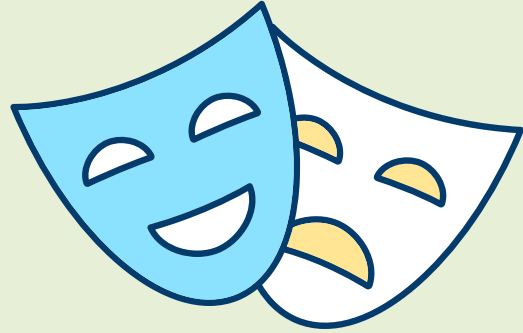
# 99 Coping Skills

- Exercise.
- Put on fake tattoos.
- Write (poetry, stories, journal).
- Scribble/doodle on paper.
- Be with other people.
- Watch your favorite TV show.
- Hydrate.
- Go see a movie.
- Do a word search or crossword.
- Do schoolwork.
- Play a musical instrument.
- Paint your nails, do your make-up or hair.
- Sing.
- Study the sky.
- Punch a pillow.
- Cover yourself with Band-Aids where you want to cut.
- Let yourself cry.
- Take a nap (only if you are tired).
- Take a hot shower or a relaxing bath.
- Play with a pet.



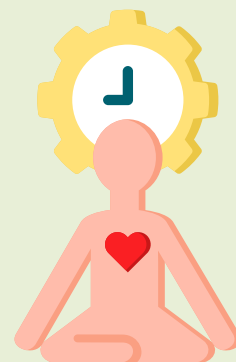
# 99 Coping Skills

- Go shopping.
- Clean something.
- Knit or sew.
- Read a good book.
- Listen to music.
- Try some aromatherapy (candle, lotion, room spray).
- Meditate.
- Go somewhere very public.
- Bake cookies.
- Create a vision board.
- Paint or draw.
- Rip paper into itty-bitty pieces.
- Shoot hoops, kick a ball.
- Write a letter or send an email.
- Plan your dream room (colors/furniture).
- Hug a pillow or stuffed animal.
- Hyper focus on something like a rock, hand, etc.
- Dance.
- Make hot chocolate, a milkshake, or a smoothie.
- Play with modeling clay or Play-Doh.



# 99 Coping Skills

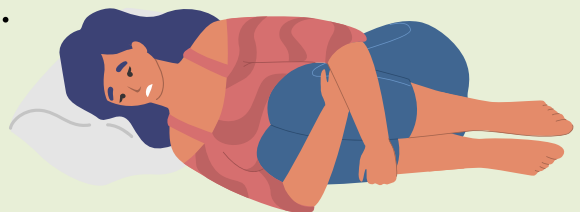
- Build a pillow fort.
- Go for a nice, long drive.
- Complete something you've been putting off.
- Draw on yourself with a marker.
- Take up a new hobby.
- Look up recipes, cook a meal.
- Go outside for 15 minutes.
- Create or build something.
- Pray.
- Make a list of blessings in your life.
- Read the Bible.
- Go to a friend's house.
- Jump on a trampoline.
- Watch an old, happy movie.
- Contact a hotline/your therapist, if you want, you can call them at 1-800-448-3000.
- Talk to someone close to you.
- Ride a bicycle.
- Feed the ducks, birds, or squirrels.
- Color.





# 99 Coping Skills

- Memorize a poem, play, or song.
- Stretch.
- Search for ridiculous things on the internet.
- "Shop" online (without buying anything).
- Color-coordinate your wardrobe.
- Watch fish.
- Make a playlist of your favorite songs.
- Play the "15 minute game." (Avoid something for 15 minutes, when time is up start again.)
- Plan your wedding/prom/other event.
- Plant some seeds.
- Hunt for your perfect home or car online.
- Try to make as many words out of your full name as possible.
- Sort through/edit your pictures.
- Play with a balloon.
- Give yourself a facial.
- Play with a favorite childhood toy.
- Start collecting something.
- Play video/computer games.



# 99 Coping Skills

- Clean up trash at your local park.
- Look at [yourlifeyourvoice.org](http://yourlifeyourvoice.org).
- Text or call a friend.
- Write yourself an "I love you because..." letter.
- Look up new words and use them.
- Rearrange furniture.
- Write a letter to someone that you may never send.
- Smile at five people.
- Play with your little brother/sister/niece/nephew.
- Go for a walk (with or without a friend).
- Put a puzzle together.
- Clean your room /closet.
- Try to do handstands, cartwheels, or backbends.
- Yoga.
- Teach your pet a new trick.
- Learn a new language.
- Move EVERYTHING in your room to a new spot.
- Get together with friends and play Frisbee, soccer, or basketball.
- Hug a friend or family member.
- Search online for new songs/artists.
- Make a list of goals for the week/month/year/5 years.
- Perform a random act of kindness



# Activity Plan

Title: Finding Your Joy

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars understand that joy comes from within and it's possible to have joy regardless of our external circumstances.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chromebooks</li> <li>phones</li> <li>small ball</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>joy</li> <li>contentment</li> <li>gratitude</li> <li>joy boards</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a digital joy board of people, places, events, or songs that bring them joy.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we're going to talk about what brings you joy. Because we are all different and have unique experiences, everyone may not have the experience joy in the same way. Webster defines joy as a feeling of great pleasure or happiness that comes from success, good fortune, or a sense of well-being. Research says hugs are a fun way to add joy to your day. If you feel comfortable, get up and give at least three people a hug? If you are uncomfortable with hugs, please remain seated. <b>Give scholars two minutes to give and receive hugs.</b> As you wrap up your hugs, please come back and sit in a circle.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>I'd like for us to consider those people and/or things that bring us joy. While you are sharing, I'll share with the group.</i></li> <li><b>The facilitator should share what brings them joy and why. The facilitator will then toss the ball to the person who should share next. Once that person has shared, the ball should be thrown to someone else. This should continue until everyone has shared.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>The last thing we are going to do today is create a digital joy board. You may use PowerPoint, Google Slides, Canva, Prezi, or any digital presentation you are familiar with. You will locate pictures of people, places, events, songs, or anything that brings you joy. You can google or share them from your phone. We will save these presentations. I want to encourage you to look back at this presentation and feel joy regardless of your situation on days when you're feeling low or sad. You are welcome to share your finished product with someone.</i></li> <li><b>Facilitators can play "Happy" by Pharrell Williams, "Three Little Birds" by Bob Marley, or "Life is a Highway" by Rascal Flatts while scholars work.</b></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Facilitators can ask open-ended questions to get the scholars' ideas flowing. Ex. - Think about a time when you felt joy. Where were you? Who were you with? What was going on? Why was this such a joyful occasion? Did this event have anything to do with your culture of heritage? If so, please share that with us as well.

Scholars can find a song that brings them joy. They will create a lyric to go along with the song.

## Activity Reflection:

Ace wants to know how you can bring joy to others.

**Supplemental Resources:** "Happy" by Pharrell Williams

[https://youtu.be/ZbZSe6N\\_BXs?si=ha7Y65yaCHkEBP-H](https://youtu.be/ZbZSe6N_BXs?si=ha7Y65yaCHkEBP-H) "Three Little Birds" by Bob Marley; <https://youtu.be/HNBCVM4KbUM?si=6TXvbgtNdM6qOV1J> "Life is a Highway" by Rascal Flatts [https://youtu.be/Zh-ZUrc-aLI?si=j1j\\_7ZqeIDT\\_hvXZ](https://youtu.be/Zh-ZUrc-aLI?si=j1j_7ZqeIDT_hvXZ)



# Activity Plan

Title: Self Care Is Not Selfish

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand that self-care isn't selfish.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>eight hats</li> <li>self-care calendar</li> <li>yoga poses for beginners</li> <li>blank calendar template</li> <li>computer</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>self-care</li> <li>empty cup</li> <li>relax</li> <li>recharge</li> </ul>	<p><b>Activity Overview:</b> Scholars will become aware of and practice self-care strategies.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>The first thing I'd like everyone to do is to put your cell phones on silent. Now, please close your eyes. Take a deep breath, hold it for 5 seconds, and let it out slowly. Take another deep breath, hold it for 5 seconds, and let it out slowly. Do it again. Do it one more time. Now, while you still have your eyes closed, rotate your head slowly in a circle. Do it again. Now, rotate your shoulders slowly in a circle. Completely relax. <b>While scholars have their eyes closed, play relaxing music for stress relief.</b></i></li> <li><b>Facilitator:</b> <i>You may open your eyes. Self-care has become such a buzzword, but it really is vital to your overall wellbeing. Self-care is the intentional act of caring for ourselves, physically, mentally, and emotionally. The bottom line is, self-care is designed for us to pause, relax, and recharge.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Put all the hats on your head. Make them sloppy and difficult to balance.</b></li> <li><b>Facilitator:</b> <i>These hats represent our lives and everything we're responsible for. This is how it looks when we live our lives without self-care.</i></li> <li><b>Let the hats fall. Now put 2 hats on your head, 3 in your right hand and 3 in your left hand. Show the scholars how much easier it is to balance them now.</b></li> <li><b>Facilitator:</b> <i>Now look at my life. Did I get rid of any of my responsibilities? <b>Allow scholars to respond.</b> No, I didn't. Self-care brings balance to your life. Now that I've incorporated self-care, I can handle my life a bit easier than before. Have you ever heard the saying that you cannot pour from an empty cup? It means we cannot be any good to anyone else if we are not first taking care of ourselves.</i></li> </ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *We've already practiced one self-care strategy, deep breathing. You will be surprised at how much better you will feel if you do that a couple of times a day. Put your phone on silent, turn on some relaxing music and deeply breathe in and out for ten minutes.*
- **Facilitator:** *Speaking of music, another self-care strategy is listening to your favorite music. What is your favorite music or song? **Allow scholars an opportunity to share their favorite music or song.** I guess any music you love can be a part of your selfcare, but you want to pay close attention to how the music makes you feel and what it makes you want to do.*
- **Facilitator:** *An attitude of gratitude works wonders for your mental health. If you are thankful for what you have, you will always have enough. If you focus on what you don't have, you will never have enough. At this time, please write 5 things you are grateful for. **Give scholars time to complete their lists.***
- **Facilitator:** *Yet another self-care tip is practicing yoga. Everyone, please stand up and spread out. We are going to try the Mountain Pose. It's okay if you stumble. Try to focus. Practice makes progress. **Play the 3-minute Mountain Pose YouTube Video.***
- **Facilitator:** *The last thing we're going to do today is write a letter to someone you love. It can be someone you talk to every day or someone you haven't spoken to in a while. Express how you feel about them. Engaging in effective communication is a part of self-care. **Allow 10-15 minutes for scholars to write.***
- **Facilitator:** *These were just a few self-care activities, but there are hundreds more for you to try. I hope you will find some to meet your needs and incorporate them into your daily routine.*

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can provide scholars with a template to assist with writing their letter.

Scholars can use text-to-talk features on available apps.

Scholars can partner with someone, particularly someone who speaks the same native language.

Allow scholars to create their own calendar of self-care activities.

### Activity Reflection:

Ace wants to know which self-care strategies you plan to incorporate into your life.

### Supplemental Resources:

Relaxing Music for Stress Relief <https://www.youtube.com/live/zKZrZj71qiE?si=e84G0EkCKElwZrtT>; Mountain Pose for Beginners <https://youtu.be/t1e4QbaeH6c?si=yLeTAANSCYs47xYB>



# Self-Care Ideas for Students

1. Listen to music.
2. Take a break from social media for a bit.
3. Get a plant. Not only are plants good for your mental health and physical space, but taking care of a plant can be a simple way to add more fulfillment in your life.
4. Sleep well. Getting enough sleep is essential to your cognitive function and mental health (and your physical health, too).
5. Give yourself a bedtime and a wake-up time, even if you don't have anything to do, to get yourself into a healthy routine.
6. Color in an adult coloring book (or even a kids' coloring book).
7. Meditate.
8. Read some uplifting news stories.
9. Get outside. Fresh air does amazing things for your mental health.
10. Binge your favorite Netflix show.
11. Practice daily positive affirmations.
12. Reorganize your room.
13. Pet your dog or cat. We're not joking— studies have shown that petting an animal releases serotonin (the chemical in your body responsible for happiness).
14. Keep a journal.
15. Put your phone away (or on silent) at least an hour before you go to bed.
16. Open your blinds and curtains and let the sun in.
17. Light a scented candle or diffuse essential oils.
18. Open a window and let some fresh air in.
19. Create a Pinterest board and fill it with motivational quotes and inspiring pictures.
20. Stargaze. Stare into the stars and feel the power of the universe.
21. Buy yourself some flowers
22. Give yourself a manicure or pedicure.
23. Wear an outfit that makes you feel great about yourself, even if you aren't going anywhere.
24. When you catch yourself thinking negatively, come up with a way to spin it positively.
25. Give yourself a mental health day when you feel overwhelmed or burnt out.
26. Make your bed.
27. Embrace your emotions. If you need to cry, let yourself cry.





# Self-Care Ideas for Students

28. Make a vision board.
29. Unfollow negative people on social media. You don't need that in your life.
30. Laugh—laughter is good for your mental wellbeing and your happiness. Watch some comedies, tell some jokes, watch stand-up comedians, or even listen to a funny podcast.
31. Find a new game to play in the app store on your phone.
32. Get some window markers and decorate your windows.
33. Use sticky notes or window writers to write love notes to yourself on your bathroom mirror.
34. Go for a drive. It doesn't matter where you go.
35. Take one photo a day and turn them into a photo journal of your life.
36. Sit down and do absolutely nothing for a little while. Let yourself be in the moment.
37. Go Marie Kondo to your home and declutter. Get rid of everything that no longer brings you joy.
38. Organize your space. Clutter and mess can cause stress and anxiety.
39. Check in with yourself daily and ask yourself what you need right now.
40. Practice gratitude. Make a list of everything you're grateful for.
41. Use a shower bomb to turn your shower into an aromatherapy haven.
42. If you feel stressed out, stop and do a grounding exercise. Make note of 3 things you see, hear, smell, and feel around you.
43. Eat mindfully. While you eat, focus on chewing every bite and eat slowly. Don't turn the TV on or do anything else while you're eating.
44. Practice self-compassion. Be kind to yourself and try to stop being so hard on yourself.
45. Collect motivational quotes on a Pinterest board, your wall, or a vision board.
46. Make a list of 20 things you love about yourself. If you can come up with more, that's even better.
47. Write positive things to say to yourself or little self-love notes and put them in a jar. On days when you feel stressed or not mentally well, pick one and read it to yourself.
48. Find a nice, peaceful spot and watch the sun set. If you're an early riser, do this for a sunrise.
49. Make yourself a little self-care kit filled with things that make you feel happy and relaxed. These are fun to curate, and you can keep it on hand when you need a mental break.
50. Create a really cozy space you can lie down and relax in, whether it's a pile of pillows or just a corner of the couch where you can spread out.



# Self-Care Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Notes:

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Important:

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# 30-Day Self-Care Challenge



Establish a personal goal for this month.



Engage in deep breathing or meditation for a duration of 10 minutes.



Compose a list of ten things you appreciate.



Go for a walk outdoors.



Tidying up a room or workspace.



Reach out to a friend via call or text to reconnect.



Prepare a nutritious dish



Engage in yoga or gentle stretching exercises.



Craft a positive affirmation and make it a part of your daily routine.



Establish a calming bedtime ritual.



Write in a journal to express your thoughts and emotions.



Make sure to carve out time for indulging in your favorite hobby.



Compliment yourself.



Take a break from technology for one hour.



Enjoy listening to your favorite music or a soothing playlist.



Incorporate mindfulness into your daily activities.



Visit a local animal shelter or spend quality time with a pet.



Engage with a book or movie that sparks inspiration within you.



Discover a fresh way to unwind, such as progressive muscle relaxation.



Indulge in a power nap or a rejuvenating break.



Develop a vision board or a list outlining your personal goals.



Consider volunteering or engaging in a random act of kindness.



Give yourself a little treat.



Take a moment to contemplate your achievements and progress.



Immerse yourself in nature by exploring a park, beach, or forest.



Compose a letter addressed to your future self.



Establish boundaries to safeguard your energy and time.



Create a morning routine that invigorates you.



Practice self-compassion and grant yourself forgiveness for previous errors.



Assess your progress and commemorate your accomplishments.



# Yoga Poses for Kids



triangle pose



warrior



back bend



cobra pose



child pose



side plank



half standing forward fold



easy pose



knees to chest

# Loved One Letter Template

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

I am writing this letter because

---

---

---

I appreciate how you

---

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The next time we are together let's

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Sincerely,

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## Month at a Glance: October

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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The Facts about Vaping	Drug use has long term negative effects.	nicotine, vaping, ecigarette	30-45 minutes
Peer Pressure Overcomers	Peer pressure can have either a positive or negative effect.	peer pressure, positive peer pressure, negative peer pressure	30-45 minutes
There Are Pros and Cons to Peer Pressure	Peer pressure can be positive or negative.	peer pressure, positive peer pressure, negative peer pressure	30-45 minutes
Drug Prevention is the Best Intervention	The easiest way to avoid addiction is not to start.	drug prevention, public service announcement	30-45 minutes

# October



# Activity Plan

Title: The Facts about Vaping

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the effects of vaping on the brain and body.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>nicotine</li> <li>vaping</li> <li>ecigarette</li> </ul>	<p><b>Activity Overview:</b> Scholars will understand the negative effects of vaping.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We are constantly viewing examples of glamorized drug use in the media through misleading messages. Can anyone share examples of images or messages that you have seen that make vaping seem less dangerous?</i> <a href="https://youtu.be/CfGqQ_B-688">https://youtu.be/CfGqQ_B-688</a></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will allow scholars to popcorn share True/False responses to statements about vaping. Statements from the "Facts About Vaping List" should be modified to poll awareness and generate discussion.</b></li> <li><b>Facilitator:</b> <i>The electronic cigarette, also known as a vape, was initially designed to help adult smokers quit or cut down. Unfortunately, it has now morphed into a craze among youth. What are some reasons youth choose to use vapes? What are healthier options to cope with stress?</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will share some of the health risks associated with vape usage among youth.</b></li> <li><b>Facilitator:</b> <i>Using nicotine during times of critical brain development may cause permanent changes in the way the brain works and can also have long-term effects on decision making, which may lead to an increased risk of addiction to other substances.</i></li> <li><b>Have scholars role play scenarios to practice how they would respond to someone offering them an e-cigarette.</b></li> </ul>



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can create an obstacle course and have scholars take turns using a blindfold to get through it. Allow scholars to discuss how it felt to be impaired.

**Just Say No Activity**—The facilitator can place scholars in a circle and have them toss a ball around the circle. When a scholar catches the ball, they must share an example of something they would say if someone offered them drugs.

Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can create a week's worth of social media posts that dispel myths about vaping.

Scholars can collaborate with a group of friends to create a PSA about vaping to be shared with their school community.

### Activity Reflection:

Scholars will share what personal plans or goals would be difficult to achieve with an addiction to nicotine.

### Supplemental Resources:

#### Facts about Vaping

[https://www.cdc.gov/tobacco/basic\\_information/ecigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html](https://www.cdc.gov/tobacco/basic_information/ecigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html);





- E-cigarettes are electronic devices that heat a liquid and produce an aerosol, or mix of small particles in the air.
- E-cigarettes come in many shapes and sizes. Most have a battery, a heating element, and a place to hold a liquid.
- Some e-cigarettes look like regular cigarettes, cigars, or pipes. Some look like USB flash drives, pens, and other everyday items. Larger devices such as tank systems, or "mods," do not look like other tobacco products.
- E-cigarettes are known by many names. They are sometimes called "e-cigs," "e-hookahs," "mods," "vape pens," "vapes," "tank systems," and "electronic nicotine delivery systems (ENDS)."
- Using an e-cigarette is sometimes called "vaping."
- E-cigarettes produce an aerosol by heating a liquid that usually contains nicotine, flavorings, and other chemicals that help to make the aerosol.
- The liquid used in e-cigarettes often contains nicotine and flavorings. This liquid is sometimes called "e-juice," "e-liquid," "vape juice," or "vape liquid."
- Users inhale e-cigarette aerosol into their lungs. Bystanders can also breathe in this aerosol when the user exhales it into the air.
- E-cigarette devices can deliver marijuana and other drugs.



- Most e-cigarettes contain nicotine—the addictive drug in regular cigarettes, cigars, and other tobacco products.
- A CDC study found that 99% of the e-cigarettes sold in assessed venues in the United States contained nicotine.
- Some vape product labels don't disclose that they contain nicotine, and some vape liquids marketed as containing 0% nicotine have been found to contain nicotine.
- Nicotine can harm the developing adolescent brain. The brain keeps developing until about age 25.
- Using nicotine in adolescence can harm the parts of the brain that control attention, learning, mood, and impulse control.
- Each time a new memory is created or a new skill is learned, stronger connections—or synapses—are built between brain cells. Young people's brains build synapses faster than adult brains. Nicotine changes how these synapses are formed.
- Using nicotine in adolescence may also increase the risk for future addiction to other drugs.



# Scenarios

## Scenario 1

Michael spends a lot of time on Instagram following different accounts. Several of the Instagram accounts have showed people vaping in the pictures and videos they post. Michael has never vaped before but wants to start so he can post videos of himself vaping on Instagram and be part of the trend. As a friend, what could you do to better inform Michael's decision?

## Scenario 2

Gloria has been curious about vaping ever since her friend started vaping. She has never smoked before, but her friends tell her it is less harmful than cigarettes. Gloria thinks vaping would be okay to try because she thinks there are no harmful effects. Class Discussion: Are there any health risks associated with vaping? What can Gloria do to get more information about the use of e-cigarettes?

## Scenario 3

Each time Rocco enters the boy's restroom at his school, he notices there are more and more people vaping. One time, he had an asthma attack inside the boy's restroom from being exposed to vaping. What could Rocco do in this situation and what could he do after the fact to address the issue?



# The Facts about Vaping Scenarios

## Scenario 4

Today is Kimberly's first day at her new school. Her classmates invited her to vape with them after class. Kimberly has always been curious about vaping and has a chance to make some new friends. What could Kimberly do in this situation?

## Scenario 5

Samantha has been concerned about her friend's vaping habits. Her friend, Eva, started vaping two months ago and is now vaping constantly. Samantha is afraid that Eva may have become addicted to vaping and is concerned about her health. What could Samantha do in the situation?

## Scenario 6

Jake has had a difficult time keeping friends. A group of boys from his class invite him for a sleepover after school. When he arrives at the sleepover, the boys are playing video games and vaping. They are passing around the vape and it comes to him. Jake knows it's not good for him, but he wants to fit in. How could Jake get out of this situation?



# Activity Plan

**Title: Peer Pressure Overcomers**

**Suggested Time: 30–45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand that peer pressure can have a positive or negative impact based on the response given to it.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>scissors</li> <li>paper</li> <li>laptop</li> <li>projector</li> <li>plastic/paper bag</li> <li>tape</li> <li>construction paper</li> <li>color pencils</li> <li>markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>peer pressure</li> <li>positive peer pressure</li> <li>negative peer pressure</li> </ul>	<p><b>Activity Overview:</b> Scholars will be able to identify how to overcome and navigate negative peer pressure.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>The facilitator will define peer pressure and explain that peer pressure can have a positive and negative impact. Additionally, the response to peer pressure can have a lasting impact. The facilitator will then engage scholars by providing examples of positive peer pressure such as joining a sports team, getting a driver’s license, taking a challenging class, or applying to college. Finally, the facilitator will discuss the following statistics associated with negative peer pressure involving teens: <ul style="list-style-type: none"> <li>19% of teens report they would give up using a cell phone while driving if their friends did the same. –Teen Driver Source.</li> <li>23% of teen girls feel pressured to have sex. – The Body: The Complete HIV/AIDS Resource.</li> <li>33% of teen boys ages 15–17 feel pressured to have sex. –The Body: The Complete HIV/AIDS Resource.</li> <li>55% of teens tried drugs for the first time because they felt pressured by their friends. – Foundation for Drug Free World.</li> <li>70% of teens who smoke say they started smoking because their friends smoke or they felt peer pressure to try smoking. –Canadian Lung Association.</li> </ul> </li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>The facilitator will present the following scenario to the scholars: Zion was in the restroom smoking weed when he heard his mentor calling his name. He turned to his friend Ahmed. “Bro, please say it was you smoking, and it was your weed if he asks. If I get one more charge, I’ll go to the youth detention center. If you hold it, this will be your first offense. You’ll only get a warning.” The facilitator will engage scholars and ask them what they would do and why.</li> <li>Allow scholars five minutes to respond. Inform scholars to think about the following when trying to overcome peer pressure: <i>Is it safe? Is it legal?</i></li> </ul>



<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>• <i>Will it harm someone? Will it harm me? What legacy will I leave if I make this decision?</i></li> <li>• <b>Prepare a bag to hold an even number of strips that read: positive or negative. Divide scholars into groups of 4–5. Inform scholars to create a skit or scene that describes a specific experience of peer pressure by having one member from each group select a strip of paper from the bag. Each group will take 5 minutes to prepare their skit and will have two minutes to act it out. The remaining scholars will decide if the peer pressure was positive or negative. If the peer pressure was negative, have scholars share how they would support the friend struggling with peer pressure?</b></li> </ul>
<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>• <b>The facilitator will show the video “Have You Ever Felt Pressured?”</b></li> <li>• <b>Facilitator:</b> <i>Name at least two reasons they didn't succumb to the peer pressure mentioned in the video. Name at least two reasons someone would succumb to the peer pressure mentioned in the video.</i></li> <li>• <b>“Peer Pressure” is an alternate video option.</b></li> <li>• <b>Facilitator: Separate scholars into small groups of 4-5 scholars. Use the letters in the word pressure to create an acrostic poem. Create a message that helps others respond appropriately to negative peer pressure.</b></li> <li>• <b>Allow as many groups as possible to share.</b></li> </ul>



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can lead a separate session to take a deeper dive into the video responses.

The facilitator can pause the video to facilitate discussions after 2 minutes.

The facilitator can have scholars work in small groups to respond to the questions from the video.

The facilitator can create a quote about overcoming negative peer pressure and place it on the wall in the space.

Sample quote: No one intends to make serious mistakes. They come when you compromise your standards to be more accepted by others. You be the strong one. You be the leader. Choose good friends and resist peer pressure together—Richard G. Scott

### Activity Reflection:

Provide scholars with the handout: Effective Ways for Teens to Overcome Peer Pressure. Have them reflect on how to handle negative peer pressure. How would they support a friend being affected by negative peer pressure?

### Supplemental Resources:



# Effective Ways for Teens to Overcome Peer Pressure

**Self-Awareness and Confidence Building:** Encourage teens to understand their values, interests, and goals. When they have a strong sense of self, they are less likely to be swayed by negative peer influence.

**Assertiveness Skills:** Teach teens how to assertively say "no" to peer pressure without feeling guilty or embarrassed. Role-playing scenarios can help them practice assertive communication.

**Choose Positive Peer Groups:** Encourage teens to surround themselves with friends who share similar values and interests. Positive peer groups provide support and encouragement to make healthy choices.

**Develop Problem-Solving Skills:** Help teens develop problem-solving skills so they can handle challenging situations effectively. This includes identifying potential risks, brainstorming solutions, and making informed decisions.

**Set Boundaries:** Teach teens the importance of setting boundaries and sticking to them. They should feel comfortable saying "no" when a situation makes them uncomfortable or goes against their values.

**Seek Support from Trusted Adults:** Encourage teens to confide in trusted adults, such as parents, teachers, or school counselors, when they're facing peer pressure. Adults can provide guidance, support, and perspective.

**Practice Positive Self-Talk:** Help teens cultivate a positive self-image by practicing positive self-talk. Remind them of their strengths and abilities, and encourage them to focus on their own goals rather than trying to fit in with a certain group.





# Activity Plan

**Title:** There are Pros and Cons to Peer Pressure

**Suggested Time:** 30–45 minutes

**Suggested Grade Level(s):** 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand that peer pressure can have a positive or negative effect.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper</li> <li>markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>peer pressure</li> <li>positive peer pressure</li> <li>negative peer pressure</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss the pros and cons of peer pressure.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>At your age, your peers probably have the biggest influence on your decision making. It is healthy and normal to want to belong to a group, but we must make sure the group we want to belong to is positively impacting our lives.</i></li> <li><b>Facilitator:</b> <i>What is peer pressure? Allow scholars an opportunity to respond. Yes, peer pressure is a term used to describe influence from members of our peer groups. Is peer pressure positive or negative? Allow scholars an opportunity to respond.</i></li> <li>Show scholars the YouTube video “How to Handle Peer Pressure.”</li> <li><a href="https://www.youtube.com/watch?si=J4zh1x_JzSXJoCcV&amp;v=a6_8zBcm7xk&amp;feature=youtu.be">https://www.youtube.com/watch?si=J4zh1x_JzSXJoCcV&amp;v=a6_8zBcm7xk&amp;feature=youtu.be</a></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>Divide the class into two teams. Write Pros on two pieces of chart paper. Each team will have two minutes to jot as many pros of peer pressure as possible. (Both teams will write at the same time. The facilitator should highlight any common responses and then note additional responses. The team with the most answers at the end of two minutes wins the round.</li> <li>Repeat this process, but have scholars list as many cons of peer pressure as possible. The team with the most answers at the end of two minutes wins the Cons round.</li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>Once both rounds are over, summarize the pros and cons of peer pressure. It is important that scholars understand peer pressure can be positive or negative.</li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can use Google Translate as needed. Scholars can use text-to-talk features on available apps.

Scholars can partner with someone to scribe their responses.

Allow scholars to create positive or negative peer pressure scenarios to discuss with the class.

**Activity Reflection:** Ace would like to know whether you are a positive peer influencer or a negative peer influencer? How do you know?

**Supplemental Resources:**

[https://www.youtube.com/watchi=J4zh1x\\_JzSXJoCcV&v=a6\\_8zBcm7xk&feature=youtu.be](https://www.youtube.com/watchi=J4zh1x_JzSXJoCcV&v=a6_8zBcm7xk&feature=youtu.be)



# Activity Plan

**Title: Drug Prevention is The Best Intervention**

**Suggested Time: 30-45 minutes**

**Suggested Grade Level(s): 9th-12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand that drug prevention and awareness is the best intervention.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper</li> <li>markers</li> <li>paint</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>drug prevention</li> <li>public service announcement</li> </ul>	<p><b>Activity Overview:</b> Scholars will brainstorm and create drug prevention activities to promote Red Ribbon Week.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Raise your hand if you've heard of Red Ribbon Week. Everyone will more than likely raise their hand. Who can tell me why we celebrate Red Ribbon Week? Allow scholars an opportunity to respond.</i></li> <li>Play the YouTube story on DEA Agent Enrique Kiki Camarena.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>Divide the class into groups and allow them to brainstorm and come up with public service announcements on drug prevention. Scholars can make their announcements as a skit, a commercial, a TikTok, or whatever they feel most comfortable doing. Encourage them to be creative as they are serving as influencers</li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>Once scholars have finished creating their public service announcements, allow them to present them or record them to show family and friends their finished product. Have scholars vote to determine the best PSA. Brainstorm ways to share it with the school community.</li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can create slogans or posters for Red Ribbon Week. These can be used with the public service announcements posted around the school community.

Scholars can partner with someone who speaks their native language.

Allow scholars to create a bulletin board for Red Ribbon Week. Scholars can also create their own YouTube/TED Talk on the reason we celebrate Red Ribbon Week.

**Activity Reflection:** Ace wants to know how knowing the reason we celebrate Red Ribbon Week makes you feel about your drug prevention efforts?

**Supplemental Resources:**

[https://www.youtube.com/watchi=jMNMneIZBAblr\\_jV&v=LvckKNoW17c&feature=youtu.be](https://www.youtube.com/watchi=jMNMneIZBAblr_jV&v=LvckKNoW17c&feature=youtu.be)



## Month at a Glance: November

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Giving Back to the Community and Serving/Helping Others	Giving back, serving, and helping others can make us feel good about ourselves while also positively affecting the lives of others.	giving, serving, helping, community, community minded, others, volunteering	Three 30–45- minute sessions
Building a Healthy You from the Inside Out	The foods and beverages we consume can contaminate or replenish our bodies.	contamination, nutrients, nourishing, anti-inflammatory, pescatarian, vegetarian, vegan, diabetes	30 minutes
Treat Yourself to a Gratitude Walk	Having an attitude of gratitude is a powerful catalyst for happiness.	gratitude, less fortunate	30–45 minutes
I Can't Do That, Yet!	It takes courage and a growth mindset to not give up! Discover the power of yet!	growth mindset, fixed mindset	30–45 minutes

# November



# Activity Plan

**Title: Giving Back to the Community and Serving/Helping Others**

**Suggested Time: (1 of 3) 30–45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will discover the importance of community service.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>birthday box</li> </ul>	<p><b>Activity Overview:</b> Scholars will participate in a Birthday Box service project as a way to positively impact the community.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Raise your hand if you care about your community. What does it mean to be community minded? Give scholars an opportunity to respond. Being community-minded means having a personal motivation to better your community.</i></li> <li><b>Facilitator:</b> <i>What does it mean to be homeless? What is a homeless shelter? Give scholars an opportunity to respond. Homeless shelters are service agencies which provide a temporary residence for homeless individuals and families.</i></li> <li><b>Facilitator:</b> <i>Has anyone ever heard of a birthday box? Give scholars an opportunity to respond. Birthday boxes are boxes filled with a variety of gifts. This could include items such as self-care items, everyday essentials, snacks or candy.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What does "Actions speak louder than words" mean to you? Give scholars an opportunity to respond. Today, we will put our words into action. We are going to organize a drive to collect items to create birthday boxes for us to donate to our local homeless shelter. Because this is a big project, we must do it in stages.</i></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>The first thing we need to do is make phone calls to our homeless shelters to determine which items are most needed. Model this for scholars. (Hello, my name is _____. I am working on a community service project with _____. I would like to know what the most needed items are at your shelter.)</i></li> <li><b>Next, scholars will work together to create a Google Form with the list of needed items. Finally, scholars will plan to share the list with family and friends requesting donations. They can make their request through social media, text messages or phone calls. Scholars should also request shoe boxes.</b></li> </ul>

# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can provide scholars with a copy of the script to read when contacting the homeless shelter.

The facilitator can provide scholars with an example of the message to send to family and friends.

Scholars can create a plan to assemble birthday boxes once items have been donated.

**Activity Reflection: Facilitator:** Ace wants to know why it is important for community members to support homeless shelters.

**Supplemental Resources:**



# Activity Plan

**Title: Giving Back to the Community and Serving/Helping Others**

**Suggested Time: (2 of 3) 30–45 minutes**

**Suggested Grade Level(s): 9 th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will discover the importance of community service.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>markers</li> <li>construction paper</li> <li>scissors</li> <li>tape</li> <li>glue</li> <li>magazines</li> <li>shoe boxes</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>birthday box</li> <li>giving</li> <li>serving</li> <li>helping</li> <li>community</li> <li>others</li> <li>volunteering</li> </ul>	<p><b>Activity Overview:</b> Scholars will decorate and assemble birthday boxes to donate to local homeless shelters.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we are going to decorate and assemble our boxes. Hopefully everyone has their items to donate to the homeless shelter.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We have markers, construction paper and magazines. Please decorate your boxes with encouraging and positive images. Once you have finished decorating your boxes, we will divide the donated items evenly to fill them. <b>Give scholars an opportunity to be as creative as possible with their boxes. Have soft relaxing music playing in the background while scholars work.</b></i></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Once scholars have finished decorating and packing the birthday boxes, have them follow up with the homeless shelter(s) again to confirm delivery.</b></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can share a completed birthday box with scholars as an example.

Scholars can write positive affirmations to place inside the box.

Scholars can write messages in their native language.

Scholars can plan and schedule with parents and community members to donate the items. They will verify if scholars may go or if a liaison will have to meet them to get the boxes.

Scholars can create a social media campaign for a Day of Giving to share their project.

**Activity Reflection: Facilitator:** Ace wants to know how you feel when you do something to help others. How do you think the recipients of your generosity will feel?

**Supplemental Resources:**



# Activity Plan

**Title: Giving Back to the Community and Serving/Helping Others**

**Suggested Time: (3 of 3) 30–45 minutes**

**Suggested Grade Level(s): 9 th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will discuss the power of random acts of kindness.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>birthday boxes</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>birthday box</li> <li>giving</li> <li>serving</li> <li>helping</li> <li>community</li> <li>others</li> <li>volunteering</li> <li>random acts of kindness</li> </ul>	<p><b>Activity Overview:</b> Scholars will deliver Birthday Boxes to local homeless shelters and discuss other random acts of kindness.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today is the day we will deliver our birthday boxes. By this time, the facilitator should have already made contact with the shelter to see if scholars can deliver the boxes in person or if a liaison must come to get them.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, we put our words into action by donating to our community. How does it make you feel to do something for others? Give scholars an opportunity to respond. How do you think the recipients of your generosity will feel? Give scholars an opportunity to respond. Have you ever been the recipient of an act of kindness? How did it make you feel?</i></li> <li><b>Facilitator:</b> <i>Hopefully this won't be your last time volunteering or serving your community. What do you see yourself doing next? Give scholars an opportunity to respond.</i></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>This was a planned act of kindness, but random acts of kindness can have a huge impact on a person as well. Think of a time when someone did something for you or to you that you were not expecting. Who would like to share? What happened and how did it make you feel? Give scholars an opportunity to respond.</i></li> <li><b>Facilitator:</b> <i>Make a commitment to commit random acts of kindness in your home this week.</i></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can generate a list of random acts of kindness they could do for their community.

The facilitator can provide scholars with a kindness calendar to organize their ideas.

Scholars can use Google Translate or text-to-talk features on available apps as needed.

Scholars can contact local nursing homes to discuss their guidelines for receiving greeting cards for residents. They can then set a goal to collect a certain number of cards.

**Activity Reflection: Facilitator:** Ace wants to know how you feel about your ability to make positive contributions to your community. Journal writing.

**Supplemental Resources:**

Random acts of kindness monthly calendars; 50 Random Acts of Kindness



# 50 Random Acts of Kindness for Scholars

- Tell the principal how great your teacher is.
- Hold the door open for someone.
- Do a chore for someone without them knowing.
- Tell a joke.
- Return someone's cart at the store.
- Give candy to your bank teller.
- Bring cookies to the custodian.
- Feed the birds.
- Leave happy notes around your city.
- Call your grandparents and ask them about their childhood.
- Pick up litter.
- Let someone go ahead of you in line.
- Compliment a friend.
- Wash someone's car.
- Write a thank you note for your mail carrier.
- Plant something.
- Bake dessert for a neighbor.
- Walk dogs at the animal shelter.
- Check in on an elderly neighbor.
- Set up a lemonade stand and donate the profits.
- Send a card to a family member.
- Bury treasure at the playground.
- Set the table for dinner.
- Leave bubbles on someone's doorstep.
- Tell someone why they are special to you.



# 50 Random Acts of Kindness for Scholars

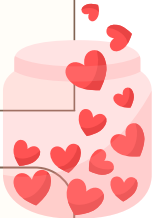
- Donate outgrown clothes.
- Buy a coffee for a stranger.
- Pass out stickers to kids waiting in line.
- Talk to someone new at school.
- Write chalk messages on the sidewalk.
- Weed or shovel for a neighbor.
- Donate food to the food pantry.
- Bring flowers to your teacher.
- Tell a manager how good your service was.
- Donate socks and supplies to a homeless shelter.
- Call a friend you haven't seen in a while to say hello.
- Take treats to the fire station.
- Read a book to someone.
- Donate a book to a doctor's office waiting room.
- Tell someone how much you love them.
- Say hello to everyone you see.
- Make someone else's bed.
- Hold the door open for someone.
- Wave at kids on school buses.
- Invite someone to play on the playground.
- Donate new pajamas for foster kids.
- Make a get well card for someone.
- Bring your neighbors' garbage cans up for them.
- Take care of someone's pet while they're away.
- Give a candy bar to the school bus driver.

Kindness  
MATTERS!



# Acts of Kindness Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Notes:

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Important:

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# Activity Plan

**Title: Building a Healthy You from the Inside Out**

**Suggested Time: 30–45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will help their families make healthier eating choices.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>styrofoam cups</li> <li>markers</li> <li>meal planner</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>contamination</li> <li>nutrients</li> <li>nourishing</li> <li>anti-inflammatory</li> <li>pescatarian</li> <li>vegetarian</li> <li>vegan</li> <li>diabetes</li> </ul>	<p><b>Activity Overview:</b> Scholars will work with members of their family or community to build a pyramid that describes their eating habits.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>When corporations plan, they often begin by brainstorming aloud. In this space, someone always writes for everyone else to see. Whether it's a wall, glass, or a white board everything is written down. Why? It makes the invisible, visible. When something becomes visible, it is easier to create and work a plan from it. Today, we will build and rebuild to create the best eating plan for our families.</i></li> <li><b>Each group or family should have 25–50 cups and black pens or markers.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We would probably all agree that we make healthy choices and unhealthy choices. Today, we're going to build using our unhealthy choices. On each cup, write the unhealthy foods your family ate yesterday. Unhealthy choices include processed sugars, processed foods, juices, sodas, etc. Give the families time to write their food choices on the cups.</i></li> <li><b>Facilitator:</b> <i>Now that you've written on the cups, build your pyramid with 4–6 cups as your base. If you still have cups left, start building another pyramid until you don't have any cups left.</i></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Look at your pyramid. The higher your pyramid, the higher your risk of disease related to eating and drinking. If you were able to build more than one pyramid, this could mean your family has generational habits that need to be broken. Look at your cups. Choose 1–2 items that can be replaced with a healthier choice. With your family, make a commitment to make healthier food choices.</i></li> </ul>

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Tenth graders can create a plan to make changes to a favorite family meal to make it healthier.

Eleventh graders can add sugar cubes to the insides of their cups based on the amount of sugar in their unhealthy food choices to see the amount of sugar they eat as a family.

Twelfth graders can research "nutrition on a budget" and "cooking with a busy schedule" to create healthy meal options in preparation for starting life away from home.

The facilitator can provide a food list of healthy and unhealthy foods for families to choose from when writing on their cups.

Pre-selecting a recipe and having the families create a healthy meal or snack, create a budget for healthy meals and snacks, incorporating family exercise into the week.

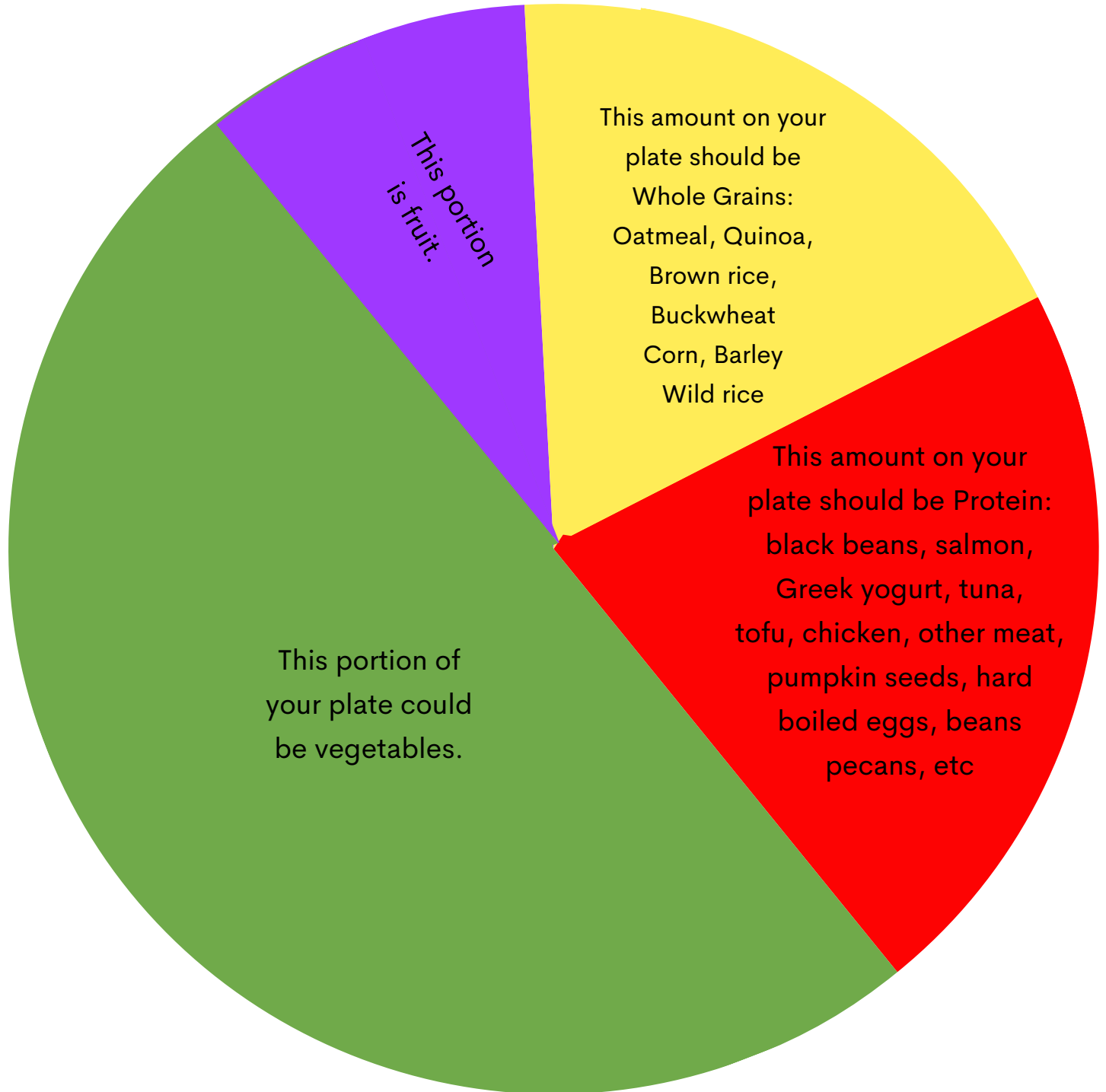
**Activity Reflection: Facilitator:** Think about your core values. Are they reflected in your food choices? If so, how? If not, how would your priorities need to shift to reflect your values?

**Supplemental Resources:**





# Plate Portion



# Activity Plan

**Title: Treat Yourself to a Gratitude Walk**

**Suggested Time: 30–45 minutes**

**Suggested Grade Level(s): 9th–12th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn that having an attitude of gratitude is a powerful catalyst for happiness.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>calendar template</li> <li>gratitude quotes</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>gratitude</li> <li>gratitude walks</li> </ul>	<p><b>Activity Overview:</b> Scholars will brainstorm and share what they are most grateful for and take part in a gratitude walk.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Raise your hand if you can tell me what gratitude is. Give scholars time to respond. Gratitude is the ability to be thankful for the good things that you have in your life. Why do you think it is important for us to be grateful for what we have? Have you ever taken the time to acknowledge the things that are found in nature? If so, what did you do? Give scholars time to respond. Studies have shown that gratitude walks:</i> <ul style="list-style-type: none"> <li>Elevate your mood, increase happiness, and put a smile on your face.</li> <li>Re-center you and allow you to focus.</li> <li>Calm you.</li> <li>Help you break free of toxic thoughts and emotions.</li> <li>Rewire your brain to look at things differently.</li> <li>Cultivate an appreciation for what may not have been appreciated before.</li> <li>Raise self-esteem and enhance empathy.</li> <li>Improve sleep.</li> <li>Open you to inspiration.</li> <li>Increase blood circulation.</li> <li>All of that and more!</li> </ul> </li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Close your eyes. Think about all the things in nature we may take for granted daily. What do you see? What do you hear? What do you smell? What do you feel? Write the answers to those questions on the left side of your Gratitude Walk Observation sheet.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, we are going to take a gratitude walk. As we walk, I want you to breathe deeply and relax. I want you to take in all that nature offers, all the things you see, hear, smell, and feel. Look at the sky. Look at the trees. Really pay attention to your surroundings. Take pictures if you would like. Identify if the things you experience are the same things you imagined.</i></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can create their own gratitude walk calendars using a provided template.

Scholars can create gratitude quotes that align with the things they see, feel, hear, and smell in nature.

Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can create their own gratitude walk calendars to walk once a week with family and friends.

Scholars can create gratitude quotes that align with the things they see, feel, hear, and smell in nature.

**Activity Reflection: Facilitator:** Ace wants to know if you found yourself being grateful for things on your gratitude walk that you had not considered previously.

**Supplemental Resources:**



# Gratitude Quotes

Gratitude quotes aren't just for greeting cards. These quotes can help us reflect on everything we have to be thankful for and even inspire a friend or two. You can change your outlook on gratitude and put things into perspective with the inspirational quotes below:

- "Gratitude turns what we have into enough."—Anonymous
- "Gratitude is a powerful catalyst for happiness. It's the spark that lights a fire of joy in your soul."—Amy Collette
- "Thankfulness is the beginning of gratitude. Gratitude is the completion of thankfulness. Thankfulness may consist merely of words. Gratitude is shown in acts."—Henri Frederic Amiel
- "Joy is the simplest form of gratitude."—Karl Barth
- "No one who achieves success does so without the help of others. The wise and confident acknowledge this help with gratitude."—Alfred North Whitehead
- "Gratitude is when memory is stored in the heart and not in the mind."—Lionel Hampton
- "We often take for granted the very things that most deserve our gratitude."— Cynthia Ozick
- "When I started counting my blessings, my whole life turned around."—Willie Nelson
- "The more grateful I am, the more beauty I see."—Mary Davis



# Gratitude Walks Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Notes:

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Important:

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# Activity Plan

Title: I Can't Do That, Yet!

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will discover the power of yet!</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>growth vs. fixed mindset</li> <li>yet graphic</li> <li>SMART goal template</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>growth mindset</li> <li>fixed mindset</li> </ul>	<p><b>Activity Overview:</b> Scholars will discover growth mindset strategies to help them stay focused.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> Raise your hand if you have ever heard the term growth mindset? <b>Allow scholars to raise their hands.</b> Raise your hand if you have ever heard the term fixed mindset? <b>Allow scholars to raise their hands.</b> Who can tell me what those terms mean? <b>Give scholars time to respond.</b></li> <li><b>Facilitator:</b> A growth mindset is the belief that you can develop your abilities through dedication and hard work. So, if a growth mindset is the belief that you can develop your abilities through dedication and hard work, what is a fixed mindset? <b>Give scholars time to respond.</b> A fixed mindset is the belief that your intelligence, talents, and personalities are fixed and cannot grow. People with fixed mindsets believe we are born with a certain ability level and we cannot improve our abilities over time.</li> <li><b>Facilitator:</b> A fixed mindset makes us quit prematurely. Why does a fixed mindset make us give up? <b>Give scholars time to respond.</b> A fixed mindset hasn't discovered the power of YET!</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Play the YouTube Read Aloud "The Magical Yet."</b></li> <li><b>Facilitator:</b> What are your thoughts about this book? Why is "yet" so important to a growth mindset?</li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> Today, we are going to journal about things you cannot do, yet! It could be something you've tried before and gave up on when you did not find success. It could also be something you are afraid to try because you feel like you know you can't do it. Growth mindset says you cannot do it, yet!</li> </ul>

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Scholars can create a SMART goal action plan to accomplish what they haven't been able to do yet. Growth mindset yet affirmations and the SMART goal template will assist in this endeavor. The facilitator can provide individual and small group assistance.

Scholars can use Google Translate or text-to-talk features on available apps.

Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can create a SMART goal action plan to accomplish whatever they have not been successful at yet. They will identify and inform an accountability partner of the goal.

**Activity Reflection: Facilitator:** Ace wants you to think of something you could not do when you were younger but can do now. Why can you do it now? What changed?

**Supplemental Resources:** The Magical Yet.



# The Power of Yet!

DEVELOP YOUR GROWTH MINDSET

I can't do this...yet!

This doesn't work...yet!

I don't know...yet!

It doesn't make sense...yet!

I'm not good at this...yet!

I don't get this...yet!



# Dreams to Goals



My Dream: \_\_\_\_\_

	SMART	Your Dream	Steps to Take
<b>S</b>	Specific What exactly do you want to accomplish?		
<b>M</b>	Measurable How will you measure your progress?		
<b>A</b>	Attainable Could be challenging but not impossible.		
<b>R</b>	Relevant/Realistic How will this goal affect your life?		
<b>T</b>	Time Bound What is the deadline?		



# Month at a Glance: December

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Online and on Guard	It is possible to have meaningful discussions about how to handle cyberbullying.	cyberbullying	30–45 minutes
It's Not Okay to Stay Not Okay!	You do not have to be an adult to positively affect your community.	health and wellness, resources, compassion, change agent	Two 45-minute sessions
Mental Health Matters	Mental health is just as important as physical health.	mental health, accountability	45 minutes

# December



# Activity Plan

Title: Online and on Guard

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand how to handle common cyberbullying situations.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>graphite pencil</li> <li>paper</li> <li>Is it cyberbullying or conflict pictures and scenarios</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>cyberbullying</li> </ul>	<p><b>Activity Overview:</b> This activity explores cyberbullying and what it means to stay safe online. Scholars will understand what it is, reflect on their experiences, and learn ways to prevent or stop it.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we are going to discuss a subject you have probably heard of. We are going to talk about cyberbullying. Cyberbullying is using digital devices, sites, and apps to intimidate, harm, and upset someone. We are going to begin by watching a news story about someone who was recently cyberbullied. Show <a href="https://youtu.be/E7GgTCWfBgQ?si=GzKZD4yGzD_iLht">https://youtu.be/E7GgTCWfBgQ?si=GzKZD4yGzD_iLht</a>.</i></li> <li><b>Facilitator:</b> <i>What is your reaction to this story? What stood out to you? Highlight any differences in scholars' perspectives on why the targeting occurred and how it affected Millie Bobby Brown.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Display the "Is it Cyberbullying or Conflict" pictures. Ask scholars to share whether they think each image is an example of cyberbullying or a conflict. Encourage discussion and allow them to share the reasoning behind their responses. The facilitator should clarify the differences between cyberbullying and conflict as needed.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will read scenarios and ask scholars to give a thumbs up if the scenario is acceptable/appropriate or thumbs down if the behavior is wrong/cyberbullying. If scholars give a thumbs down, have them share what they could do in response to the behavior.</b></li> </ul>



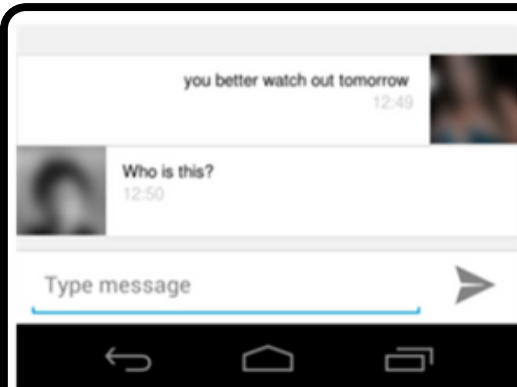
# Is it Cyberbullying or Conflict?



Someone takes your phone and posts racist comments on your social media profiles.



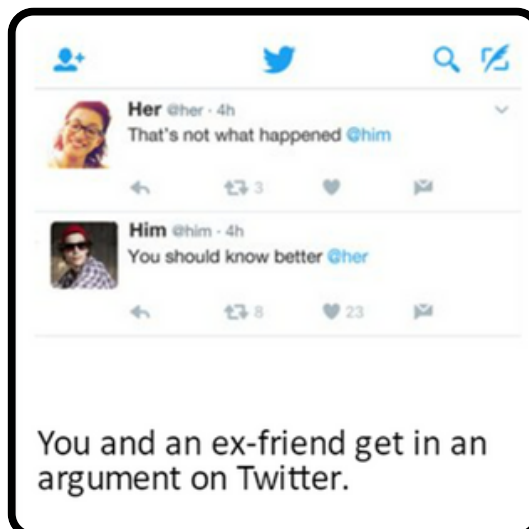
Someone starts a rumor about you online and a bunch of their friends help spread it.



A person you don't know starts sending you threatening texts.



A group of people gang up on you in an online game you regularly play.



You and an ex-friend get in an argument on Twitter.



# Is it Cyberbullying or Conflict?



## Scenarios:

A scholar posts a negative review of a concert given by another scholar's band. The review focuses on the band members' skill as musicians and the quality of their music. (Conflict)

A scholar posts that one of the teachers at his school is unqualified to teach. The teacher's name is not used, but he is clearly recognizable to anyone who knows him. (Cyberbullying)

A teacher discovers a website that is intended to mock a scholar in her class and will likely lead to the scholar being harassed at school. The site was not created at school and is not hosted on school computers. (Cyberbullying)

A scholar uploads a YouTube video of his band performing a song that makes fun of teachers. No specific teacher is named or is identifiable from the song. (Conflict)

A scholar writes a letter to the school administration stating that a teacher has used improper discipline in class. (Conflict)

A scholar finds that photos of her, which were taken by her (now ex) boyfriend, have been shared publicly on Instagram. Then they were copied and reproduced in many more places, including photo-sharing sites. Her ex-boyfriend says that he is not responsible for what was done with the photos after he uploaded them. (Conflict)





# Activity Plan

Title: It's Not Okay to Stay Not Okay!

Suggested Time: Two 45-minute sessions

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand that it is okay not to feel your best all the time, but there are times when not feeling okay is a concern.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>scripts for grocery stores/bakery</li> <li>script for community partners</li> <li>markers/pencils</li> <li>construction paper</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>health and wellness</li> <li>resources</li> <li>compassion</li> <li>change agent</li> </ul>	<p><b>Activity Overview:</b> Scholars will plan and implement a community health and wellness fair.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Did you know that it is okay not to be okay? Have you ever heard that saying before? Allow scholars to raise their hands. What does that mean? Allow scholars to respond.</i></li> <li><b>Facilitator:</b> <i>Thank you so much for those thought-provoking answers! You are correct. It is okay to experience stress. It is okay to feel sad. It is okay to have a bad day. Basically, it is saying we are human, and it is okay to feel what you feel. This includes feelings other than joy and happiness. It is okay not to be okay. Raise your hand if you have ever felt as if you were not okay. The facilitator should also have a raised hand.</i></li> <li><b>Facilitator:</b> <i>The holidays can be a hard time for people for many reasons. What we do not want is for people to never feel okay! Show: Marshmello &amp; Demi Lovato – "OK Not To Be OK" (Official Music Video.)</i></li> <li><b>Facilitator:</b> <i>What is your reaction to this song? What stood out for you? Allow scholars time to share how this song made them feel.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>So if it's okay to not be okay, but it's not okay to stay not okay, how do you get okay? What do you do? Allow scholars to respond. Yes! Get help! So many people struggle with this. For this reason, we are going to plan and host a community health and wellness fair.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We must decide as a group when, who, what, and where? The group should work together to decide on the logistics, theme and other important details for the health and wellness fair. Scholars should then be separated into smaller groups to continue planning.</i></li> </ul>



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Ninth- and tenth-grade scholars can call the local grocery stores and bakeries for water and snack donations. Scholars will receive a script to say to the company.

Scholars can design flyers for the event. Flyers can be created in English and other languages as well.

Eleventh and twelfth grade scholars can call/email community partners to invite them to the fair. Scholars will receive a script to say to the community partner.

Scholars will create and maintain an RSVP spreadsheet.

Scholars can craft a newspaper article to send to the local newspaper advertising the event.

**Activity Reflection: Facilitator:** Ace wants to know how it feels to know you helped someone get the resources they need to be okay.

### Supplemental Resources:

Marshmello & Demi Lovato - OK Not To Be OK (Official Music Video)



# Community Health and Wellness Fair Scripts

## Grocery Store/Bakery

Good morning/afternoon,

My name is \_\_\_\_\_ and I am calling on behalf of \_\_\_\_\_ (your organization).

We are hosting a community health and wellness fair on \_\_\_\_\_ . The purpose of the fair is to bring awareness to mental health challenges affecting our community. Who do I need to speak to about your organization donating snacks and water?

Thank you so much.

## Community Partner

Good morning/afternoon,

My name is \_\_\_\_\_ and I am calling/emailing on behalf of \_\_\_\_\_ (your organization). We are hosting a

community health and wellness fair on \_\_\_\_\_ . The purpose of the fair is to bring awareness to mental health challenges affecting our community. We would like to invite you to attend. Please check your availability and RSVP by

\_\_\_\_\_. Thank you so much. If you have any questions or concerns, please do not hesitate to reach out to \_\_\_\_\_ at \_\_\_\_\_ .

Thank you again.

# Activity Plan

Title: Mental Health Matters

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand that their mental health is just as important as their physical health.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>bingo cards</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>mental health</li> <li>accountability</li> </ul>	<p><b>Activity Overview:</b> Scholars will create mental health bingo boards and complete the activities for a chance to win bingo!</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Mental health. We hear this term all the time, but what does it really mean? What does it entail? <b>Allow scholars to share their thoughts.</b> Mental health includes our emotional, psychological, and our social well-being. It affects how we think, feel, and act. Our mental health determines how we handle stressful situations, how we deal with other people, and why we make the choices we make. We hear this term all the time, but it really is a big deal! If you accidentally broke your leg, what would you do? Would you just go home and hope it gets better? No, you would go to the doctor. The doctor would assess you and develop a treatment plan to heal your broken leg. Sometimes, our mental health gets broken. You may need to go to the doctor, let them assess your mental health, and develop a treatment plan to heal you. Your mental health is just as important as your physical health.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>When we get sick physically, we go to the doctor. The doctor always shares practices to help us improve our physical health. Mental health works the same way. What are some practices we can do to improve our mental health? <b>Allow scholars to respond.</b> Eat healthy, get enough rest, self-care, go to therapy or your school counselor, and practice gratitude are all great options.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, we are going to create mental health awareness bingo boards. As a group, we will discuss which activities we want to add to our boards. These will be activities that improve our mental health. Once we have our list of activities, you can add them wherever you want. Place an X over any activity you complete at home. You will also need to take a picture of yourself completing the activity. Once we return, we will play bingo. If you get bingo, you will win a little surprise.</i></li> </ul>



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can give scholars a list of self-care activities as a visual.

Scholars can also receive a prefilled bingo sheet.

Scholars can use Google Translate or text-to-talk features on available apps as needed.

Scholars can partner with someone, particularly someone who speaks the same native language.

Scholars can create an accountability group chat and encourage each other to take part in the self-care activities.

**Activity Reflection: Facilitator:** Ace wants to know why it is important for you to take care of your mental health.

**Supplemental Resources:**



# Mental Health Bingo

Practice developing some mind-healthy habits with a game of Mental Health Bingo. Pick one activity to do per day and try to get Bingo this week.

Turn off your phone an hour before bed	Download a productivity app	Say something nice about yourself	Stretch for 10 minutes	Expose one anxious thought
List 5 things you are grateful for	Take a 10 minute walk	Read an inspirational book	Enjoy a phone-free meal	Immerse yourself in a calming scent
Find a mantra you like & repeat it throughout the day	Revisit an old hobby	Set two personal deadlines	Write in a journal	Check out a new podcast
Finish an overdue task	Create a mood boosting playlist	Clean out your inbox (15 minutes)	Download a mindfulness app	Create a nighttime ritual
Take a no-distractions walk	Expose one negative thought	Meditate for 10 minutes	Listen to something uplifting	Fix something the bothers you



# Mental Health Bingo

**B I N G O**

		FREE SPACE		

# Self-Care Ideas for Scholars

- Listen to music.
- Take a break from social media for a bit.
- Get a plant. Not only are plants good for your mental health and physical space, but taking care of a plant can be a simple way to add more fulfillment in your life.
- Sleep well. Getting enough sleep is essential to your cognitive function and mental health (and your physical health, too).
- Give yourself a bedtime and a wake-up time, even if you don't have anything to do, to get yourself into a healthy routine.
- Color in an adult coloring book (or even a kids' coloring book).
- Meditate.
- Read some uplifting news stories.
- Get outside. Fresh air does amazing things for your mental health.
- Binge your favorite Netflix show.
- Practice daily positive affirmations.
- Reorganize your room.
- Pet your dog or cat. We're not joking — studies have shown that petting an animal releases serotonin (the chemical in your body responsible for happiness).
- Keep a journal.
- Put your phone away (or on silent) at least an hour before you go to bed.
- Open your blinds and curtains and let the sun in.
- Light a scented candle or diffuse essential oils.
- Open a window and let some fresh air in.
- Create a Pinterest board and fill it with motivational quotes and inspiring pictures.



# Self-Care Ideas for Scholars

- Stargaze. Stare into the stars and feel the power of the universe.
- Buy yourself some flowers.
- Give yourself a manicure or pedicure.
- Wear an outfit that makes you feel great about yourself, even if you aren't going anywhere.
- When you catch yourself thinking negatively, come up with a way to spin it positively.
- Give yourself a mental health day when you feel overwhelmed or burnt out.
- Make your bed.
- Embrace your emotions. If you need to cry, let yourself cry.
- Make a vision board.
- Unfollow negative people on social media. You don't need that in your life.
- Laugh—laughter is good for your mental wellbeing and your happiness. Watch some comedies, tell some jokes, watch stand-up comedians, or even listen to a funny podcast.
- Find a new game to play in the app store on your phone.
- Get some window markers and decorate your windows.
- Use sticky notes or window writers to write love notes to yourself on your bathroom mirror.
- Go for a drive. It doesn't matter where you go.
- Take one photo a day and turn them into a photo journal of your life.
- Sit down and do absolutely nothing for a little while. Let yourself be in the moment.
- Go Marie Kondo to your home and declutter. Get rid of everything that no longer brings you joy.





# Self-Care Ideas for Scholars

- Organize your space. Clutter and mess can cause stress and anxiety.
- Check in with yourself daily and ask yourself what you need right now.
- Practice gratitude. Make a list of everything you're grateful for.
- Use a shower bomb to turn your shower into an aromatherapy haven.
- If you feel stressed out, stop and do a grounding exercise. Make note of 3 things you see, hear, smell, and feel around you.
- Eat mindfully. While you eat, focus on chewing every bite and eat slowly. Don't turn the TV on or do anything else while you're eating.
- Practice self-compassion. Be kind to yourself and try to stop being so hard on yourself.
- Collect motivational quotes on a Pinterest board, your wall, or a vision board.
- Make a list of 20 things you love about yourself. If you can come up with more, that's even better.
- Write positive things to say to yourself or little self-love notes and put them in a jar. On days when you feel stressed or not mentally well, pick one and read it to yourself.
- Find a nice, peaceful spot and watch the sun set. If you're an early riser, do this for a sunrise.
- Make yourself a little self-care kit filled with things that make you feel happy and relaxed. These are fun to curate, and you can keep it on hand when you need a mental break.
- Create a cozy space you can lie down and relax in, whether it's a pile of pillows or just a corner of the couch where you can spread out.



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# BRIGHT FUTURE

## LYRIC MUSIC VIDEO



SCAN ME



# Bright Future



I got a bright future (4x)

I woke up this morning feeling good and feeling strong (oh)

Took a few deep breaths in and out and I moved on (oh)

But sometimes I don't feel so good

Don't feel like myself (oh)

But I know I'm not alone I can always ask for help

Gonna keep my head up make sure I speak up

When I'm feeling low

Not gonna give up

Gonna let the world know I'm here

Let the world know I'm here

## Chorus

I've got a bright future

I've got a bright future

I can't forget to look ahead

Oh oh ooooh

I got a

Aye

Bright Future

Aye I got a bright future (3x)

I express who I am yes I'm gonna always be me

And when I feel the pressure make sure I choose wisely

Cause I'm living for today

And planning for tomorrow

Gotta keep my light lit up and glow

Gonna keep my head up make sure I speak up

When I'm feeling low

Not gonna give up

Gonna let the world know I'm here

Let the world know I'm here

## Chorus

I've got a bright future

I've got a bright future

I can't forget to look ahead

Oh oh ooooh I got a

Aye

Bright future

Aye I got a bright future (3x)

Gonna keep my head up make sure I speak up

No no no I'm not giving up

Gonna keep my eyes on my bright future

Keep my eyes on my bright future

Deep inside I can feel my light

Not gonna run, gonna let it shine

Gonna keep my eyes on my bright future

Keep my eyes on my bright future

Aye I got a bright future (4x)

© Mariama Whyte of Earth to Mars Entertainment, LLC

# Bright Future

Written by Mariama Whyte

Transcribed by Phillip K Jones II

## Score

Moderato

Voice

I've got s bright fu ture I've got a bright fu ture I've got a bright fu ture

**A**

I've got a bright fu ture I woke up this mor ning feel ing good and feel ing strong oh

Took a few deep breaths in and out then I moved on oh But some time I don't feel so good don't

10

feel like my self oh But I know I'm not a lone I can al ways ask for help gon na

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# Bright Future

2

13

Vox

keep my head up make sure I speak up when I'm feel ing low I'm not gon na give up gon na

15

Vox

let the world know I'm here Let the world know I'm here I've got a bright fu ture

17

19

Vox

I've got a bright fu ture I can't for get to look a head

23

Vox

Oh oh oh I've got a I've got s bright fu ture I've got a bright fu ture

B

# Bright Future

3

26 C

Vox

I've got a bright fu ture I've got a bright fu ture I ex press who I am yes I'm gon na

29

Vox

al ways be me oh And when I feel the pres sure make sure I choose wise ly oh

32

Vox

cause I'm liv ing for to day and plan ning for to mor row oh got ta keep my light lit up and

35 36

Vox

glow Gon na keep my head up make sure I speak up

# Bright Future

4

37

Vox

when I'm feel ing low I'm not gon na give up gon na let the world know I'm here —

39

Vox

Let the world know I'm here I've got a bright fu ture I've got a bright fu ture

40

43

Vox

I can't for get to look a head Oh oh oh I've got a

D

Vox

I've got s bright fu ture I've got a bright fu ture I've got a bright fu ture

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# Bright Future

5

50 51

Vox

I've got a bright fu ture gonna keep my head up make sure I speak up no no no I'm not giv ing up gon na

53

Vox

keep my eyes on my\_ bright fu ture keep my eyes on my\_ bright fu ture Deep in side I can feel my light

56

Vox

Not gon na run\_ gon na let it shine\_ gon na keep my eyes on my\_ bright fu ture

58 E

Vox

keep my eyes on my\_ bright fu ture I've got s bright fu ture I've got a bright fu ture

# Bright Future

6

61

Vox

I've got a bright fu ture. I've got a bright fu ture

The musical score consists of three staves. The top staff is the vocal line, starting with a treble clef and a key signature of one sharp (F#). It contains two phrases of the lyrics: "I've got a bright fu ture." and "I've got a bright fu ture". The piano accompaniment is written on two staves below the vocal line, with a grand staff (treble and bass clefs). The piano part features chords and single notes that support the vocal melody.

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# Skills Matrix

Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
It's Just Alcohol	x	x	x	x	x	x	x		x
Ace to the Rescue! Superpower activated!	x	x	x	x	x	x	x	x	x
Substance Abuse and Your Appearance	x	x	x	x	x	x	x	x	x
What's The Alternative	x	x	x	x	x	x	x		x
Money Matters	x	x	x	x	x	x	x		x
Knowing Your Authentic Self: Transitions	x	x	x	x	x	x	x		x
Coping with Disappointment	x	x	x	x	x	x	x	x	x
What Are Your Plans?	x	x	x	x	x	x	x		x
Healthy Me, Healthy You!	x	x	x	x	x	x	x	x	x
Positive Self Talk vs Negative Self Talk	x	x	x	x	x	x	x		x



Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
More Than Just Physical	x	x	x	x	x	x	x	x	x
Becoming a Positive Influencer: Helping a friend who may struggle	x	x	x	x	x	x	x	x	x
The Power of Social Media: Good News	x	x	x	x	x	x	x		x
The Opioid Epidemic	x	x	x	x	x	x	x		x
Community Service: Positively Influencing the Community	x	x	x	x	x	x	x		x
Mindfulness	x	x	x	x	x	x	x	x	x
Stress I Ain't Got Time For That	x	x	x	x	x	x	x		x
Zen Me Please	x	x	x	x	x	x	x	x	x
How Do You Feel	x	x	x	x	x	x	x	x	x
Decision Making	x	x	x	x	x	x	x		x
The Power of Our Words	x	x	x	x	x	x	x		x
Drug Free Olympics	x	x	x	x	x	x	x	x	x

Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
The Power of Positive Affirmations	x	x	x	x	x	x	x		x
The Culmination	x	x	x	x	x	x	x	x	x
The Culmination Part II	x	x	x	x	x	x	x	x	x
Let's Have Some Fun: Old School vs New School	x	x	x	x	x	x	x	x	x
Reaching for Goals	x	x	x	x	x	x	x		x
Let's Have Some Fun: Family Karaoke Night	x	x	x	x	x	x	x	x	x
Teamwork Makes the Dream Work	x	x	x	x	x	x	x	x	x
Trashing Negative Self Talk	x	x	x	x	x	x	x		x
Suicide Awareness and Prevention	x	x	x	x	x	x	x		x
Finding Your Joy	x	x	x	x	x	x	x		x
Self Care is Not Selfish	x	x	x	x	x	x	x	x	x

Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
The Facts About Vaping	x	x	x	x	x	x	x		x
Peer Pressure Overcomers	x	x	x	x	x	x	x		x
There are Pros and Cons to Peer Pressure	x	x	x	x	x	x	x		x
Drug Prevention is The Best Intervention	x	x	x	x	x	x	x		x
Giving Back to the Community/Serving/Helping Others	x	x	x	x	x	x	x	x	x
Building a Healthy You from The Inside Out	x	x	x	x	x	x	x		x
Treat Yourself To A Gratitude Walk	x	x	x	x	x	x	x	x	x
I Can't Do That, Yet!	x	x	x	x	x	x	x		x
Online and On Guard	x	x	x	x	x	x	x		x
It's Not Okay to Stay Not Okay!	x	x	x	x	x	x	x		x
Mental Health Matters	x	x	x	x	x	x	x	x	x

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DBHDD

# Red Ribbon

# 365's

## RELAXATION STATION

For High School Scholars



These self-guided activities are designed for scholars to complete independently or with a friend or family member. They were created to provide opportunities to reflect and relax. We hope you will enjoy them!

**~The DBHDD Team**



**D·B·H·D·D**

Georgia Department  
of Behavioral Health &  
Developmental Disabilities



# All About Me!

## My Selfie



My name is \_\_\_\_\_

I love \_\_\_\_\_

I'm good at \_\_\_\_\_

## My favorites

Food \_\_\_\_\_

Color \_\_\_\_\_

Subject \_\_\_\_\_

Activity \_\_\_\_\_

Animal \_\_\_\_\_

Season \_\_\_\_\_

## Four words that describe me

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## Fun facts about me



# Planning to Be My Best Self!

## College and/or Career Goals

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---

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## School Goals

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---

## Actions to Take

---

---

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## Actions to Take

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# Coloring Fun!

Choose your favorite colors to complete this picture.





# Planning to Be My Best Self!

## Family Goals

---

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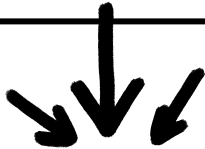
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## Actions to Take

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## Health Goals

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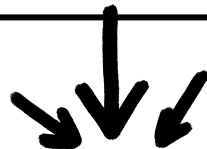
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## Actions to Take

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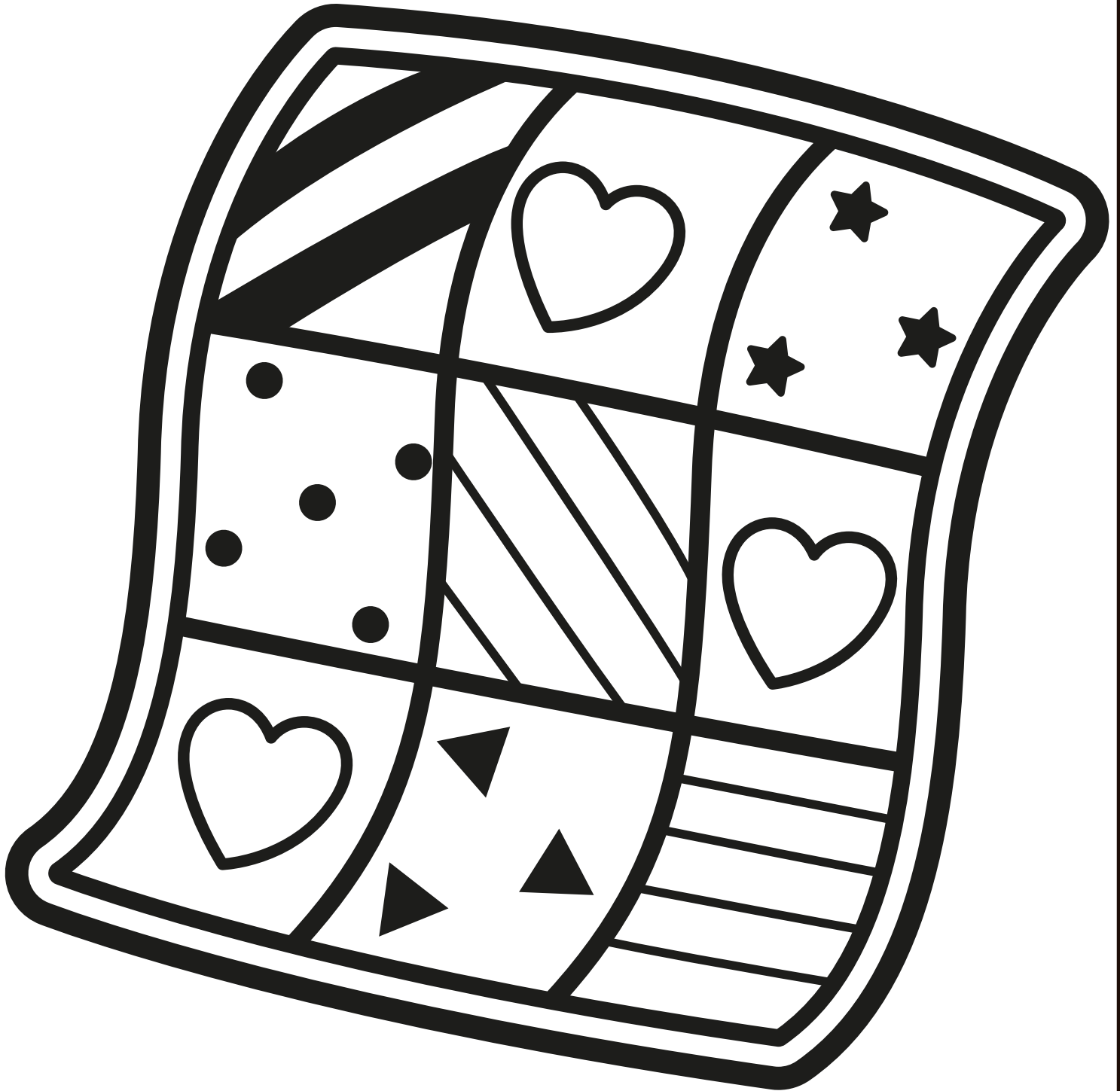
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# Thankful Quilt

What are you thankful for? Create your own Thankful Quilt as a reminder of those things that bring you joy. Write something you are thankful for in each square.





## See It Clearly

Find pictures related to your goals and place them on a poster board. Be as creative as you can. You can also add pictures or words.

### Materials Needed:

- Glue
- Scissors
- Poster board
- Magazine
- Internet images



Place your board somewhere close to keep you focused.







# Coloring Fun!

Choose your favorite colors to complete this picture.





## Tea Time

Make a cup of your favorite hot beverage. While you are enjoying it, take some time to create an acrostic poem that gives advice on anything related to building a healthy future. The example below uses the letters in the word tea. You might prefer coffee, cocoa or something else. Feel free to use the letters in your favorite beverage. Try creating a video to spread your message to your friends and family as you sip!

**T**

hink before you speak or act when you are angry.

**E**

ncourage those around you by being a good example.

**A**

sk a trusted adult for advice when you are faced with making a difficult decision.



# Tea Time





# Take 5!

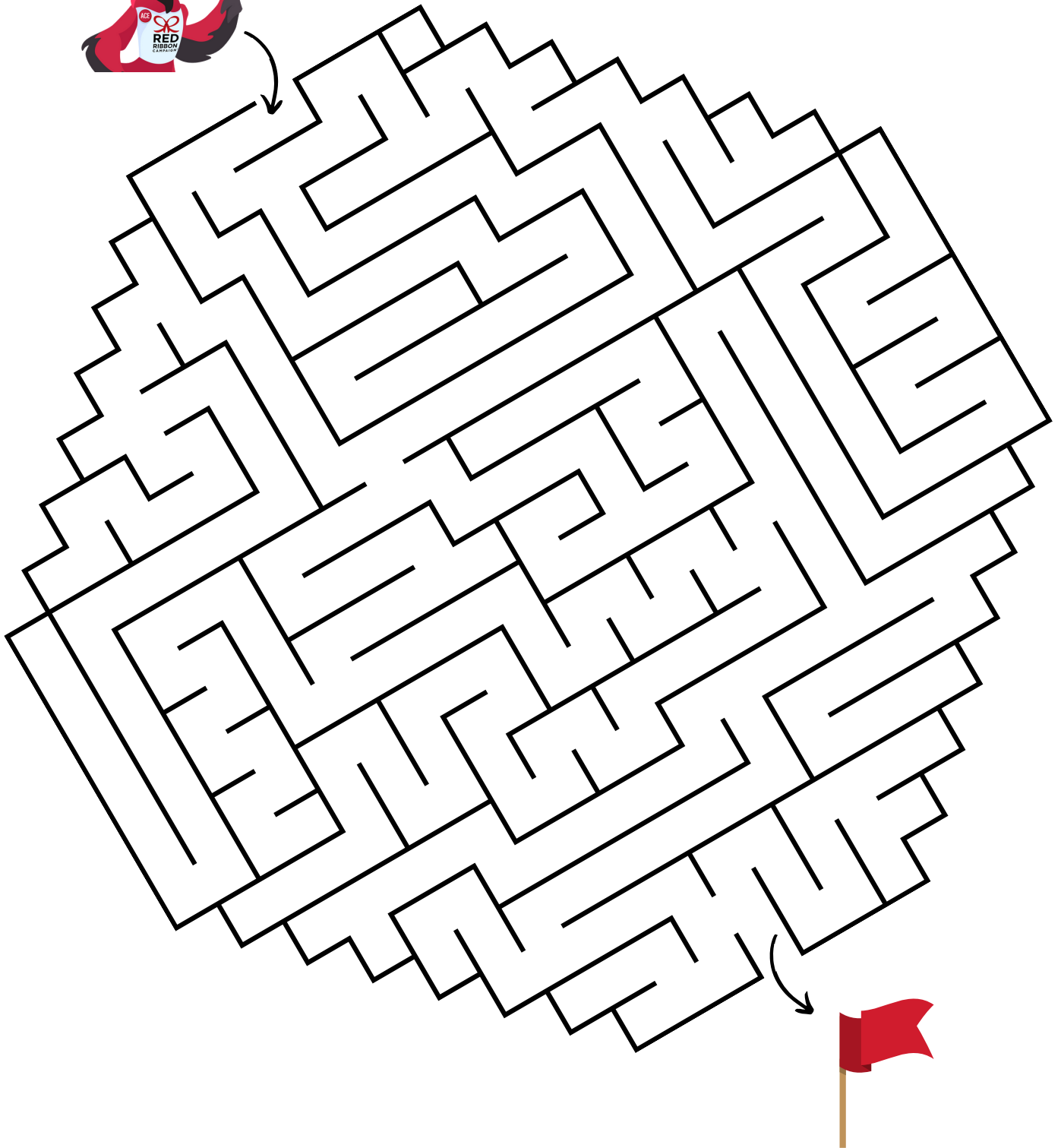
August 15th is International Relaxation Day, but it is a great idea to make relaxation a part of your daily routine! Choose five yoga poses from the image below. Hold each pose for one minute each. It's okay if you wobble or it isn't perfect! The more you practice, the easier it will become! Do this as many times as possible throughout the month. You can try the same poses repeatedly or you can try new ones to discover which are your favorites. Do it alone or with a friend or family member.





# Flag Maze Fun!

Help Ace find his bright future!





## Coloring Fun!

Choose your favorite colors to complete this picture.





# Color by Number

Have you ever wondered why you spent so much time coloring when you were younger? Coloring is one of the most calming and relaxing things you can do! It's no wonder Kindergarten teachers have their students color. Many adults also use coloring as a form of relaxation and therapy. Try it! Use the code provided (or choose your favorite colors) to complete this picture





# How do you handle disappointment?

In my own words, disappointment is...

---

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---

---

A time when I was disappointed...

---

---

---

---

My response to the disappointment...

---

---

---

---

Was that the best response?

How could I have responded differently?

---

---

When I am disappointed, I can talk to

---

because

---





## Got Goals?

There are some things we purchase as soon as we decide we want them, and there are other things we can purchase after we have saved enough money to afford them. What is something you really want to buy? It can be for you or someone else. Create a plan to make it happen!

Item I wish to purchase

How much does the item cost?

What is my plan for saving for the item?





# Drugs Free Maze Fun!

Ace knows how important it is to be drug free! Help him make sure he does just that!





# Follow the Dr's Orders

We often hear about the dangers of what many refer to as "street drugs," however, prescription drugs may also be harmful when they are not used as directed. Doctors give explicit directions for any medications they prescribe to their patients. Despite this, some people still choose to disregard those instructions. Complete the information below and create a PSA to teach others about the dangers of all drugs. Share it on your social media pages and text it to family members and friends.

	<b>Prescription Drugs</b>	<b>Other Drugs</b>
1.		1.
2.		2.
3		3
	<b>Prescription Drugs (Harmful)</b>	
1.		1.
2.		2.
3		3



## But First...Think!

Think of a time you said something that upset someone or someone said something that upset you. Use the guidance below to determine if there was really a reason to be upset.

<b>T</b> is it true?	
<b>H</b> is it Helpful?	
<b>I</b> is it Inspiring?	
<b>N</b> is it Necessary?	
<b>K</b> is it Kind?	





# Are You Socially Fit?

For the next two weeks, monitor the amount of time you currently spend on social media. Use the features on your phone to help you.

S	M	T	W	T	F	S	S	M	T	W	T	F	S
_____	○	○	○	○	○	○	_____	○	○	○	○	○	○
_____	○	○	○	○	○	○	_____	○	○	○	○	○	○
_____	○	○	○	○	○	○	_____	○	○	○	○	○	○
_____	○	○	○	○	○	○	_____	○	○	○	○	○	○
_____	○	○	○	○	○	○	_____	○	○	○	○	○	○
_____	○	○	○	○	○	○	_____	○	○	○	○	○	○
_____	○	○	○	○	○	○	_____	○	○	○	○	○	○

What is something you really need to focus on? A class in school? Training? College applications? Community service? Cleaning? Develop a plan to use some of that social media time to meet other goals.



# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

		9	2	7		3	5	6
	3		8		6	4		2
6	2				4	7		8
	5		9	1		8		
	8	3		4				9
4	9			8				1
	1		7					
	7			2	5		6	3
			1					7



# Coloring Fun!

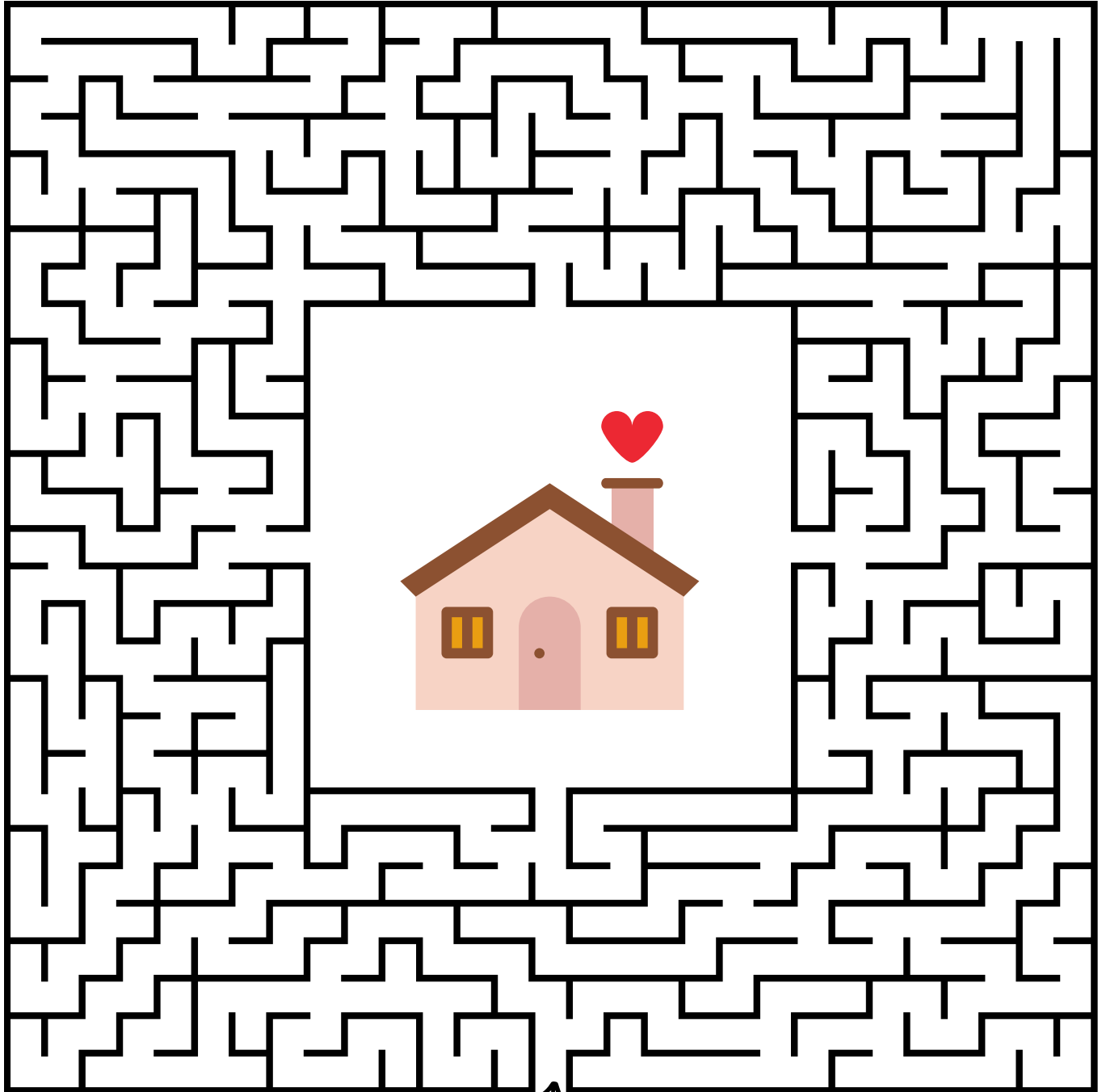
Choose your favorite colors to complete this picture.





# Home Maze Fun!

Ace has dreams of having a nice home. He can have it with your help!









# The Perfect Summer Picnic

## PERFECT SUMMER PICNIC





## The Perfect Summer Picnic







- August is National Picnic Month! Plan the perfect picnic for your friends or family.
  - Create a menu of foods and beverages that includes something each guest will enjoy.
  - Think of at least one activity or game that allows you to connect without using your cell phones.



- Once you have all the details, create a personal invitation of your choice to see if they would like to join you. You could write or record your invitation.
- Does the person you want to invite live out of town? No worries! Include a virtual option to connect from wherever you are!



**Here's a checklist to make sure you include everything needed for the perfect picnic!**

- Location, date and time 
- Food and beverage menu 
- Picnic supplies (basket, paper towels, cups, etc.) 
- Items for setup (blankets, pillows, chairs, etc.) 
- Games/Equipment 
- Invitation 



# The Perfect Summer Picnic.

Location / Date / Time

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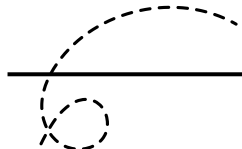
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Items for setup

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Games/Ideas

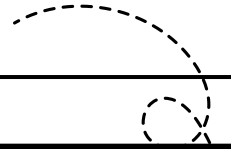
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Picnic Supplies

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---



# Summer Picnic Planning

## Food and Beverages Menu

*Menu*

## Invitation





# The Perfect Summer Picnic Word Search

Find the words given in the word bank.

b b q z z e o d u f s i u z b s i s m w i f r i f p c t p z  
 q e a y t f a a m s a n d w i c h e r t i h r a q a r x m x  
 a c f s k d a n g w d u k z j j h a e j k r k o a a b c b x  
 y c j i k v f t s f d r l g a m e s t m v s t t p o v a q l  
 y w i v x e q b t u h l x e x o g d l p r z l i v d j m t d  
 f h h e o s t j r w z y d d t a b l e c l o t h c c u p s j  
 z z d b w p z x a a c g o y g t r g o l k o k u u d j g f h  
 s t m x b a b n w d g n a p k i n s h v h k z q p h v q t u  
 v q e t l i t m b r r c y v o w a o j v a i o a q p k b q l  
 o i a i a j y e e m a e q x v s s p l z f f n f k n i f e e  
 s t a c n c n z r h s h n y c t g o n i g f q s r z x a g u  
 z h f y k t i o r m s j c b f j j t e g h g j l e x h l k r  
 q j a p e x i b i t e y y p u f s a g z a w a r e c y n o a  
 k q n y t z u d e f p l j b x x o t t h k k x v x t t q e y  
 e d w j o b v n s p n s o d d l b o b a l l s i g j m s n p  
 j l l a u i n w f o q d s n x g a s h e j h l l f g t x g m  
 o h j m t u t m b t h t f x l d d a z r c x d u r v f e j v  
 o h q s t v n g a a v k x x o t f l a d p a o h e p i l i s  
 t s d g n r c h y t s t b d r z o a h s g b r k x i t c y q  
 b u e s r q y s g o s k g o d d r d e c l b n z i a f i x g  
 o i s z b a d a s c x v f k o k k l u n c c w p q j u w x a  
 g i s k j i p v d h t x d g i f w m l v o w a s p a z o b b  
 e f e q g u h e j i c x g v c w c k x m d j r t p g o b s z  
 h n r r w v m z s p i d p m a n i a i i y c v w t o h d x v  
 r e t p v g r b o s b f l o f d b c r s g p u l j u o g q w  
 k s n m e v s f r z e h c p f m l s t d p u l u s i k n c z  
 x p r w m k x z t e m s p q t n k l q b s m u a l m x n c d  
 o k s c v o p j z u l l p q g d z k c j g z r b t n y y g a  
 g o c x e u d m g a k l t z x t t o r m c z j f l e j o u v  
 l k u k n o h j s m r x a c e z n w j j z t m c x d s b n w

## Word Bank

Strawberries	Potato Chips	Insects	Ant	Grass
Potato Salad	Umbrella	Fork	Grapes	Cards
Tablecloth	Cups	Dessert	Basket	Games
Balls	Sandwich	Napkins	Spoon	
Watermelon	Blanket	Plates	Knife	



# Smile!

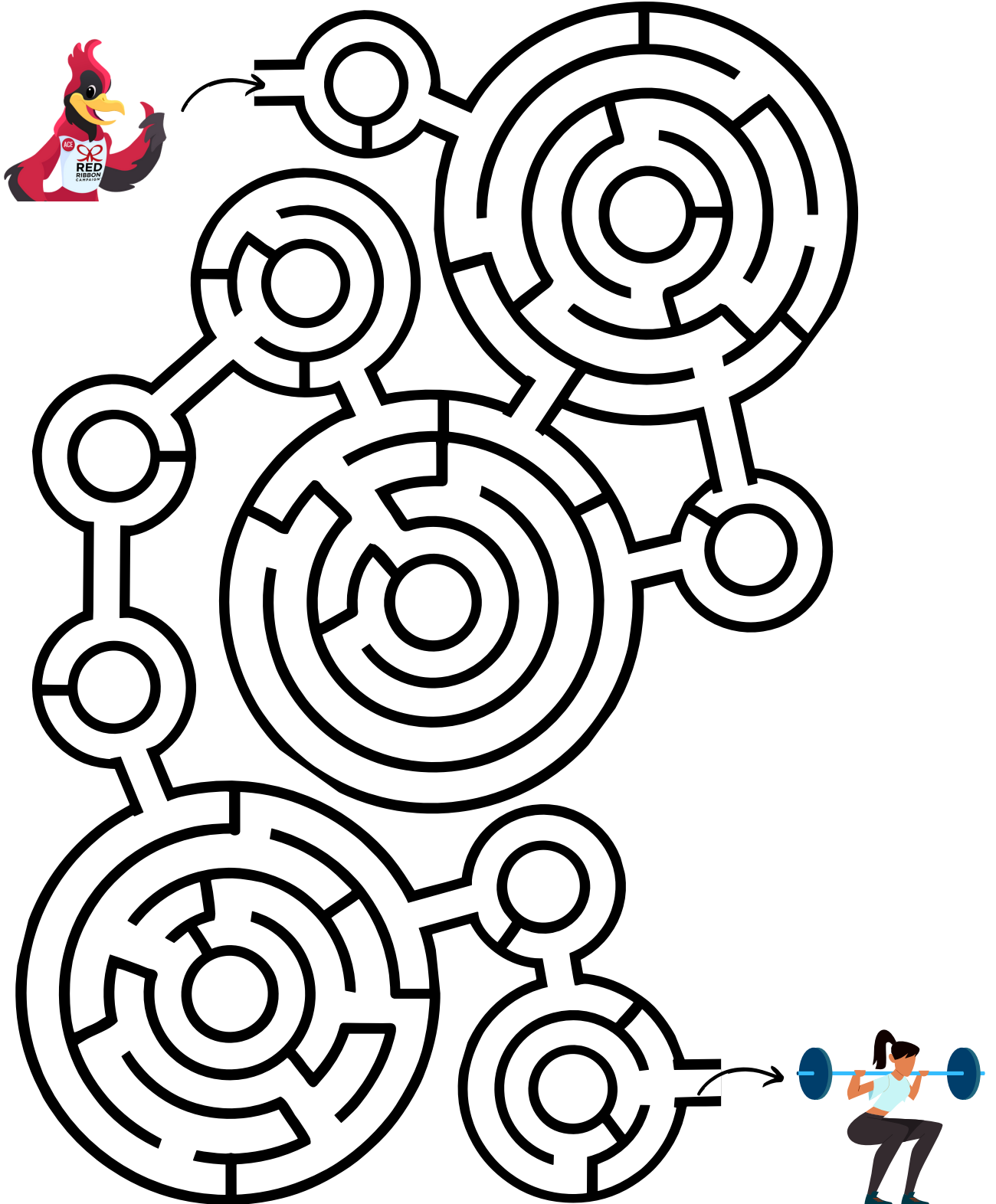
Scroll through the pictures on your phone. Choose 3 pictures you took with 3 different loved ones. Send each picture with a note saying, "Don't we look great? 😊" You just made someone smile!





# Lifting Weights Maze Fun!

Ace wants to try out for the basketball team and decided to get in shape. Where should he start?







# Coloring Fun!

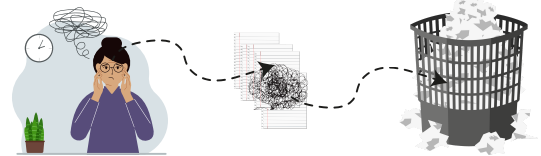
Choose your favorite colors to complete this picture.





## Trash Talk

Having healthy relationships with others begins with having a healthy relationship with yourself. Sometimes the negative thoughts we have about ourselves and those we hear from others keep us from being our best selves.



### Materials Needed

- 5 sheets of paper
- a writing utensil 
- a trashcan or something that can be used as a basket 

### Directions:

1. Cut each sheet of paper in half. (This means you will end up with 10 pieces of paper.)
2. Write 5 things (one on each sheet) that keep you from being your best self.
3. Crumple each sheet of paper.
4. Place your "basket" far enough away that it becomes difficult to throw and land the paper into it.
5. Throw each sheet of paper into the basket. If you don't make it the first time, try again until all 5 sheets are in the "basket."
6. Recall the five things you "trashed." On the remaining five sheets of paper, decide how you will make small changes to improve in each of those areas.

**Lesson:** *Whether it was easy or hard to make your "basket," you kept trying. Anything worth changing is worth working for. You can do hard things!*



# Friendship Word Search

Find the words given in the word bank.

r c o n s i d e r a t e w k r b v x v v b s l e b l j u f k  
w x o p r a d r m c m w r g q y i j y t b j g j e c j l p h  
s w h u a l p q i f m w e h f w c a v k e q e c q c v b b p  
g r i n r l f c j q y a s t r u s t w o r t h y u y l b p a  
p b e i i t s h o t p j p j d o t q w z c u y b i c i d x t  
y s z n t s e c m z q n e g e n e r o u s q y l v i i v y i  
y e v r c k u o t u c p c f o d j k c j f f g g g t r w g e  
e t c b t o e y u w b z t o v h w a o k c e j z o a o b e n  
y u q h l z u w n s i u f q l o z r m f h r p y o i e q p t  
f z v b q w c r u k s l u c k n m v p t h g r g d f y r f y  
l b d z f f p v a t q w l b b e g r a r a i x k l q i g t q  
e r u m n z p j z g h k n r e s f e s b h g i k i h k c a b  
g k a k q k f e m f i p n a y t k n s v m i p d s d o e p s  
u i f e f b p j d r q n n k r z k e i o n y k o t y x t c e  
b k f u x a h f y w b a g s t n a o o m b f i b e g n n r s  
g w u a g n b l p z b k g c z m n h n i y f n r n x b e l u  
l x p v a p t t j w w g u i i y k l a h v e d m e f k q e p  
u g w o g c r n w g s m l o y a l i t w z a e n r h t t p p  
g z o q s m c e u c s y j f r y y l e g c x k z w f x e n o  
x c t z d i u e s t m o e m p a t h e t i c a a l w b j c r  
f u g g s o t y p p k t c w s h h o k n u d v m a e m v b t  
g w t l b x l i i t o r x u q s j o r c w i q b b m y l b i  
f x a r y k u n v q i n h y i s e q b y i g s i b u p n e v  
y p d g j v w j z e u n s d x v o n o a u a h t q r b d t e  
n k k e k p w w p a n g g i z d k u p q b j v i s t r g f l  
v a z n m a y b g n v n o h b w s d z i t a i o l u p b f g  
e s x o k q k b w c x g c i f l g z e f y d m u v o h z l a  
p c r k c j r v o q u j w h m u e a g l m i p s h p y k e y  
p n d e o g u a a g o v p p f h u e k l i z i l l k b g u u  
d w f v r e l i a b l e j a j j w f a p t v h i k n k a y b

## Word Bank

Compassionate	Considerate	courteous	reliable	Positive
Good Listener	responsible	ambitious	Honest	Respectful
Encouraging	Supportive	Accepting	Loyal	Trustworthy
Kind	Empathetic	Generous	Patient	



## Not Your Average Skittles

Some people say, "You are what you eat." Are you really? Maybe you aren't an actual cheeseburger, taco, pizza, or piece of chicken, but eating more healthy foods can energize you!



Being healthy starts from within! Having healthy relationships AND a healthy diet are a part of that! Surprise your family by asking to make a fruit salad to go along with your meal. Choose up to 3 fruits of your choice. You can even make your own sauce to pour over it.

**Let's go Chef!**





# Get Up and Move

Do you have any idea how long it takes you to walk or run a mile? Identify a safe space to find out! Ask a friend or family member to join you and time it!

Schedule time to walk or run at least twice a week. At the end of 30 days, time yourself again to check for progress.



Walk or run a mile:

---

Identify a safe space

---

Name a friend or family member to join you:

---

Benefits of walking:

---

## 30 Day Tracker

Color each circle when you achieve your daily target.



# Finance Word Search

Find the words given in the word bank.

m z w k n z n u y m y h k n r o i n v e s t k k c u a c u m  
r w a n t s d v z y v v e k u y e d v j x p w j a o t o q f  
z n f p n d n h y k c l z p g f c c n f f x s x b s g s v s  
g e p m n e e d s w w l p k l m p s j r y z g c q c i t r i  
t a t g t n x m s b m v r k f z b r r m n n h g o e x i m i  
f r e e m a r k e t e v w i o o a s f o d c p w w p d s e n  
o d t v r v n q p n u p g i s e b z w e l w q u n m f s b t  
f i q i v j f t i y f e m k c i n q l u t l n l e t u m s e  
g o n c u j q g r c q u k k a x r o w z z s j g r u j l i r  
b e w c b g f h m j w i j y l p f n e d l o i v s z z j h e  
s a v i n g s w s v y t z n f f c o o v d i z v h m g w l s  
w w k r u d r w d p s e k s h s u y b n a v f f i z b o b t  
d q q r y c a p i t a l u j i v p j c j h h a i p x q o c d  
e b v i r s g g p q h t k l h j u z e r t i d h n t a i b x  
m m l t q k n k l y v d e u z x k c b p c u v c l a y x b s  
a b w t n z m l d p x u v n a r n z v t o q k i p k n a j i  
n s j e a y u p x e s c e k s d e h p e n w n h j n k c y r  
d k z d a y y w p p b i e w h e i t x i s k w y b z r u e a  
a z i f f l z d q u w t c x q a i t i e u j a u d b w d f s  
m v i i n i t x a i p r o i w x r s y r m n v c w p x b h b  
m c y n c u j h u g u e n t a a x d o w e q e e f a f z e m  
j u a a r l t f y v i t o s m l g s d e r m f g d i d d f f  
l f e n e i f e q b q s m l d q n x t f i t e d a u z m e w  
p g j c d r l e e d c u i b a i r o b o s n j n z s j y f t  
q l b e i z b v a e d d c n b x c m v r c w x a t u c c u j  
i p u p t k s p q f y i s v l c g m j g n k a c l p g j k p  
z n d o e t d u s i i m t f k j t k a o h j s h m p o g d y  
n e g w e e o p s c o y c l i u w f b x y k c w d l o h n c  
j k e d o g f w n i d s z b o w o k u r k c t o t y d z i d  
v i t h a z k i z t d h e o g z f i p y q e r g q q s r l r

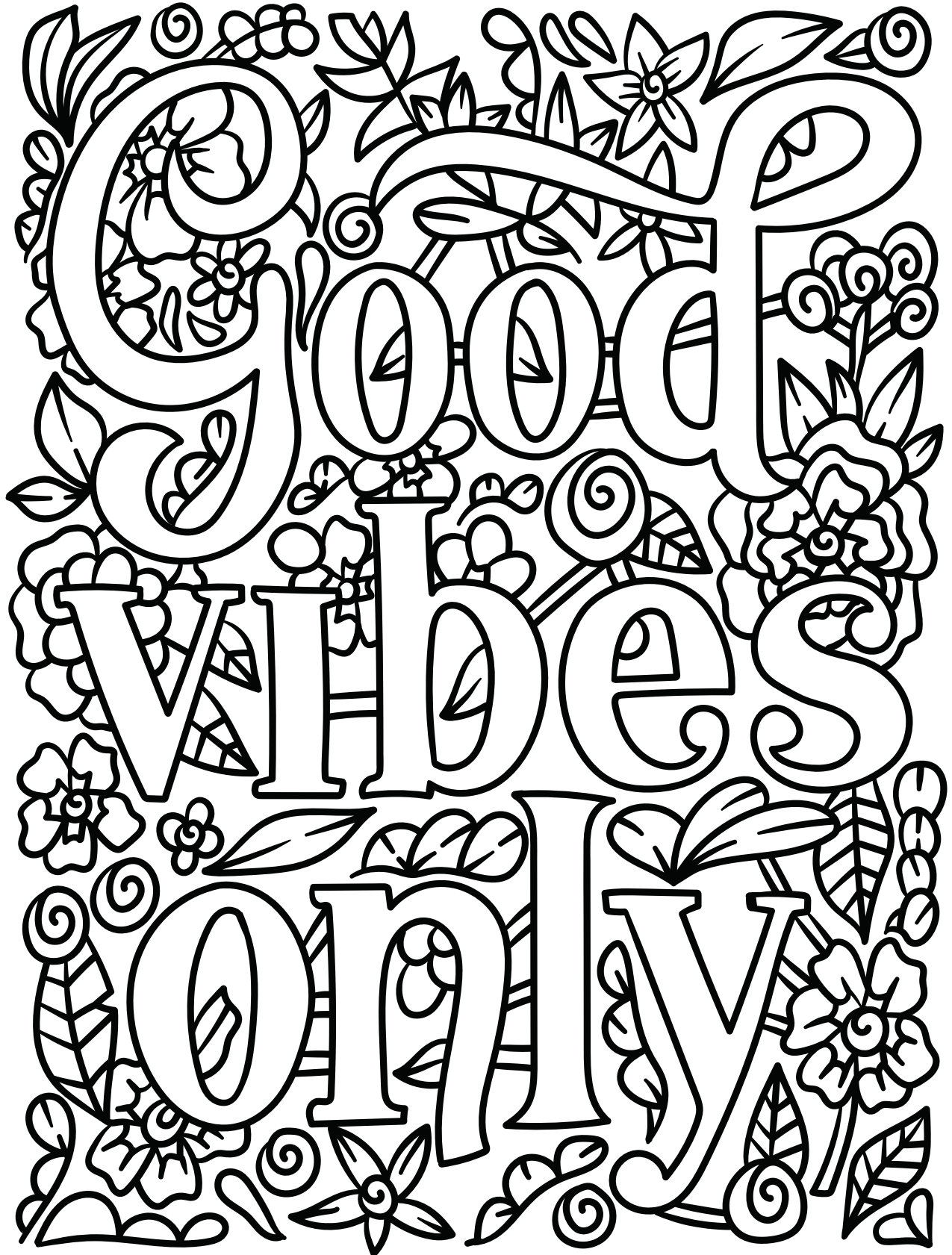
## Word Bank

Retirement	Economics	Capital	Savings	Supply	Goods
Free market	Consumer	Finance	Invest	Credit	Needs
Ownership	Interest	IRA	Demand	Wealth	Wants
Debt	Cost	Deficit	Stocks	Budget	



## Coloring Fun!

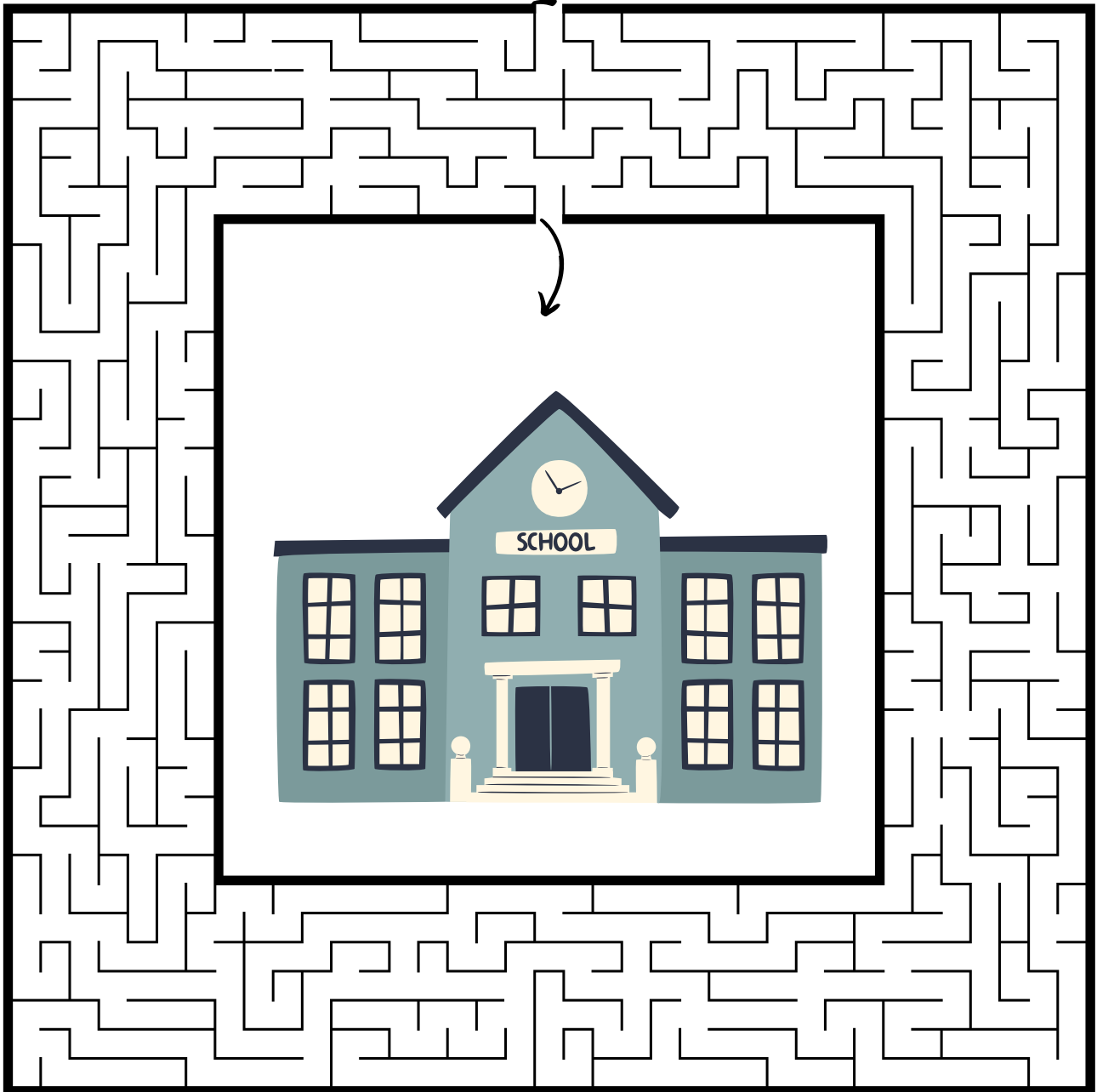
Choose your favorite colors to complete this picture.





# School Maze Fun!

Help Ace find his way to school.

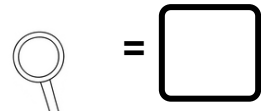
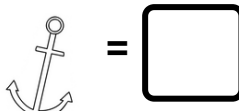
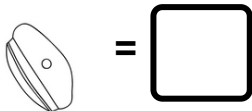
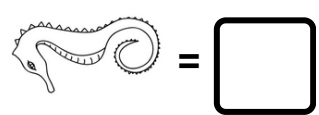
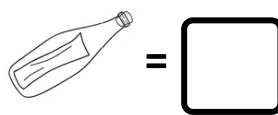
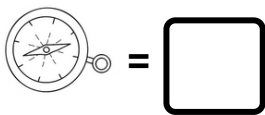
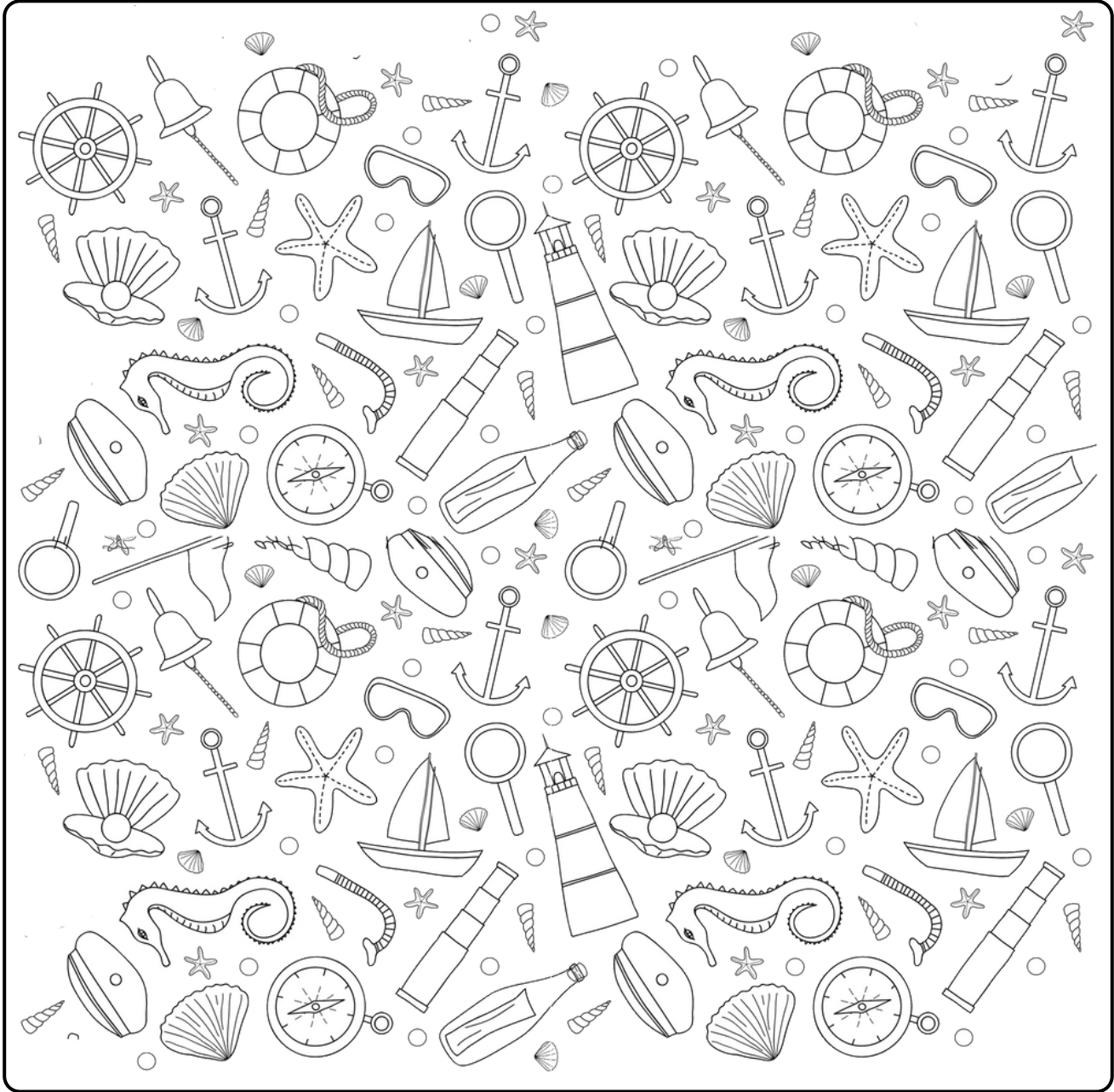






# A Cruise I Spy

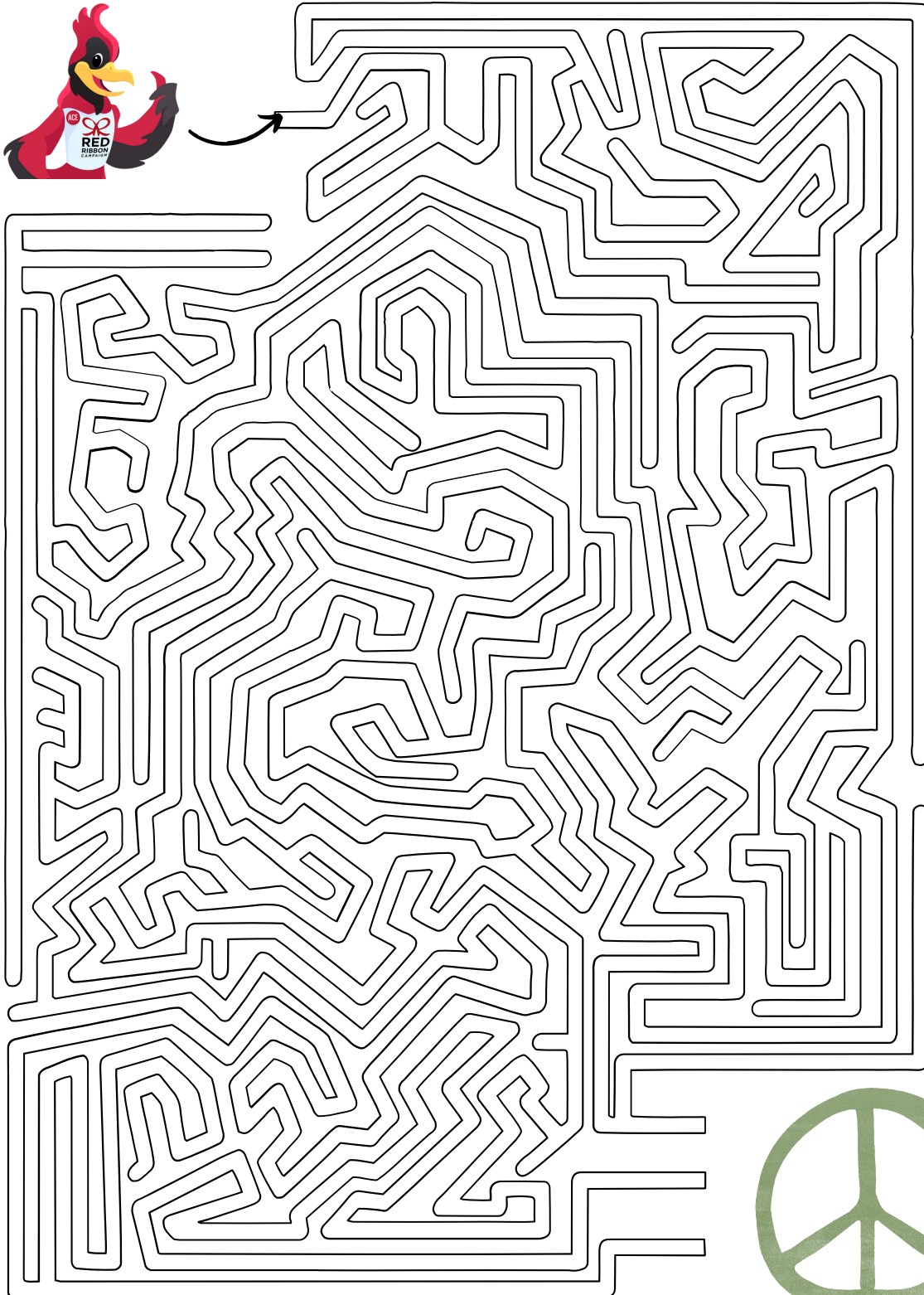
Find the items and write the number under each section.





# Peace Maze Fun!

Help Ace find his peace!







# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

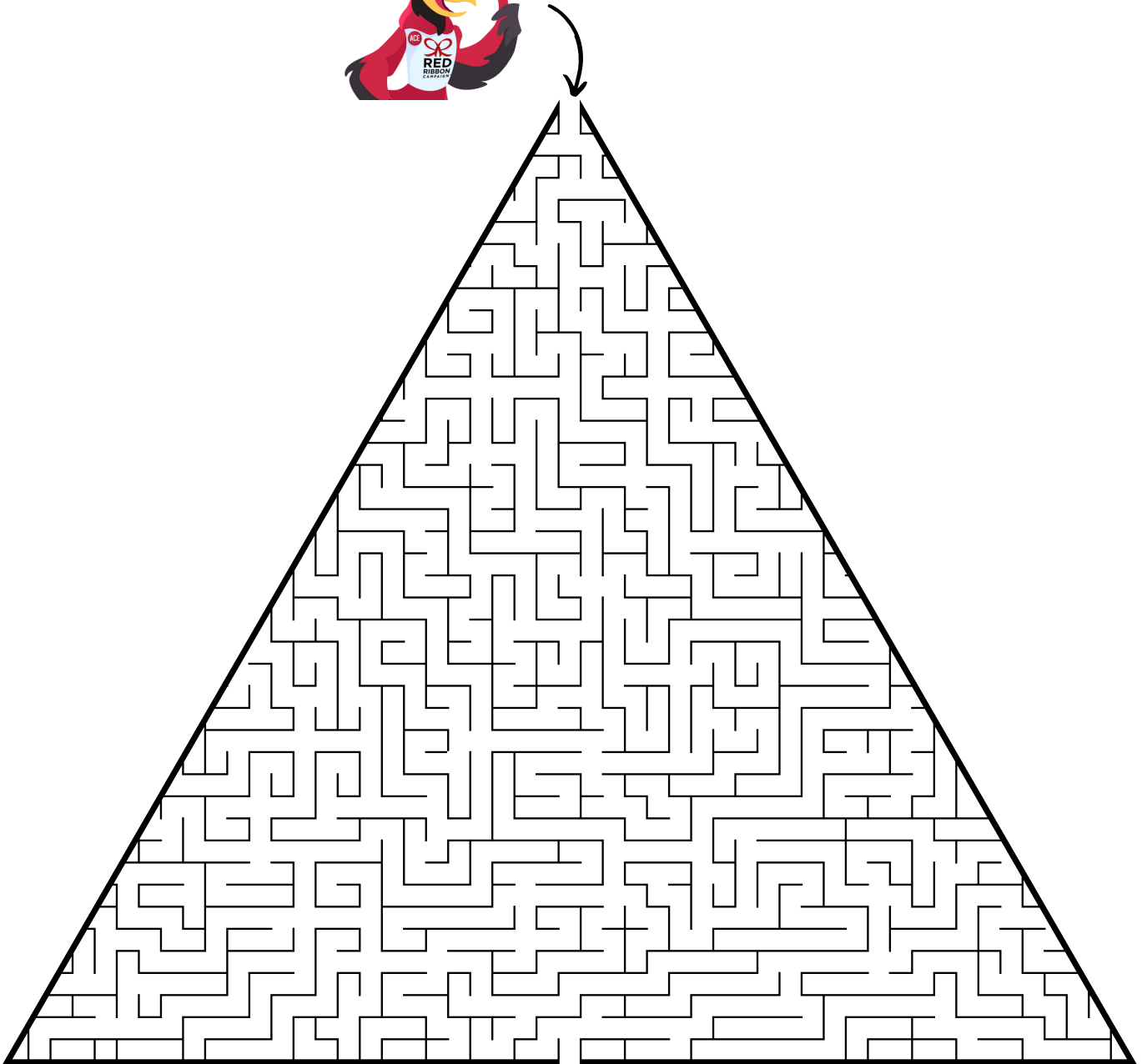
Sudoku.

8		1		4	2	9		5
3						8		
5							2	1
		8			6	1		3
	1	5	9			2	7	8
	9	3				4	5	6
9	3		1	2		5	6	
		2	4		7	3	8	
4		6					1	2



# Bank Maze Fun!

Ace was just paid for helping his neighbor clean his garage. Help him find a bank to make a deposit.



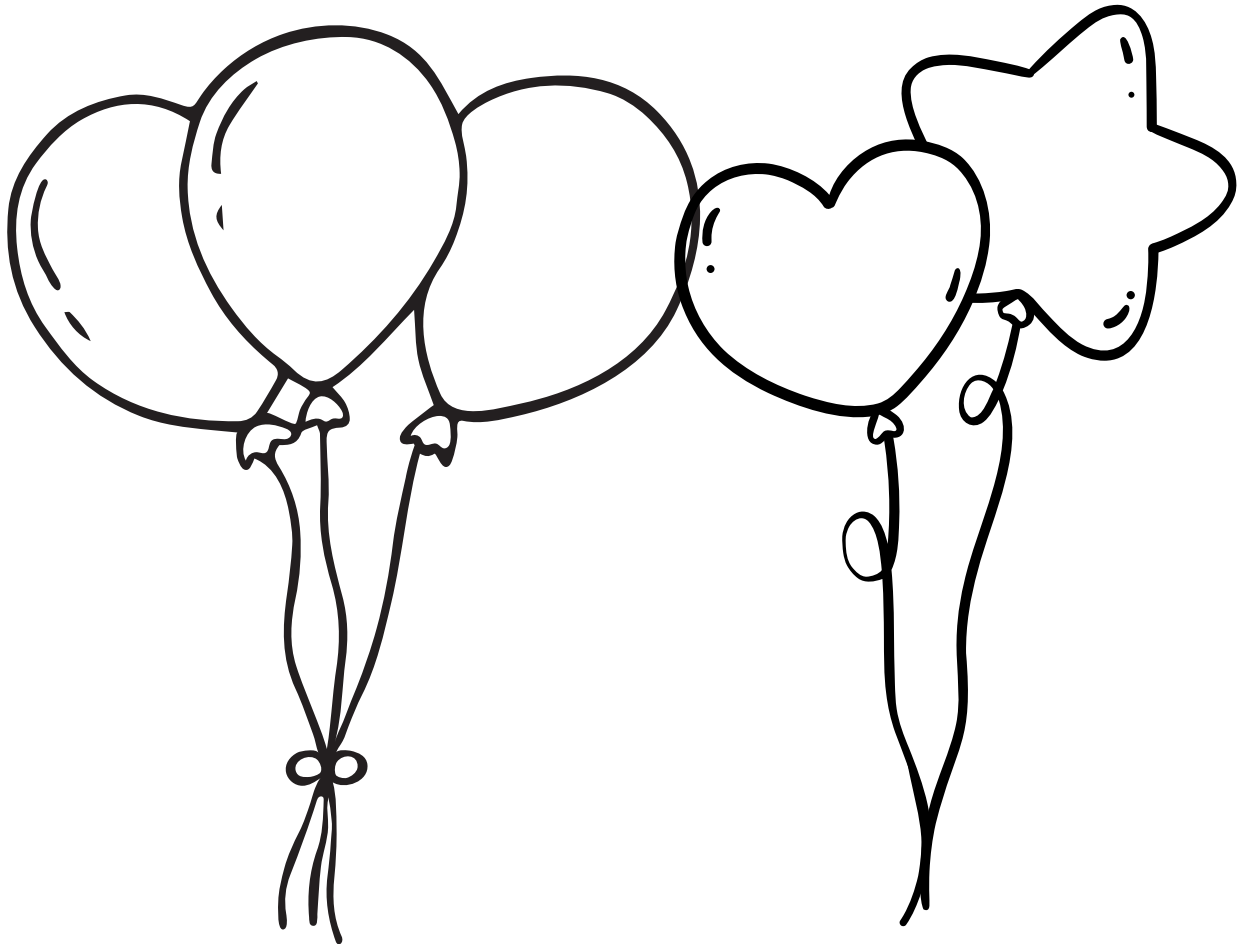
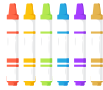


# Forgiveness Flight

Think of 5 people or situations you want to forgive. You may want to forgive others, but you might also want to forgive yourself. Write the name of one person or situation on each balloon. Release them to signify your willingness to let whatever happened go.

## Materials Needed

- 5 helium filled balloons for each person participating
- Markers





# Draw and Color

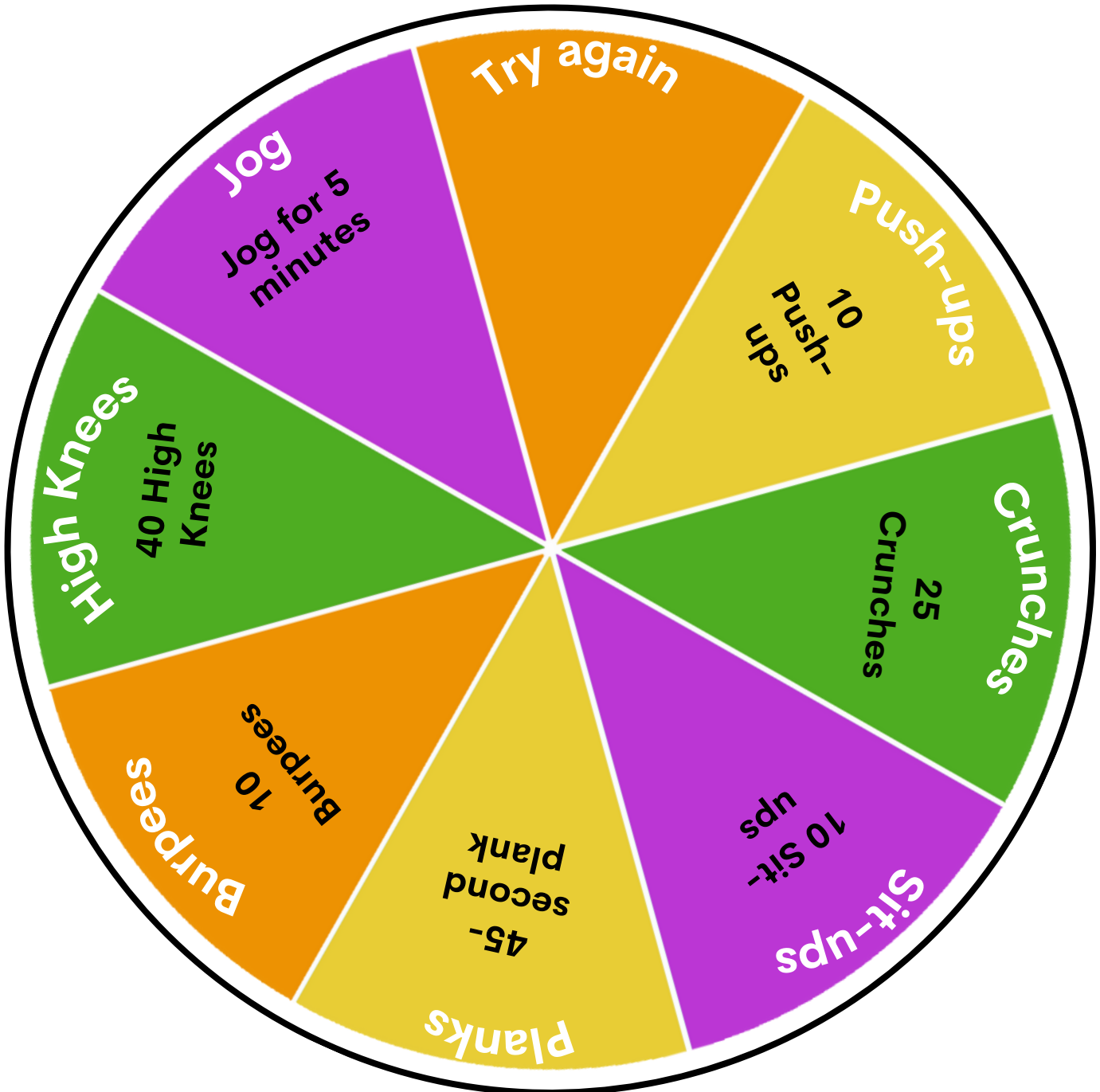
Draw and color the other half of the picture.





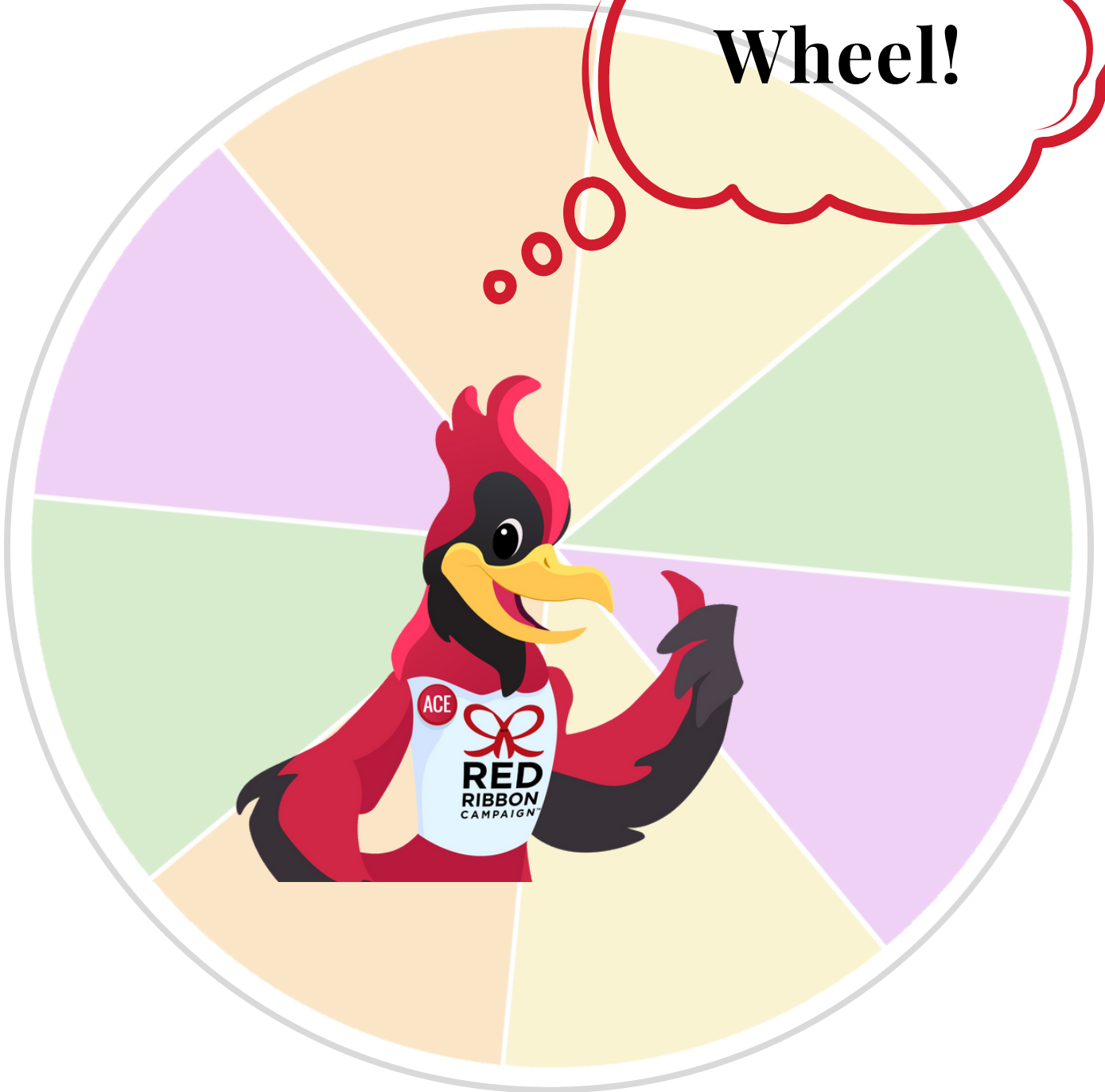
# Spin the Wheel!

All you need is ten minutes! Spin the wheel and do as many exercises as you can. Grab a friend or go at it alone!





**Spin the  
Wheel!**





# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

		1		9				2
2	8		1	6	5		7	
9	6		8	7		3	1	
7	1		4		3		2	
6	3		2			4	5	
4	2	5		8	9	1	3	
	4				6		9	1
	9		7			5	4	
		2	9	4	1	7		8



# It's Better to Give! Word Search

Find the words given in the word bank.

p z c d x i f a d j y s k b g p g x c t c d t z g j m a x x  
 b w y h m s p m a x w a o k f g y r o a d m h i r v a b h m  
 f w q k v h h n s s e c i d c h x n j u r t c f o t z g a h  
 s g v w a f t e i s f d o n a t i o n s q n s b w c o f y s  
 m j c r n x o n l u n f h p t r a s e r v i c e t u e t h y  
 t u x e v p b o l t j r s y r m g b q p y a l h h s b p h k  
 y e a m u d k h d n e s x n o p a s s i o n m n m e p g u z  
 b a z a e e k s o w p r n w k o a q h w s h h t h l m q m f  
 h x q n h n x e k u e h d o h m u w f h p t w i k f u s a i  
 f o p s c d u r d p p f i u f w j k l h x m l m t l x h n s  
 o r n a h k y v x h b c u l r o q n c y d a t w k e n r i u  
 i c q m y u q a c e o l h n a z o u v s q w n b k s e d t p  
 c w e d m b g n f l t p u a d n r d r r j j f b u s y p a q  
 m o e s m o c t w p m q p f r r t t d v o l u n t e e r r d  
 y j l i k f n l o x u g e o m i a h w r q j o r d c l m i p  
 m o l l z p u e c b v j c i r o t i r m i r y x p b d d a z  
 r e m f e a x a y q f t h o a t j y s o u v m u v v q p n g  
 f b s i j c l d o j d n e e m x u m u e p x e a d f z j i b  
 m u r b g q t e g e r g d d q m s n s l r i o m s f s e q y  
 e n t f o s m r d j a b k k s a u m i d o s s f w i q a w x  
 z x e m y s x v m p d f n p y n u n k t b d p t j n z s l b  
 f n x c c c p s a d a e o d j d s q i b y x h b u h c y a r  
 i c g k e t r x r k c g i q f w a v m t y j w q r x e a z r  
 u l p a v s t y j m o t i v a t i o n y y v z m b z f d k s  
 b s r x k r s u b w c c g o u o p e c t j b p i s b s o t y  
 x j v j r e p i v j s q g z z f t q i t e f g h k v n d v h  
 g r x s h n n q t e y i h n k p f t j k c c p n y x g x n b  
 f o i w f x f x v i p x r t p r b b t e f g b f u l j i r g  
 s w p y x s y x l q e p d c l o t h i n g r h l l d r i v e  
 d d t v e x x q s k h s d z w x k j k b j d z m p m n i w e

## Word Bank

Philanthropist	Opportunity	Community	Volunteer	Charity	Passion
Servant Leader	Fundraisers	Help	Collect	Growth	Selfless
Humanitarian	Food	Donations	Service	Drive	Food drive
Give	Motivation	Clothing	Shelter	Money	Necessities



# The Giving Tree

Marian Wright Edelman said, "Service is the rent we pay for being. It is the very purpose of life and not something you do in your spare time." Plan a community service project that you can be proud of.

Who will benefit from this service project?

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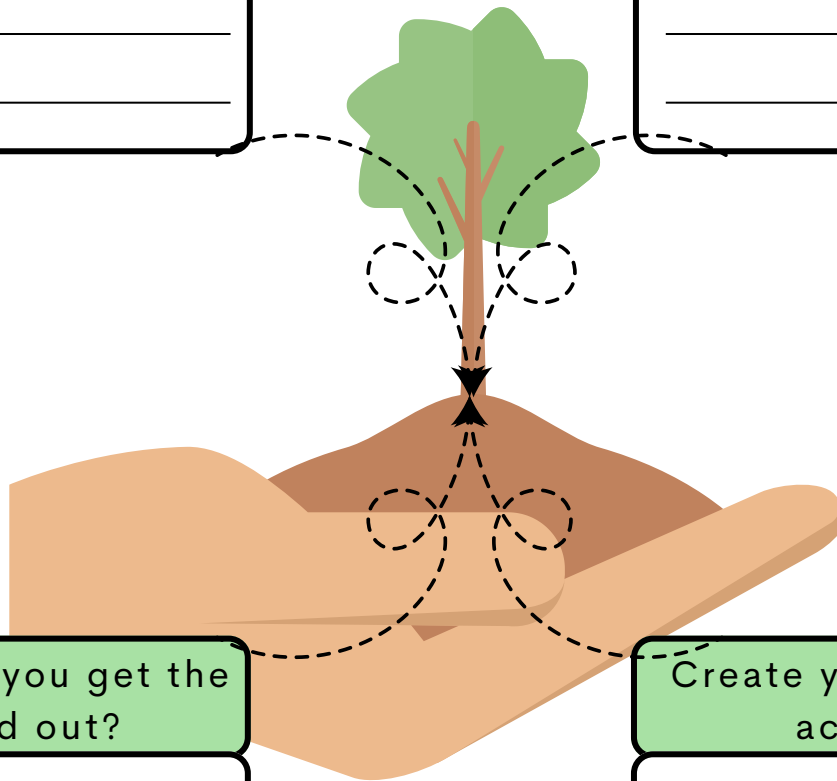
Who will be on your team?

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How will you get the word out?

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Create your plan of action.

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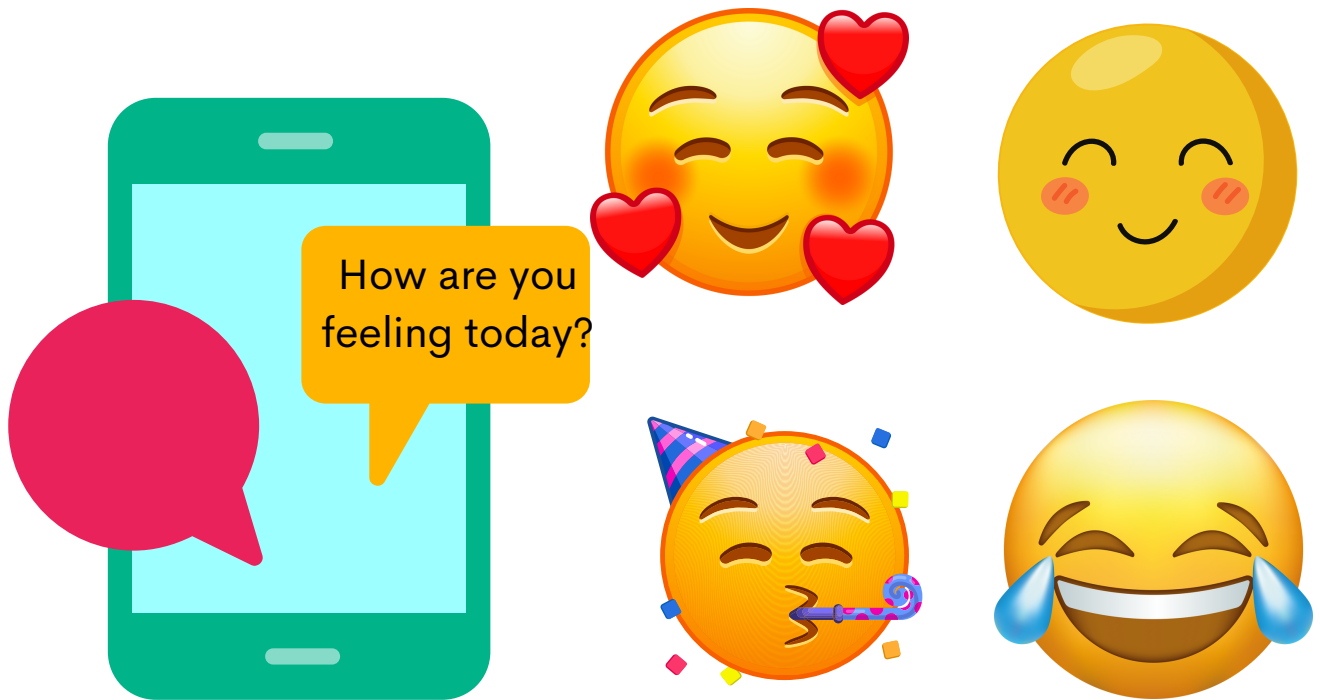
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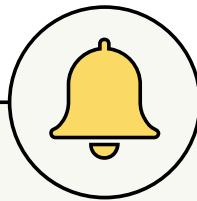


## Social Break!

Text the following message to 4 family members: How are you feeling today? Respond using emojis only.



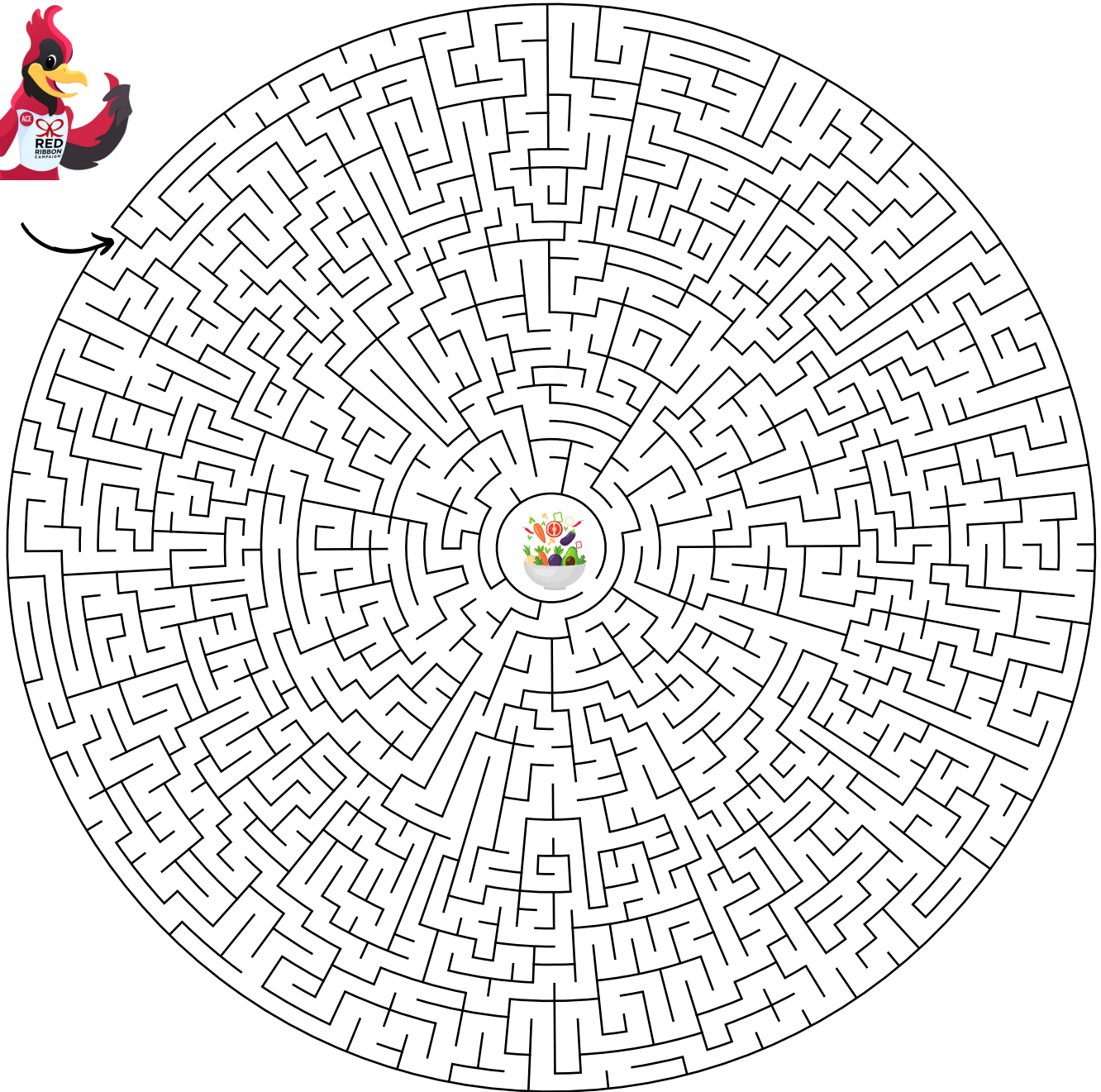
Set a reminder to check back in with those who are not doing well on another day.





# Healthy Food Maze Fun!

Ace has been eating too much junk food and decides he needs to eat healthier. Help him find his way to better choices.





# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

	5				9			
	1	4	7			6		3
	3	8			2		9	
7	4			9		5	1	2
1		9		7	6		8	
3	8	5				9		6
5	7			6	8			9
4	9	2	3		7		6	1
8				1	4		5	7



# A Perfect Day

Some may say there is no such thing as perfect, but this is what a perfect day for me looks like...



Who would join you or would you be alone?

---

What would you eat?

---

Where would you be?

---

What would you be doing?

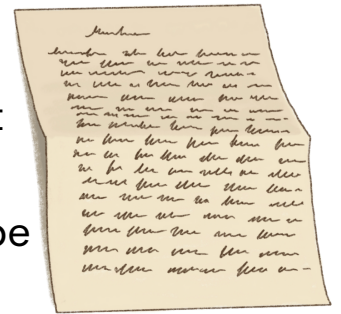
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## Could We be Friends Again?

Write a letter or create a text to someone you feel has wronged you. Discuss what they did and how it made you feel. After you are done, read it to yourself at least once. Do you feel better now that you've gotten your feelings out? Is this something that actually needs to be discussed with the person or maybe a trusted adult?



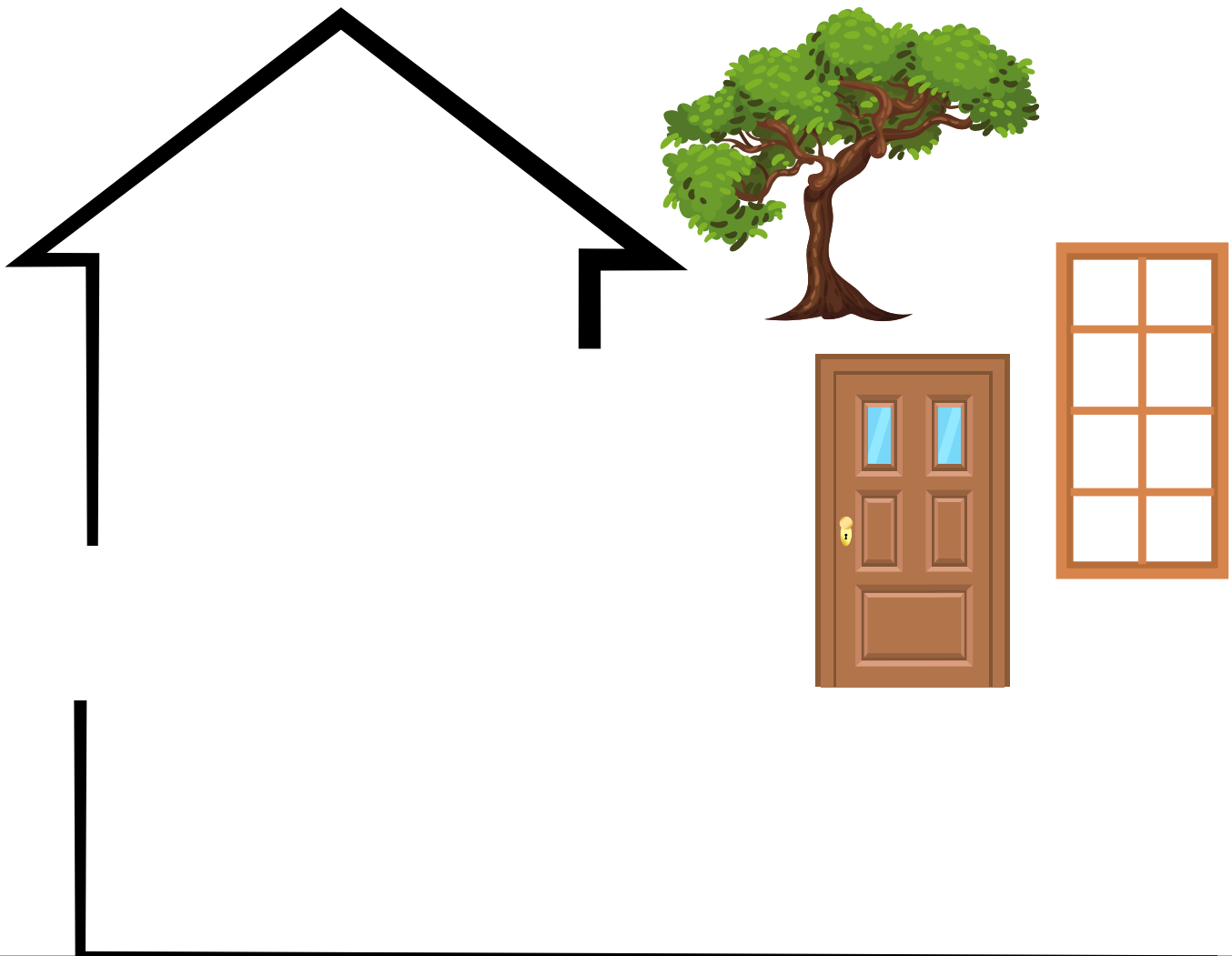
Ask yourself if you can forgive the person and continue your relationship or are you better off not communicating anymore. Regardless of the answers to these questions, decide what you need to do to heal and move on.



## Building for Your Future

For an architect to build a home, there must be a blueprint. A blueprint is a drawing or sketch of the final product. It also symbolizes there must be a process. What is the danger of not using a blueprint to build your home? How can we relate this to building a healthy future for ourselves?

Draw a house below. (Do your best. This isn't an art contest.) Label the parts of your house with those things you feel are needed to have a healthy future. Be thoughtful when labeling. From the foundation to the roof, consider the purpose each part of the house serves.





# Building for Your Future

This is My House!

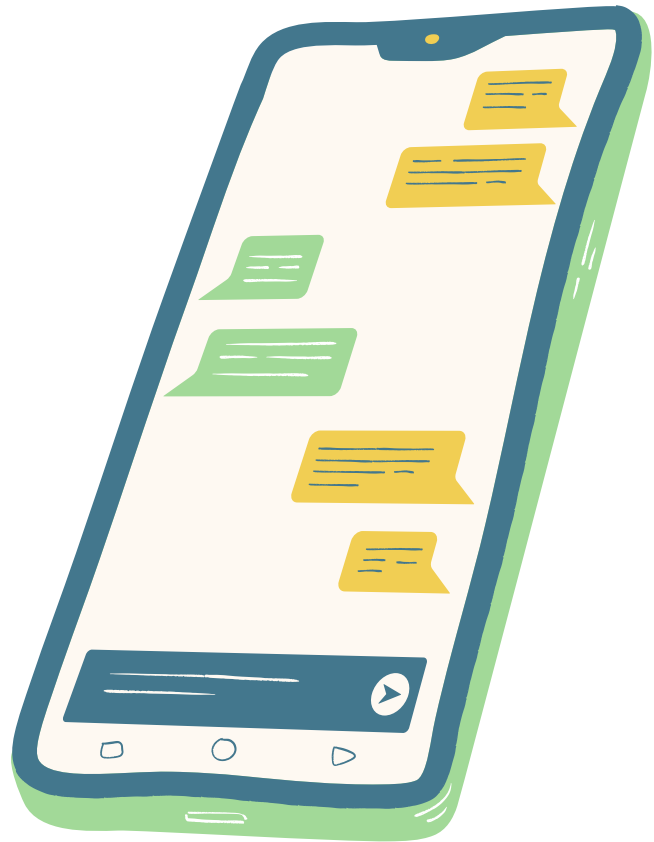
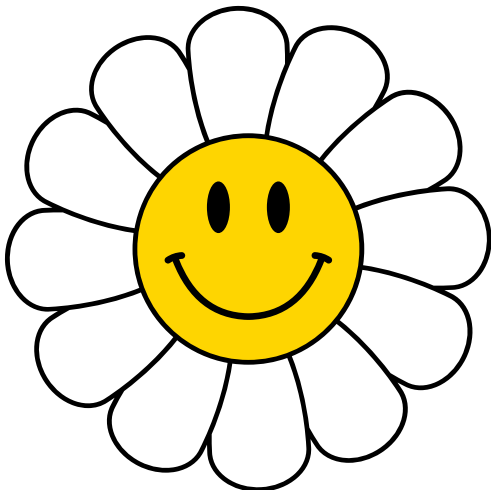
A large, empty rectangular box with a black border, intended for drawing or writing.



## Smiling is Contagious!

Have you ever had someone smile at you for no apparent reason? How did you respond? You probably smiled back because smiling is contagious!

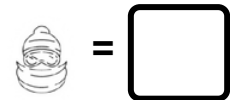
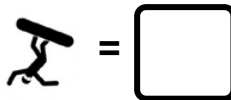
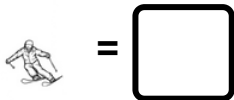
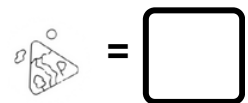
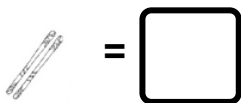
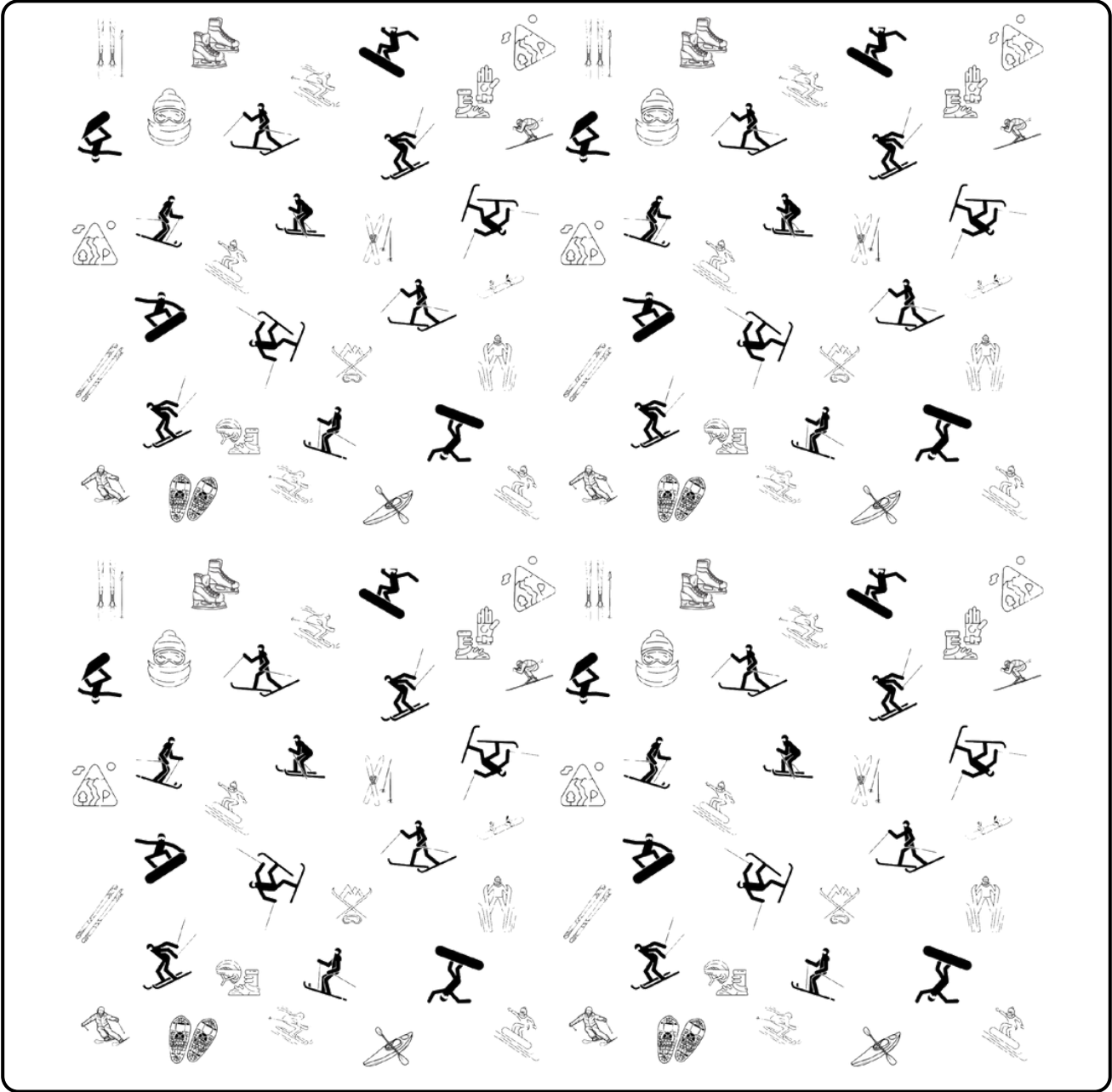
What day of the month is it? Scroll through your phone and send a smiley face to that number of people. For example, if it is the 10th day of the month, send smiley faces to 10 different people. Don't worry about whether you get one back or not. Just know you probably made someone smile.





# A Ski Trip I Spy

Find the items and write the number under each section.





# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

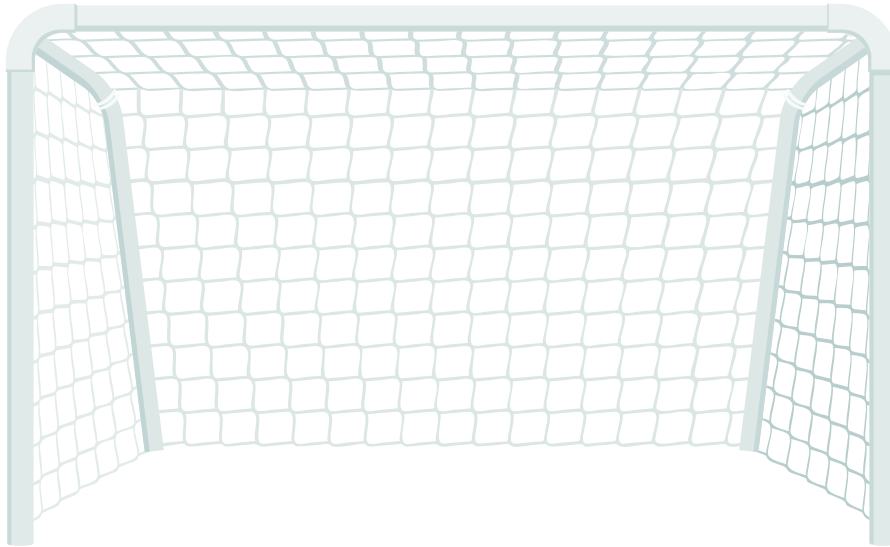
Sudoku.

		5			7	8	4	6
3		7	9	6	4		5	
6		2			8	9		7
	7	3			5		2	9
	9			1	2			
8		4	6			7	1	
4			8		6	5		
	6	8	5			1		4
7	5			4	1	3		



## Score!

Most athletes do not just become great with no plan. They have playbooks that include the steps needed to score the points that will allow them to win the game. The same is needed in the game of life. Write a goal in the goalpost. Starting with the ball the farthest from the goalpost, add the steps needed to help you achieve your goal. Create a PSA or positive social media post on the importance of goal setting using your personal example.





## How's Your Mindset?

Have you ever heard of mindset? Growth mindset is when we know, with practice, we will get better at something. When a person has a fixed mindset, the belief is that things will not get better, even with practice.



### Examples of Growth Mindset Statements

- Challenge helps my brain get stronger
- I will beat my running time if I practice.
- Mistakes are a part of learning.
- Everyone makes mistakes.
- I'll try!

### Examples of Fixed Mindset Statements

- I'm just bad at math.
- It's embarrassing to make a mistake in front of others.
- If I don't try, then I won't fail.
- I tried it once. I am no good at it.
- I can't do that.







# Journaling

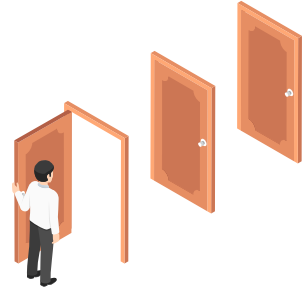
I want to be a

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## Self-Reflection:

What do you enjoy doing in your free time?  
What subjects in school interest you the most?  
List your strengths and weaknesses.



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## Steps to Your Career Door:

Write something you can do this week to move closer to your goal.

Describe a small achievement you can target in the next month.

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Outline a significant action you will take in the next six months.

Envision your final step before reaching your career goal.

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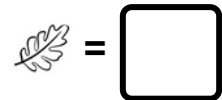
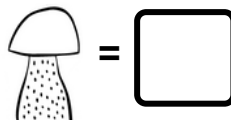
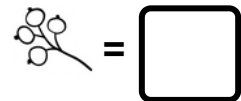
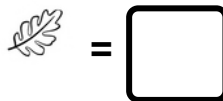
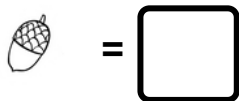
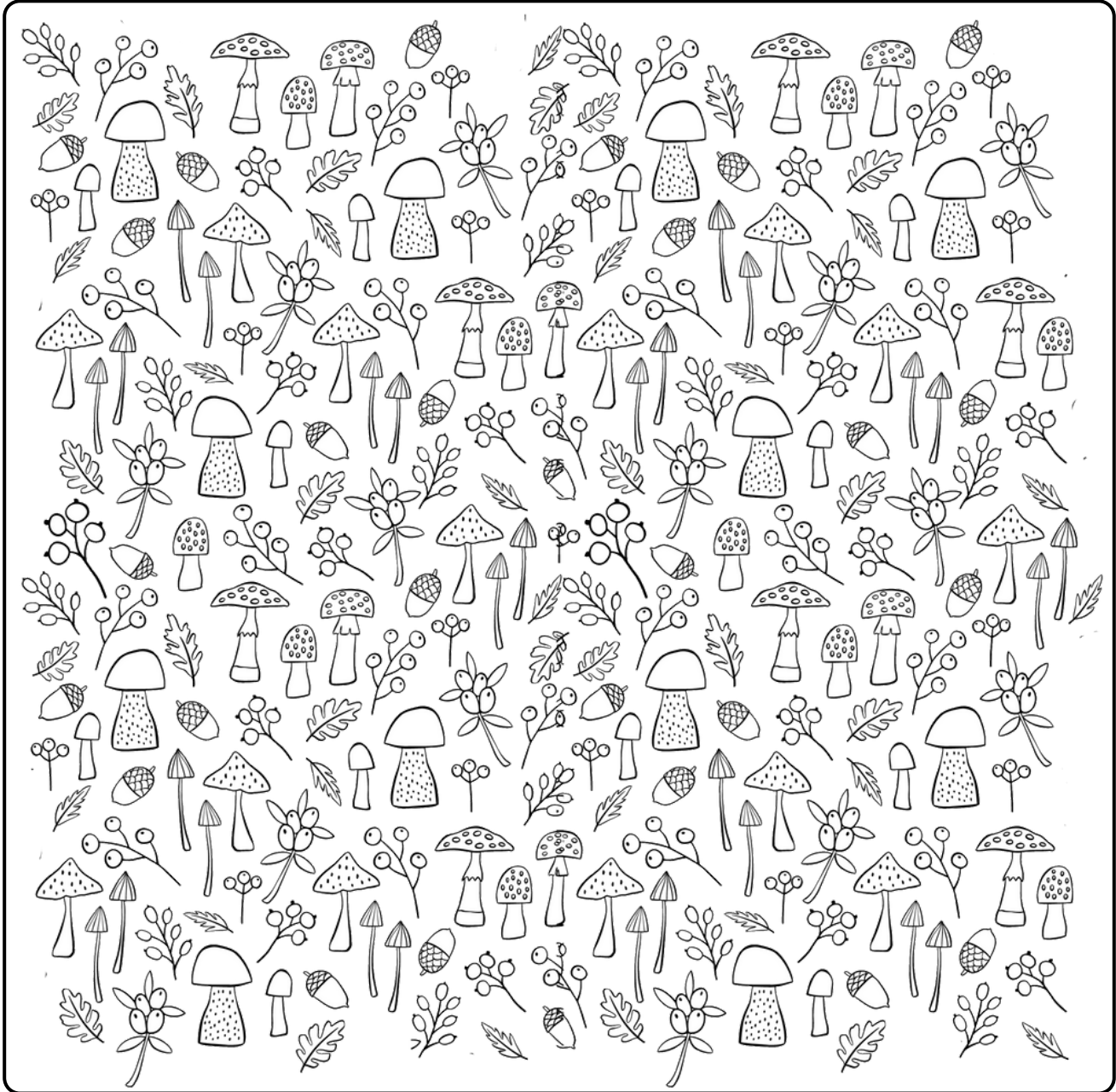
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# A Rainforest Trip I Spy

Find the items and write the number under each section.







## Social Interaction

Do you have something you want to share with a family member or friend? Scroll through your phone and send a “thumbs up” emoji to one person. After they respond, share with them how your’re feeling using emojis only. They will either respond with emojis or ask for more details. 😊 Continue the conversation from there. Feel free to try this with more than one person.

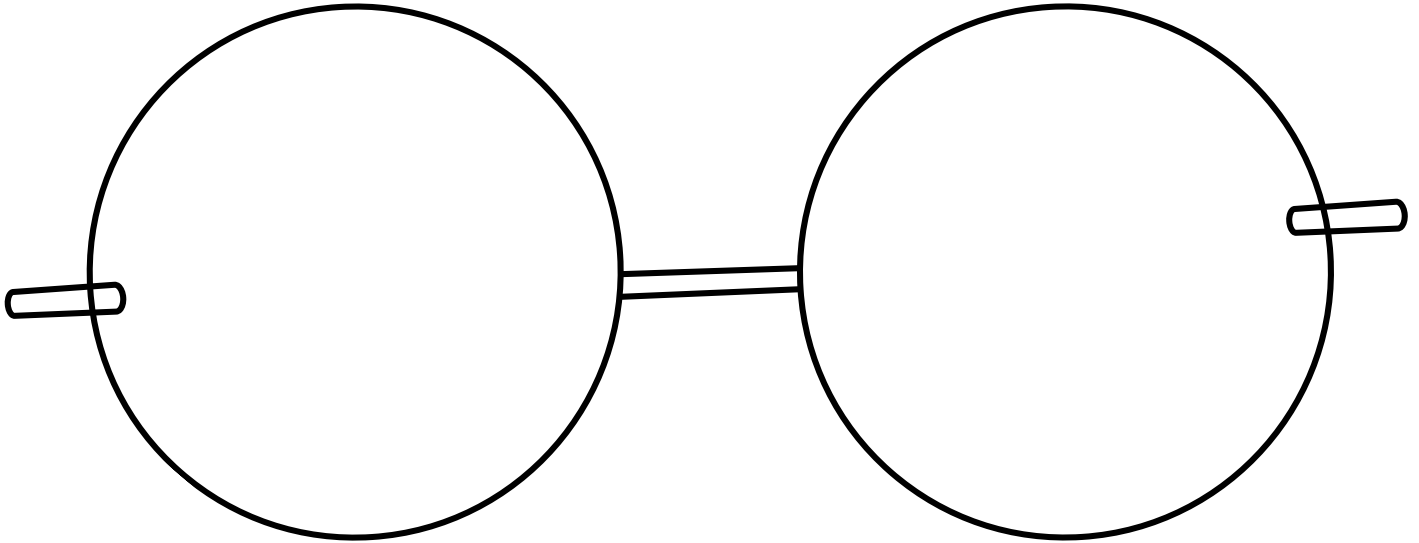




# Moving Forward

Goal #1

Goal #2



Things I am really good at/Things I really enjoy

Things others have told me I am good at

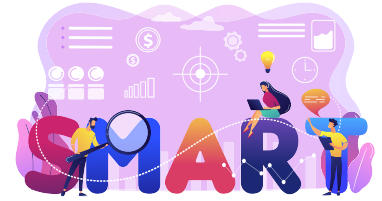
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# “Goal” Star

Use the template below to organize the steps needed to reach your overall goal. Remember to be as detailed as possible when identifying the steps in your process. PROCESS leads to the PRODUCT!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Overall Goal : \_\_\_\_\_

\_\_\_\_\_

<b>S</b> <b>Specific:</b> Clearly state your goal!	
<b>M</b> <b>Measurable:</b> Make sure you can measure your success!	
<b>A</b> <b>Achievable:</b> Set goals you know you can achieve!	
<b>R</b> <b>Relevant:</b> Set goals relevant to your overall health and wellbeing!	
<b>T</b> <b>Time-bound:</b> Set a deadline for completion!	

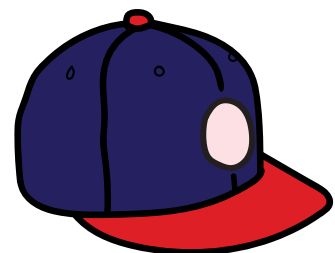
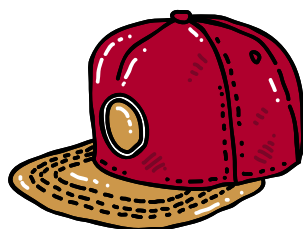
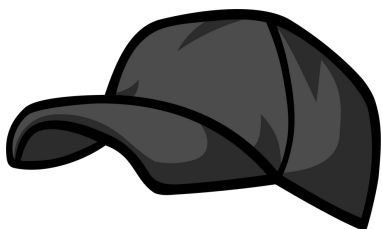




# Setbacks and Snapbacks

A setback is something that delays or reverses your progress. A snapback is a type of hat, but it is also a sudden rebound or recovery. It is important to understand that there is an opportunity for you to snap back from most setbacks! Make a list of setbacks you've had. How did you respond to them? What would you do differently if faced with the same setback again?

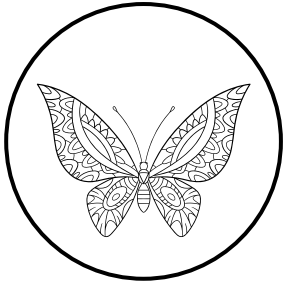
Setback	How I responded?	How I would respond in the future?





# Draw and Color

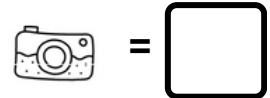
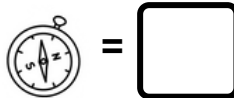
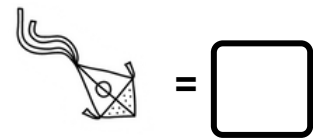
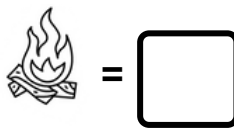
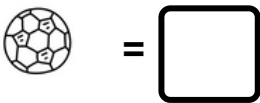
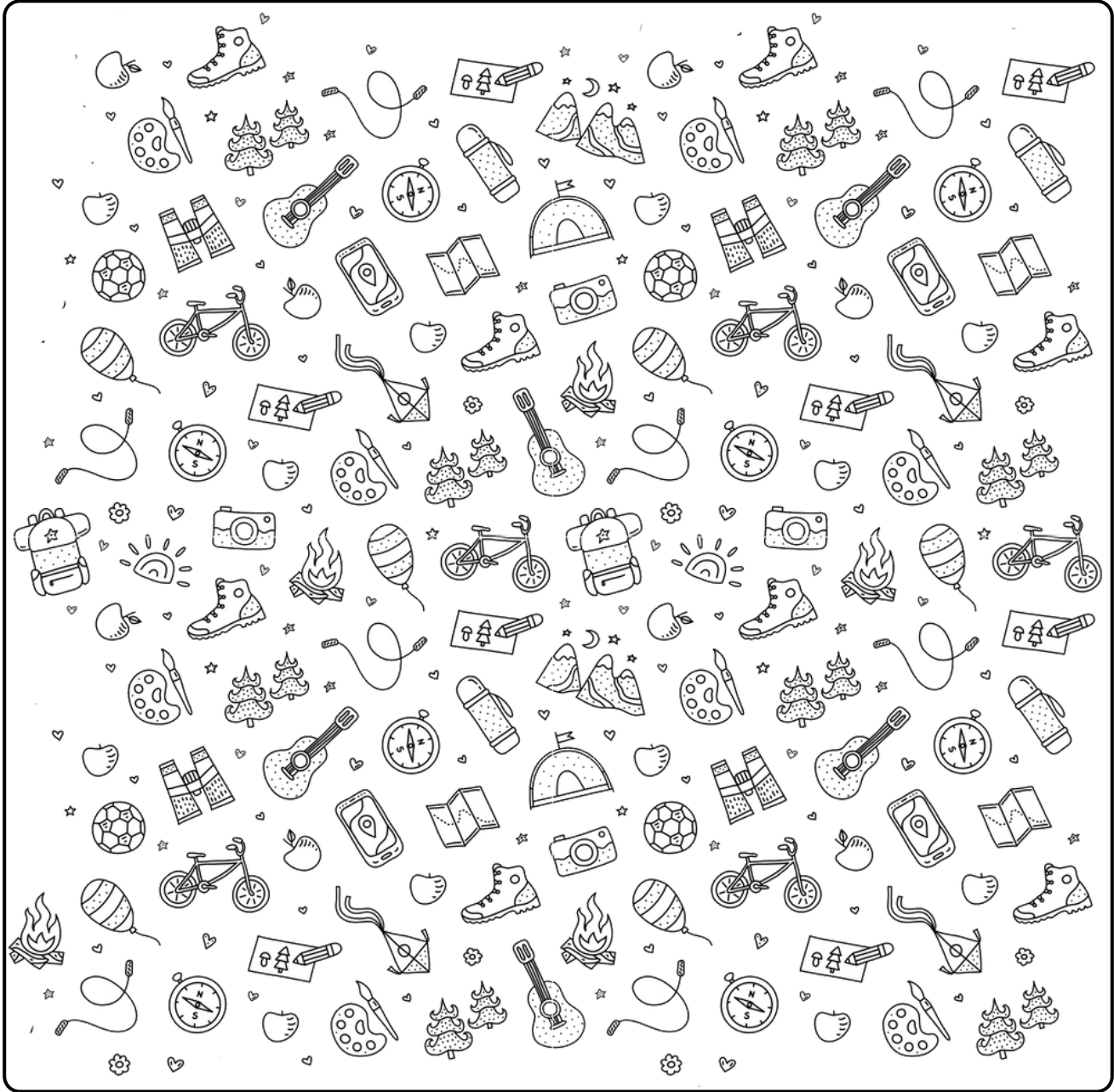
Draw and color the other half of the picture.





# A Safari Trip I Spy

Find the items and write the number under each section.





# Draw and Color















Draw and color the other half of the picture.





# Healthy Eating Food Tracker

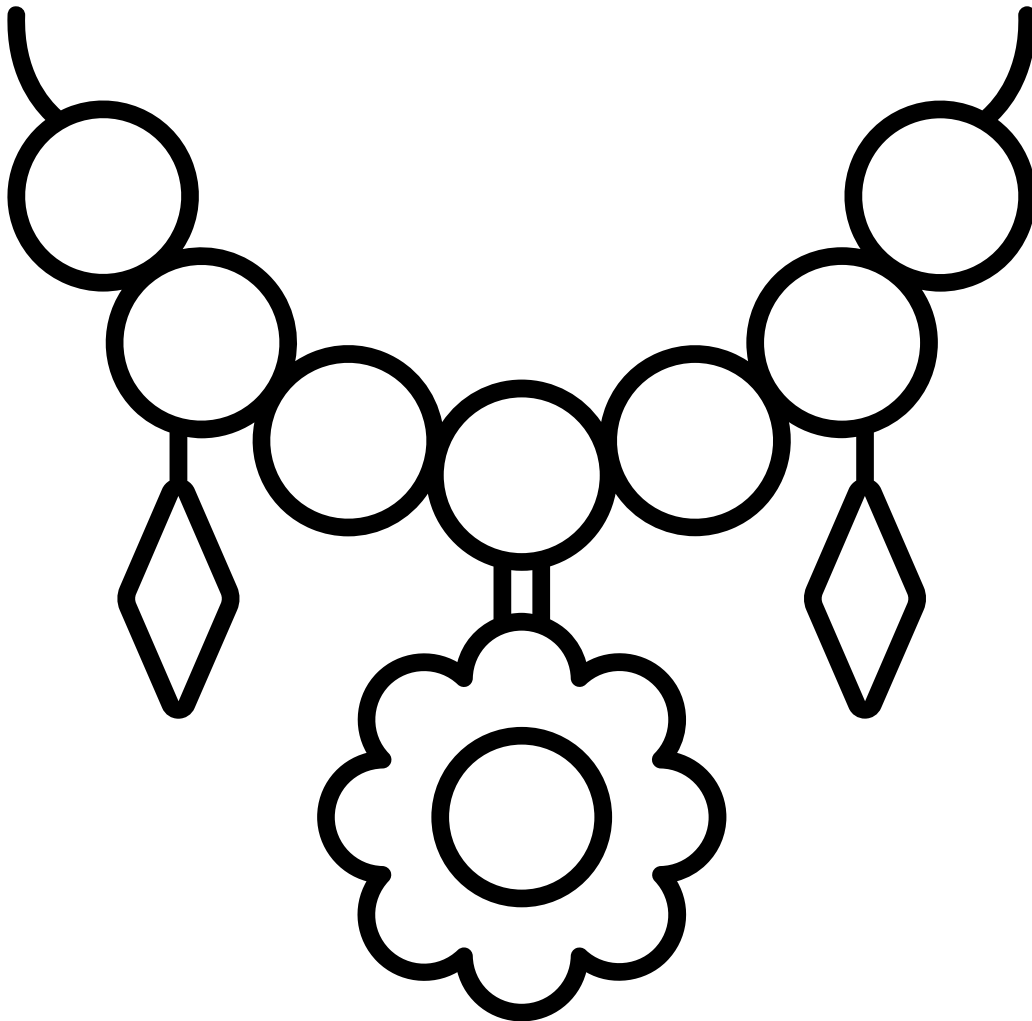
The best way to make sure something happens is to plan it. Make a list of everything you eat in one week and make a plan to improve the following week.

	Breakfast	Lunch	Dinner	Fruits and Vegetables
Sunday				 <input type="checkbox"/>  <input type="checkbox"/>
Monday				 <input type="checkbox"/>  <input type="checkbox"/>
Tuesday				 <input type="checkbox"/>  <input type="checkbox"/>
Wednesday				 <input type="checkbox"/>  <input type="checkbox"/>
Thursday				 <input type="checkbox"/>  <input type="checkbox"/>
Friday				 <input type="checkbox"/>  <input type="checkbox"/>
Saturday				 <input type="checkbox"/>  <input type="checkbox"/>



## Hidden Gems and Talents

Everyone has hidden gems and talents. What are yours? Place them in the charms in the necklace below. These could be positive personal characteristics or skills such as cooking.



Based on my hidden gems and talents, I would love to learn...

---

---

---



# Gratitude Tree

What are you grateful for? Try not to include things like phones, games and shoes or clothes.



I am grateful for

I am grateful for

I am grateful for

♥ \_\_\_\_\_

♥ \_\_\_\_\_

♥ \_\_\_\_\_

♥ \_\_\_\_\_



# My Life as a Movie

Imagine your life as a movie. What type of movie would it be? Drama? Comedy? Something else? Who would you want to play you? Begin writing a script for the opening scene below or on a device.



Genre:

---

Who would you want to play you?

---

Script:

---

---

---

---

---



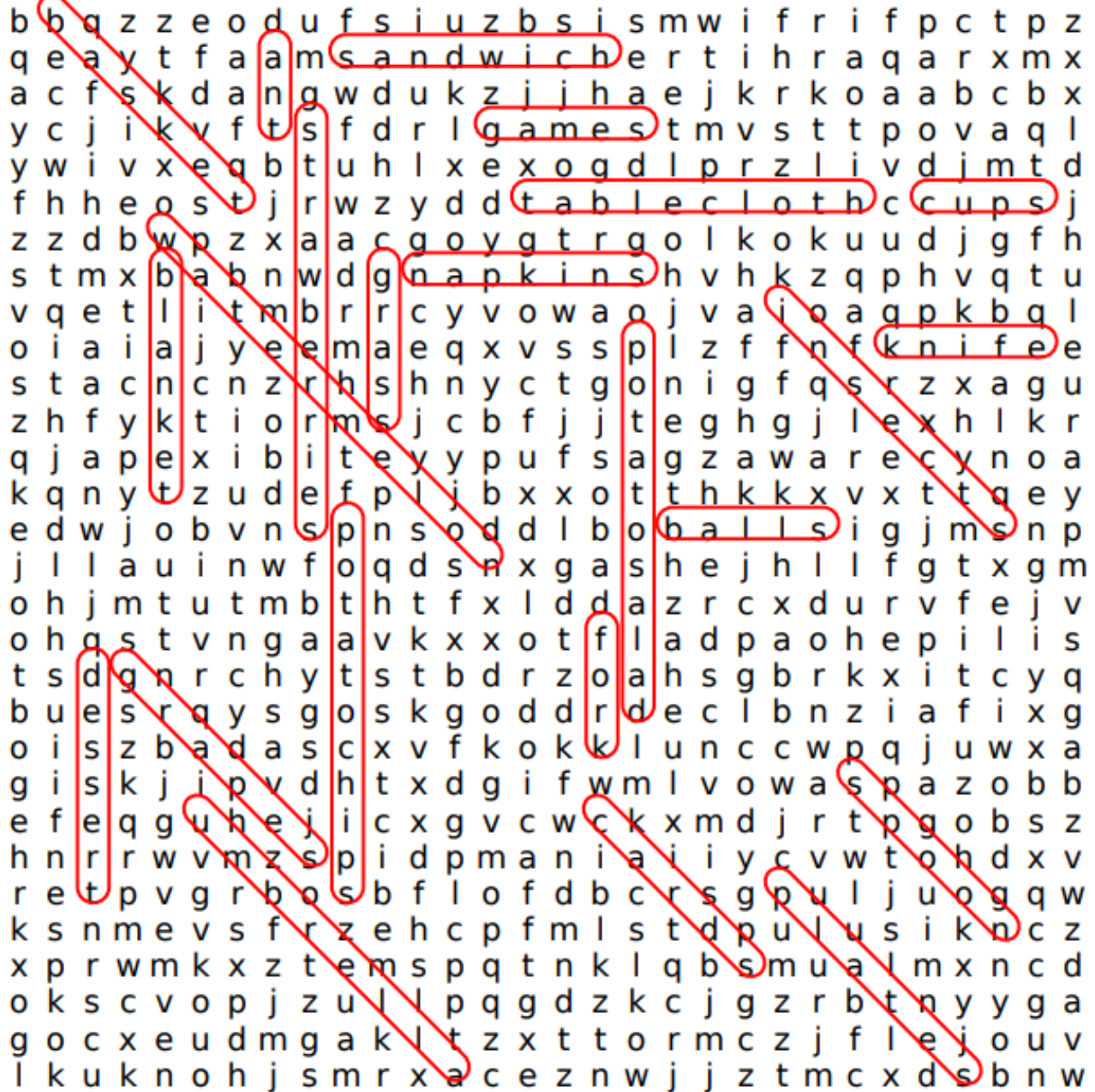
# Answer Keys





# The Perfect Summer Picnic Word Search

Find the words given in the word bank.



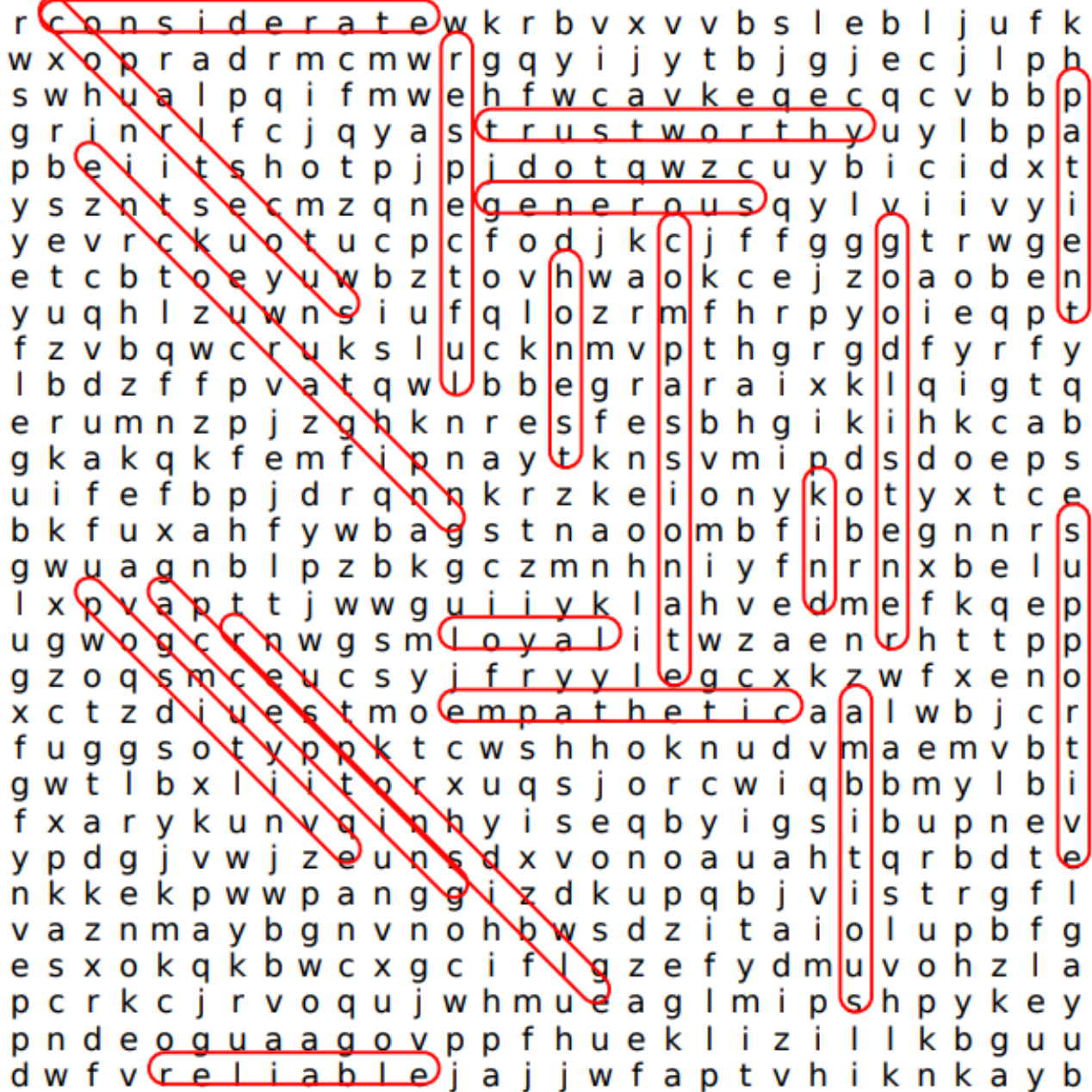
## Word Bank

Strawberries	Potato Chips	Insects	Ant	Grass
Potato Salad	Umbrella	Fork	Grapes	Cards
Tablecloth	Cups	Dessert	Basket	Games
Balls	Sandwich	Napkins	Spoon	
Watermelon	Blanket	Plates	Knife	



# Friendship Word Search

Find the words given in the word bank.



## Word Bank

- |               |             |           |          |             |
|---------------|-------------|-----------|----------|-------------|
| Compassionate | Considerate | courteous | reliable | Positive    |
| Good Listener | responsible | ambitious | Honest   | Respectful  |
| Encouraging   | Supportive  | Accepting | Loyal    | Trustworthy |
| Kind          | Empathetic  | Generous  | Patient  |             |



# Finance Word Search

Find the words given in the word bank.

A 20x20 grid of letters with several words circled in red. The circled words are: invest, wants, needs, freemarket, savings, capital, debt, interest, cost, deficit, stocks, budget, credit, wealth, and goods.

## Word Bank

- |             |           |         |         |        |       |
|-------------|-----------|---------|---------|--------|-------|
| Retirement  | Economics | Capital | Savings | Supply | Goods |
| Free market | Consumer  | Finance | Invest  | Credit | Needs |
| Ownership   | Interest  | IRA     | Demand  | Wealth | Wants |
| Debt        | Cost      | Deficit | Stocks  | Budget |       |



# It's Better to Give! Word Search

Find the words given in the word bank.



## Word Bank

- |                |             |           |           |         |             |
|----------------|-------------|-----------|-----------|---------|-------------|
| Philanthropist | Opportunity | Community | Volunteer | Charity | Passion     |
| Servant Leader | Fundraisers | Help      | Collect   | Growth  | Selfless    |
| Humanitarian   | Food        | Donations | Service   | Drive   | Food drive  |
| Give           | Motivation  | Clothing  | Shelter   | Money   | Necessities |



# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

8	4	9	2	7	1	3	5	6
5	3	7	8	9	6	4	1	2
6	2	1	3	5	4	7	9	8
7	5	6	9	1	2	8	3	4
1	8	3	6	4	7	5	2	9
4	9	2	5	8	3	6	7	1
3	1	4	7	6	9	2	8	5
9	7	8	4	2	5	1	6	3
2	6	5	1	3	8	9	4	7



# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

8	6	1	7	4	2	9	3	5
3	2	9	6	1	5	8	4	7
5	7	4	8	9	3	6	2	1
2	4	8	5	7	6	1	9	3
6	1	5	9	3	4	2	7	8
7	9	3	2	8	1	4	5	6
9	3	7	1	2	8	5	6	4
1	5	2	4	6	7	3	8	9
4	8	6	3	5	9	7	1	2



# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

5	7	1	3	9	4	6	8	2
2	8	3	1	6	5	9	7	4
9	6	4	8	7	2	3	1	5
7	1	9	4	5	3	8	2	6
6	3	8	2	1	7	4	5	9
4	2	5	6	8	9	1	3	7
8	4	7	5	3	6	2	9	1
1	9	6	7	2	8	5	4	3
3	5	2	9	4	1	7	6	8





# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

2	5	7	6	3	9	1	4	8
9	1	4	7	8	5	6	2	3
6	3	8	1	4	2	7	9	5
7	4	6	8	9	3	5	1	2
1	2	9	5	7	6	3	8	4
3	8	5	4	2	1	9	7	6
5	7	1	2	6	8	4	3	9
4	9	2	3	5	7	8	6	1
8	6	3	9	1	4	2	5	7



# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

9	1	5	3	2	7	8	4	6
3	8	7	9	6	4	2	5	1
6	4	2	1	5	8	9	3	7
1	7	3	4	8	5	6	2	9
5	9	6	7	1	2	4	8	3
8	2	4	6	3	9	7	1	5
4	3	1	8	9	6	5	7	2
2	6	8	5	7	3	1	9	4
7	5	9	2	4	1	3	6	8



D-B-H-D

**Draw and Color**

Draw and color the other half of the picture.

**Spin the Wheel!**

All you need is ten minutes! Spin the wheel and do as many exercises as you can. Grab a friend or go it alone!

Try again	Push-ups
Jog for 5 minutes	Run for 10 minutes
High knees for 1 minute	Crunches
Jump rope for 1 minute	10 sit-ups
10 burpees	10 squats

**Could We Be Friends Again?**

Write a letter or create a text to someone you feel has wronged you. Discuss what they did and how it made you feel. After you are done, read it to yourself at least once. Do you feel better now that you've gotten your feelings out to the person or maybe a trusted adult? Discuss with the person and continue your relationship or are you better off not communicating anymore. Regardless of the answers to these questions, decide what you need to do to heal and move on.

**Social Interaction**

Do you have something you want to share with a family member or friend? Scroll through your phone and send a "thumbs up" emoji to one person. After they respond, share with them how you're feeling only using emojis. They will either respond with emojis or ask for more details. Continue the conversation from there. Feel free to try this with more than one person.



The following contributors are recognized for their efforts to ensure Georgia's schools and communities have a comprehensive book of activities to assist scholars in becoming their best selves:

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